



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees Meeting
Educational Programs Committee
March 22, 2018**

10:15 a.m.

FAIRWINDS Alumni Center

Conference call in phone number 800-442-5794, passcode 463796

AGENDA

- | | |
|--|--|
| I. CALL TO ORDER | Robert Garvy
<i>Chair, Educational Programs Committee</i> |
| II. ROLL CALL | Gwen Ransom
<i>Executive Administrative Assistant</i> |
| III. MEETING MINUTES | Chair Garvy |
| <ul style="list-style-type: none">• Approval of January 18, 2018, Educational Programs Committee meeting minutes | |
| IV. NEW BUSINESS | Chair Garvy |
| <ul style="list-style-type: none">• Conferral of Degrees (EPC-1) | A. Dale Whittaker
<i>Provost and Executive Vice President</i> |
| <ul style="list-style-type: none">• Proposed Academic Year Calendar (EPC-2)<ul style="list-style-type: none">- 2019-2020 Academic Year Calendar (EPC-2a)- 2020-2021 Academic Year Calendar (EPC-2b) | Maribeth Ehasz
<i>Vice President of Student Development and Enrollment Services</i>
DeLaine Priest
<i>Associate Vice President, Student Success</i> |
| <ul style="list-style-type: none">• New Degree Programs (EPC-3)<ul style="list-style-type: none">- Doctorate in Social Work (EPC-3a)- Ph.D. Degree in Strategic Communications (EPC-3b)Master of Science Degree in Emergency and Crisis Management (EPC-3c)- B.A. and B.S. Degrees in Emergency Management (EPC-3d) | Elizabeth Klonoff
<i>Vice President for Research and Dean of Graduate Studies</i>
John Weishampel
<i>Associate Dean, College of Graduate Studies</i> |
| <ul style="list-style-type: none">• Digital Learning Course Redesign Initiative (INFO-1) | Elizabeth Dooley
<i>Vice Provost for Teaching and Learning and Dean of Undergraduate Studies</i>
Keisha Hoerrner
<i>Associate Dean, College of Undergraduate Studies</i>

Thomas Cavanagh
<i>Vice Provost for Digital Learning</i> |

- 2015-2016 Academic Program Review
 - Recommendation Implementation Update
Modeling and Simulation Follow-up
(INFO-2)Elizabeth Klonoff
*Vice President for Research and Dean
of Graduate Studies*
- Provost UpdateA. Dale Whittaker
 - Faculty Spotlight (INFO-3)
Disease, Trauma, Pain and AgeingMelanie Coathup
*Professor of Medicine, College of Medicine
Department of Internal Medicine*
 - State College of Florida – Notice of Intent
New Baccalaureate Degree (INFO-4)A. Dale Whittaker

V. OTHER BUSINESS



UNIVERSITY OF CENTRAL FLORIDA

MINUTES
Board of Trustees
Educational Programs Committee
January 18, 2018
Fairwinds Alumni Center

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 10:00 a.m. Committee members Ken Bradley, Beverly Seay, and Bill Self were present. Chairman Marcos Marchena, trustees Clarence Brown, Joseph Conte, John Lord, Alex Martins, and William Yeargin were also present, and trustee John Sprouls joined the meeting via teleconference.

MINUTES

The October 13, 2017, meeting minutes were approved as written.

NEW BUSINESS

2015-16 Academic Program Review Recommendation Implementation (INFO-1)

Dr. Paige Borden, Associate Provost, Academic Program Quality and Associate Vice President, Institutional Knowledge Management, provided a review of the implementation status for the following departments and units as part of the annual reporting process for Academic Program Review:

- School of Performing Arts (*Music, Music Education, Music Performance, and Theatre*)
- School of Visual Arts and Design (*Architecture, Art, Digital Media, Emerging Media, Film, and Photography*)
- Modeling and Simulation
- Burnett School of Biomedical Sciences (*Biomedical Sciences, Biotechnology, and Medical Laboratory Sciences*)
- College of Medicine

Status of New Degrees (INFO-2)

Dean Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of Undergraduate Studies, provided an update on the status of the Bachelor of Arts in Communication and Conflict; the degree program was implemented in Fall of 2015. The program grew from 29 students in Fall 2015 to 194 students in Fall 2017.

Provost's Update

Provost Whittaker announced approval by President Hitt of an Academic Health Sciences Center that will bring together a critical mass of health-related programs, research, and clinical services. He reported that UCF moved up 20 spots to number 16 in *U.S. News and World Report's* Best Online Bachelor Degree Programs for 2018. Whittaker also shared national media coverage on digital learning and UCF's academic reputation from *The Wall Street Journal* and *The Washington Post*. Whittaker announced new academic leadership in both Burnett Honors College and Rosen College of Hospitality Management; he also updated the committee on new research and research awards, as well as commercialization of facilities. Whittaker updated the committee on several student success and faculty excellence metrics.

- Faculty Spotlight (INFO-3) – Provost Whittaker introduced Dr. Zhongzhou Chen, Assistant Professor in the Department of Physics, College of Science. Dr. Chen has a Ph.D. in physics from University of Illinois Urbana, specializing in physics education and multimedia learning. Chen gave a presentation on his partnership with the Center for Distributed Learning to develop new online learning modules that provide data on student learning behavior; this concept is called 4K Learning Telescope.
- Mythbuster – 21st Century Learning (INFO-4) – Provost Whittaker explored whether we teach the way we know students learn. He highlighted our high-impact practices to drive student success, including experiential and service learning, study abroad, learning communities, and adaptive learning. Whittaker also discussed UCF's next initiatives in 21st century teaching, including virtual reality, more active learning classrooms, and transforming courses to engage students and faculty to effect learning outcomes.

Chairman Garvy adjourned the meeting at 11:06 a.m.

Respectfully submitted: _____
A. Dale Whittaker
Provost and Executive Vice President

Date

ITEM: EPC-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Conferral of Degrees

DATE: March 22, 2018

PROPOSED BOARD ACTION

Approval: Conferral of degrees at the Spring 2018 commencement ceremonies.

BACKGROUND INFORMATION

UCF expects to award the following degrees at the Spring 2018 commencement ceremonies on May 3, 4 and 5, 2018:

6,936	baccalaureate degrees
1,228	master's degrees
<u>196</u>	doctoral and specialist degrees
8,360	Total

Supporting documentation: Attachment A: Registrar's Graduation Count

Prepared by: Brian Boyd, University Registrar, Registrar's Office

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Educational Programs - New Business

Attachment A

UCF Spring 2018 Commencement

Note: Procession of graduates begins 20 minutes prior to each ceremony.

*Projected Attending (Baccalaureate only) is an estimate based on 70% attending rate.

College	Baccalaureate				Master				Doctorate			
	Intent to graduate	Projected* attending	Picked-up cap and gown	Head-count	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count	Intent to graduate	Indicated attending	Picked-up cap and gown	Head-count
Thursday, 5/3, 9:00 a.m.												
College of Arts and Humanities	803	562			58	58			9	9		
College of Engineering and Computer Science	685	480			276	276			66	66		
College of Optics and Photonics	4	3			9	9			6	6		
College Totals:	1,492	1,044	0	0	343	343	0	0	81	81	0	0
Total Students Anticipated in Attendance:	1,468											
Thursday, 5/3, 2:30 p.m.												
College of Graduate Studies	0	0	0	0	15	15			0	0	0	0
College of Medicine	238	167			21	21			4	4		
College of Undergraduate Studies	337	236			0	0	0	0	0	0	0	0
Rosen College of Hospitality Management	442	309			33	33			2	2		
College Totals:	1,017	712	0	0	69	69	0	0	6	6	0	0
Total Students Anticipated in Attendance:	787											
Friday, 5/4, 9:00 a.m.												
College of Sciences	1,537	1,076			107	107			27	27		
College Totals:	1,537	1,076	0	0	107	107	0	0	27	27	0	0
Total Students Anticipated in Attendance:	1,210											
Friday, 5/4, 2:30 p.m.												
College of Education and Human Performance	539	377			195	195			33	33		
* Education Specialists	0	0	0	0	16	16			0	0	0	0
College of Nursing	277	194			44	44			5	5		
College Totals:	816	571	0	0	255	255	0	0	38	38	0	0
Total Students Anticipated in Attendance:	864											
Saturday, 5/5, 9:00 a.m.												
College of Business Administration	871	610			204	204			3	3		
College Totals:	871	610	0	0	204	204	0	0	3	3	0	0
Total Students Anticipated in Attendance:	817											
Saturday, 5/5, 2:30 p.m.												
College of Health & Public Affairs	1,203	842			250	250			41	41		
College Totals:	1,203	842	0	0	250	250	0	0	41	41	0	0
Total Students Anticipated in Attendance:	1,133											
Degree level ITG totals:	6,936				1,228				196			
Combined ITG submissions:	8,360											
All ceremony projected* attending:	6,279	75.1%	of all ITG's									
Anticipated attendance - cap/gown pickup:	0	0.0%	of all ITG's									
Headcount totals:	0	0.0%	of all ITG's									

ITEM: **EPC-2a**

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2019-20 UCF Academic Calendar

DATE: March 22, 2018

PROPOSED BOARD ACTION

Approval of 2019-20 UCF academic calendar.

BACKGROUND INFORMATION

The Board of Governors requires that the Board of Trustees approve the university's academic calendar. The attached academic year calendar, developed by the UCF Academic Calendar Committee, has been approved by Provost Whittaker.

The 2019-20 calendar was previously approved, modifications were required to align with the fall start dates for UCF Downtown Campus and Valencia College. The academic calendar committee convened in January and approved to move the start date of the fall 2019 calendar back one week. This now aligns with the fall 2019 start date of our partner Valencia College.

Supporting documentation: Attachment A: 2019-20 Proposed Academic Calendar

Prepared by: Maribeth Ehasz, Vice President, Student Development and Enrollment Services and
DeLaine Priest, Associate Vice President, Student Development and Enrollment Services

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

2019-20 Academic Calendar Revised Proposal

EVENT	Fall 2019	Spring 2020	SU A (6 wks) 2020	B (6 wks) 2020	C (12 wks) 2020	D (8 wks) 2020
Classes Begin	26-Aug	6-Jan	11-May	22-Jun	11-May	11-May
Drop Deadline	29-Aug	9-Jan	14-May	25-Jun	14-May	14-May
Add Deadline	30-Aug	10-Jan	15-May	26-Jun	15-May	15-May
Withdraw Date	4-Nov	18-Mar	4-Jun	16-Jul	29-Jun	17-Jun
Thanksgiving Wednesday - No Classes- Student Holiday Only	27-Nov					
Last Day of Class	4-Dec	20-Apr	19-Jun	31-Jul	31-Jul	10-Jul
Study Day	N/A	N/A	-	-	-	-
Final Exams	12/5-12/7. 12/9-12/11	4/21-4/27	-	-	-	-
Grades Due	16-Dec	30-Apr	24-Jun	5-Aug	5-Aug	15-Jul
Degree Conferral Date	13-Dec	30-Apr	1-Aug	1-Aug	1-Aug	1-Aug
Certifications	17-Dec	2-May	10-Aug	10-Aug	10-Aug	10-Aug
Commencement	12/13-12/14	4/30-5/2	1-Aug	1-Aug	1-Aug	1-Aug
Number of Class Days **	74.5	77	31	31	62	46
Number of Final Exam Days	6	6	-	-	-	-
Total Number of Instructional Days *	80.5	83	31	31	62	46
Grand Total Number of Instructional Days	225.5					
Total Instructional Days*	Fall 2019	Spring 2020	SU A (6 wks) 2020	B (6 wks) 2020	C (12 wks) 2020	D (8 wks) 2020
August	5.5	-	-	-	-	-
September	22	-	-	-	-	-
October	25	-	-	-	-	-
November	19	-	-	-	-	-
December	9	-	-	-	-	-
January	-	20.5	-	-	-	-
February	-	22.5	-	-	-	-
March	-	18.5	-	-	-	-
April	-	21.5	-	-	-	-
May	-	0	15	-	15	15
June	-	-	16	7.5	22	24
July	-	-	-	23.5	25	7
August	-	-	-	0	0	0
Totals *	80.5	83	31	31	62	46

* Does include final exam days

** Does not include final exams

Saturday is counted as one-half an instructional day

Holidays - University Closed		
Labor Day	Monday	9/2/2019
Veterans Day	Friday	11/11/2019
Thanksgiving	Thurs-Sat	11/28 - 11/30
MLK	Monday	1/20/2020
Spring Break	Mon-Sat	3/9 - 3/14
Memorial Day	Monday	5/25/2020
4th of July	Friday	7/3/2020

ITEM: **EPC-2b**

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2020-21 UCF Academic Calendar

DATE: March 22, 2018

PROPOSED BOARD ACTION

Approval of 2020-21 UCF academic calendar

BACKGROUND INFORMATION

The Board of Governors requires that the Board of Trustees approve the university's academic calendar. The attached academic year calendar, developed by the UCF Academic Calendar Committee has been approved by Provost Whittaker.

Supporting documentation: Attachment A: 2020-21 Proposed Academic Calendar

Prepared by: Maribeth Ehasz, Vice President, Student Development and Enrollment Services and
DeLaine Priest, Associate Vice President, Student Development and Enrollment Services

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

2020-21 Academic Calendar - Proposed

Proposed Revision for Downtown

EVENT	Fall 2020	Spring 2021	SU A (6 wks) 2021	B (6 wks) 2021	C (12 wks) 2021	D (8 wks) 2021
Classes Begin	24-Aug	11-Jan	17-May	28-Jun	17-May	17-May
Drop Deadline	27-Aug	14-Jan	20-May	1-Jul	20-May	20-May
Add Deadline	28-Aug	15-Jan	21-May	2-Jul	21-May	21-May
Withdraw Date	30-Oct	26-Mar	11-Jun	23-Jul	7-Jul	25-Jun
Thanksgiving Wednesday - No Classes- Student Holiday Only	25-Nov					
Last Day of Class	4-Dec	26-Apr	26-Jun	7-Aug	7-Aug	17-Jul
Study Day		27-Apr	-	-	-	-
Final Exams	12/7-12/12	4/28-5/4	-	-	-	-
Grades Due	16-Dec	7-May	30-Jun	11-Aug	11-Aug	21-Jul
Degree Conferral Date	18-Dec	6-May	7-Aug	7-Aug	7-Aug	7-Aug
Certifications	18-Dec	10-May	13-Aug	13-Aug	13-Aug	13-Aug
Commencement	12/18-12/19	5/6-5/8	7-Aug	7-Aug	7-Aug	7-Aug
Number of Class Days	76.5	77	31.5	31.5	63	46.5
Number of Final Exam Days	6	6	-	-	-	-
Total Number of Instructional Days	82.5	83	31.5	31.5	63	46.5
Grand Total Number of Instructional Days	228.5					
Total Instructional Days*	Fall 2020	Spring 2021	SU A (6 wks) 2021	B (6 wks) 2021	C (12 wks) 2021	D (8 wks) 2021
August	6.5	-	-	-	-	-
September	23	-	-	-	-	-
October	24.5	-	-	-	-	-
November	18.5	-	-	-	-	-
December	10	-	-	-	-	-
January	-	15.5	-	-	-	-
February	-	22	-	-	-	-
March	-	19.5	-	-	-	-
April	-	23	-	-	-	-
May	-	3	10.5	-	10.5	10.5
June	-	-	21	3	24	24
July	-	-	-	23	23	12
August	-	-	-	5.5	5.5	0
Totals	82.5	83	31.5	31.5	63.0	46.5

* Does include final exam days

** Does not include final exam days

Saturday is counted as one-half an instructional day

Holidays - University Closed		
Labor Day	Monday	9/7/2020
Veterans Day	Wednesday	11/11/2020
Thanksgiving	Thurs-Sat	11/26-11/28
MLK	Monday	1/18/2021
Spring Break	Mon-Sat	3/7-3/14
Memorial Day	Monday	5/31/2021
4th of July	Monday	7/5/2021

ITEM: EPC-3a

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Doctorate in Social Work**DATE:** March 22, 2018**PROPOSED BOARD ACTION**

Approval of New Degree Program – Doctorate in Social Work

BACKGROUND INFORMATION

The School of Social Work in the College of Health and Public Affairs proposes to establish a professional practice Doctorate in Social Work focused on Behavioral Healthcare Leadership.

UCF's Doctorate in Social Work curriculum is distinguished from existing Doctorate in Social Work programs in Florida and the United States by its grounding in the specific recommendations of the Institute of Medicine for population-based focus on behavioral health and training of practitioners in building evidence for behavioral health interventions with an emphasis on fidelity, standardization, accountability, and performance measurement. The field of behavioral health is rapidly expanding and social work practitioners are the most populous of health professions represented in the behavioral health workforce. The U. S. Bureau of Labor Statistics projects employment of healthcare social workers in 2015, and mental health and substance abuse social workers to both grow by 19 percent between 2014 and 2024. Further, the State of Florida is projected to experience a dramatic rise in the population of individuals most in need of health services, with the number of residents 65 and older expected to increase from 3,259,602 in 2010 to 6,642,622 in 2040 (Florida Demographic Estimating Conference and the University of Florida, 2015). As organizations strive to meet these increasing demands, they will need an increasing number of highly trained social workers to join management teams and serve in leadership roles. In response to the emerging demands for social work leadership in the healthcare sector, the overall purpose of this proposed program is to prepare social work professionals to develop, manage, evaluate, and strengthen programs that serve patients in hospitals, hospices, nursing care facilities, and mental health and substance abuse treatment facilities.

The proposed program will require 42 credit hours beyond the Masters in Social Work degree including 36 hours of coursework and six hours of Capstone research. It will be an online, part-time, three-year cohort program.

This proposal was evaluated and recommended by the department, college, and university Graduate Council Program Review Committee. The College of Graduate Studies recommends this proposal, and it has evaluated seven of the eight program criteria as *met with strength* and one as *met*. The proposed implementation date is Fall 2018.

Supporting documentation: Attachment A: Analysis Summary for New Degree Authorization**Prepared by:** Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies**Submitted by:** A. Dale Whittaker, Provost and Executive Vice President

Attachment A

Analysis Summary for New Degree Authorization
Program Name: Doctorate in Social Work

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	Met with Strength The Doctorate in Social Work program supports the mission and goals of both the State University System and the University of Central Florida. The existing Master of Social Work program, particularly the online track, has been highly successful.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met with Strength There is not currently an accrediting body for the Doctorate in Social Work degree. The Masters and Bachelors of Social Work at the University of Central Florida have received positive accreditation reviews. The departmental requirement to hire new Social Work faculty with demonstrated productivity in research, as evidenced by grant acquisition and publication quality, supports the program's future growth and success.
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	Met with Strength The program has well defined admissions and graduation standards. The proposal outlines appropriate courses focused on research-problem solving and data analysis. There are a variety of existing UCF courses available online from Social Work other programs that Doctorate in Social Work students could take to satisfy electives documented in the proposal.
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength The Social Work faculty are productive and the participation levels for research and teaching responsibilities in support of the degree are evenly dispersed. The research that is currently funded is in areas of focus for future student research.
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	Met The degree will be an online program and will not be impacted by space limitations. The start of the program is planned for Fall 2018, which is prior to the completion of the UCF Downtown Campus. Temporary solutions may be needed for faculty and administrators. The committee recommended that more letters of support from external agencies and current and potential future employers be included with the proposal. The letters should specifically address the agency or company's promise of financial support to fund students with tuition support.

	Criteria	Proposal Response to Criteria
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	Met with Strength The external consultants supported the need for the program. An internal survey of Master of Social Work alumni returned a strong interest in pursuing the Doctorate in Social Work. The committee was concerned about the salary potential for graduates of the program. The proposal demonstrates a clear market demand for graduates with such a degree. There is a strong successful population of students at UCF from the Master of Social Work online program that will bring a diverse population of applicants.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	Met with Strength The budget in the proposal is realistic and will take advantage of resources generated by the Master of Social Work online program. The structural change in the College of Health and Public Affairs may impact funding in the future. The cost of the program is relatively low.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength The School of Social Work has shown a recent, significant increase in external funding. The hiring of research productive faculty will strengthen the department and program. Teaching productivity in the department is high.

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Ph.D. Degree in Strategic Communications

DATE: March 22, 2018

PROPOSED BOARD ACTION

Approval of New Degree Program – Ph.D. Degree in Strategic Communications

BACKGROUND INFORMATION

The Nicholson School of Communication in the College of Sciences proposes to establish a Ph.D. Degree in Strategic Communications.

Strategic communications, one of the fastest growing areas situated within the broader field of communication, is an innovative and unique subfield. It is distinct from other communication subfields in that it is intentionally goal-driven communication wherein communication scholars work in partnership with professionals in the public and private sectors to solve real world problems. It involves constructing and designing effective, theoretically driven messages and delivering them through the appropriate channels to accomplish specific goals related to local, national, and global problems and issues in health, risk and crisis, media and technology, instructional and training, as well as advertising and public relations contexts.

The proposed Ph.D. Degree in Strategic Communications is currently on the Board of Governors list of programs of Strategic Emphasis CIPs as of Fall 2014 for Critical Workforce – Gap Analysis.

Current data and future projections indicate the need for students with doctoral level expertise in health and risk and crisis communication. Evidence for this is the growing demand for highly trained communication educators, researchers, policy analysts, and practitioners in health, government, corporate, non-profit, and academic sectors of society. Job openings for communication teachers at the post-secondary level requiring doctoral or professional degrees are anticipated to grow from 10 to 19 percent between 2014 and 2024. Data from the National Communication Association reveal growth in enrollment in communication programs across the country, increasing demand for Ph.D. trained university faculty to meet the teaching demand.

Very few institutions currently offer Ph.D. programs with tracks in the related areas of health, risk, or crisis communication. Among the four institutions in Florida that grant communication doctorates, none offers doctorates in Strategic Communications or a track in health, crisis, or risk communication. This proposed Ph.D. program is designed to fill that gap and provide students with the necessary knowledge and skills to pursue a successful, advanced career in communication and related fields in both academic and applied settings.

The proposed program will require a minimum of 60 hours beyond the master's degree including 42 hours of coursework, three credit hours in community engagement, and 15 hours of dissertation credit.

This proposal was evaluated and recommended by the school, college, and university Graduate Council Program Review Committee. The College of Graduate Studies recommends this proposal, and it has evaluated seven of the eight program criteria as *met with strength* and one as *met*. The proposed implementation date is Fall 2019.

Supporting documentation: Attachment A: Analysis Summary for New Degree Authorization

Prepared by: Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

Analysis Summary for New Degree Authorization
Program Name: Ph.D. Degree in Strategic Communications

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	Met with Strength The Strategic Communications Ph.D. degree program supports all State University System strategic goals and the mission for fostering interdisciplinary research. The program is aligned to contribute to the UCF mission of partnership. The program meets a critical workforce gap, which is an area of strategic emphasis.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met with Strength The undergraduate communication program met all SACSCOC requirements in 2016. Recommendations from the consultants were addressed and resolved. The external consultant's recommendation to offer training for the less experienced graduate faculty on working with and advising dissertations has been implemented and a timeline to meet this suggestion has been established.
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	Met with Strength The program curriculum involves coursework and associated activities that will prepare the doctoral candidates for presenting and publishing original research. The sequence of coursework is well conceived and many of courses will be crucial in assisting students in dissertation research. The new courses have been approved by Graduate Council Curriculum Committee. The required courses cover theory, research, and application.
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength The program will initially be supported by 16 tenure or tenure earning Graduate Faculty with earned Doctor of Philosophy degrees. The recently hired faculty have experience mentoring doctoral level students. The Nicholson School of Communication has an overall high level of research productivity.

	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	<p>Met</p> <p>UCF has comparable journal subscriptions as other peer institutions that offer a doctoral degree in this field. The library assessment states they are currently only lacking basic textbooks. The program has allocated funds to correct this deficiency. An increase in grant dollars is predicted to continue and accelerate. The committee raised concerns that grant funding is not guaranteed. The program will be housed at the new UCF downtown campus, which is expected to be beneficial. The committee suggested to strengthen the grant funding activities and the move to downtown to highlight the potential for opening diverse government and industry partnerships.</p>
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	<p>Met with Strength</p> <p>The program does not duplicate any existing programs in the state of Florida. There is substantial current data documenting the need for well-trained experts in this field and future projections for employment needs are expected to continue to grow. There is already a shortage of faculty to fill current vacant positions. It is expected that Ph.D. program will be diverse based on the current undergraduate and master's student populations.</p>
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<p>Met with Strength</p> <p>The reallocation of existing graduate assistantship funds from the Master's students to Ph.D. of Philosophy students appears to be adequate. However, this movement from may have a negative impact on the Master's program which is expected to serve somewhat as a feeder population to the Ph.D. program. The program obtained a commitment from the College of Sciences Dean for funding amounting to \$194,000 by year five of the program. There is the possibility that grants may not be obtained on a regular basis which would impact the program funding.</p>
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<p>Met with Strength</p> <p>Existing faculty have proven experience and success on all fronts: teaching research, and service.</p>

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Master of Science Degree in Emergency and Crisis Management

DATE: March 22, 2018

PROPOSED BOARD ACTION

Approval of New Degree Program Master of Science Degree in Emergency and Crisis Management

BACKGROUND INFORMATION

The School of Public Administration in the College of Health and Public Affairs proposes to establish a Master of Science Degree in Emergency and Crisis Management. This program builds upon the Graduate Certificate Program and will require 36 credit hours (10 core courses and two restricted electives).

The frequency of man-made and natural disasters has dramatically increased since the 1990's; emergency and disaster declarations in the United States reflect it. Florida ranks fifth with the most major disaster declarations between 1953 and 2015 with 67 declarations. The nation has sustained 212 weather and climate disasters since 1980 in which overall damages and costs reached or exceeded \$1 Billion. This year, three major hurricanes – Harvey, Irma, and Maria – caused major damage across Texas, Louisiana, Puerto Rico, Florida, and Georgia. Hurricane Irma was the strongest hurricane in the Atlantic ever recorded. The United States has also experienced multiple man-made disasters, including the Terrorist Attacks of September 11, 2001, Boston Marathon Bombing, BP Deepwater Horizon Oil Spill, Virginia Tech Mass Shooting, Pulse Nightclub Mass Shooting, and Las Vegas Mass Shooting (deadliest terror attack in United States since September 11, 2001).

This proposed Master of Science Degree in Emergency and Crisis Management program will prepare individuals to practice as a highly trained practitioner ready to manage security threats or crises, natural or man-made threats, disasters or emergencies through the coordination of the public, private, and nonprofit sectors. We built into the curriculum FEMA's Professional Development Series, elements of the Certified Emergency Manager program, and an intensive, week-long, hands-on training experience. Therefore, our graduates will be able to apply for a Certified Emergency Manager designation sooner. This program will benefit the public, private, and nonprofit emergency management field through service learning, internships, and volunteer service. The scope and focus of the proposed program will be unique in Florida and one of 42 in the United States. We have the largest group of emergency management scholars housed in one program, and we are the second highest published in this discipline.

Emergency Management and Homeland Security remains one of the fastest growing occupations in the United States. The Bureau of Labor Statistics projects an 8 percent increase between 2012 and 2022, and strong industry growth in the public, private, and nonprofit sectors.

The school, college, and university Graduate Council Program Review Committees evaluated and recommended this proposal. The College of Graduate Studies recommends this proposal; it has evaluated seven of the eight program criteria as *met with strength* and one as *met*. The proposed implementation date is Fall 2018.

Supporting documentation: Attachment A: Analysis Summary for New Degree Authorization

Prepared by: Elizabeth Klonoff, Vice President for Research and Dean of the College of Graduate Studies

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

Analysis Summary for New Degree Authorization
Program Name: Master of Science Degree in Emergency and Crisis Management

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	Met with Strength <p>The program has established many strong partnerships within UCF (e.g., Nicholson School of Communication) and local organizations (e.g., Seminole County). Members of the proposal team have a history of partnering with national (e.g., FEMA) and international (e.g., IAEM) organizations. Recently hired faculty members have accomplished backgrounds including significant publication records in the field of emergency management. The program is aligned well to move to the downtown campus which will increase the opportunity for new partnerships and interdisciplinary work by the faculty.</p>
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met with Strength <p>There is currently not an accreditation process for this degree field; however, the program is working to establish new accreditation practices with FEMA. A related UCF program, the Master's in Public Administration received the highest level of accreditation by the National Associate of Schools of Public Affairs and Administration (NASPAA) during the 2012 assessment.</p>
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	Met with Strength <p>The program provided a carefully planned and detailed sequence of courses. All of the courses have been approved by the Graduate Council Curriculum Committee. The program will engage students in an active internship course to gain experience in the field. To aid students in finding internship opportunities, the program has hired a dedicated experiential learning staff member. The curriculum includes a capstone course that will provide students with mandatory hands-on training.</p>
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength <p>The program has the needed faculty to manage the program. The existing faculty including recent new hires have a strong background and expertise in the discipline. The program has incorporated local practitioners to serve as additional mentors to the students.</p>

	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	Met with Strength Current resources exist to fund the program. The Program Review Committee suggested that the program plan for funding of resources, including library resources, beyond year five of the program. The projected needed library expenses of \$2000 per year is relatively low compared to other programs. The program has initiated a fundraising campaign through the UCF Foundation for student scholarships. Since the program is offered online, space resources will be modest. Student learning opportunities will be enhanced by the existing fully operational emergency operations center on campus.
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	Met with Strength The program has tracked a waiting list of undergraduate alumni who have expressed interest in applying to the program once it is available. There is a high demand for graduates in this field noted by FEMA. This program's focus and online format will be unique to the State of Florida. The University of Florida's program has a fire focus and is mostly geared towards first responders. At Florida International University, the program is only offered in a mixed mode, which restricts it to the local student population. The proposed program has included strong letters of support from industry and peer institutions. A need for graduates in the field of emergency and crisis management is impacted by Florida being fifth ranked state for the number of major disaster declarations.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	Met The outlined budget is appropriate for the program. In comparison to other new degree programs, it is relatively inexpensive as faculty members are already in place. It is predicted that there will be a minimal impact on the existing Emergency Management and Homeland Security Graduate Certificate. A bachelor's degree in Emergency Management is currently in the approval stages at UCF and will serve as a feeder program.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength The current faculty has excellent publication track record and it is the second most highly published faculty in the emergency and crisis management discipline in the nation. Recent hires have included significant hires of research oriented faculty. Faculty members have strong ties with FEMA. Senior faculty members have received national recognition for their research.

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Bachelor of Arts and Bachelor of Science Degrees in Emergency Management

DATE: March 22, 2018

PROPOSED BOARD ACTION

Approval of New Degree Program – Bachelor of Arts and Bachelor of Science in Emergency Management

BACKGROUND INFORMATION

The proposed Bachelor of Arts and Bachelor of Science Degrees in Emergency Management directly address a workforce need in a growing industry while enhancing the university's deep commitment to community partnerships. The degree program establishes a competitive skillset, incorporates FEMA's Professional Development Series, and ensures graduates have an advantage in completing the Certified Emergency Management program.

This degree program is housed in the School of Public Administration in the College of Health and Public Administration. The emergency management degree program provides an educational path for students who can meet workforce needs within the region, the state, and the nation. From fire inspectors to command center operators to emergency planners, students with an emergency management degree will find private sector, nonprofit, and government organizations vying for their expertise. The bachelors program was developed out of a successful minor and has the support of community leaders, many of whom helped to design it as part of the UCF Emergency Management and Homeland Security Advisory Board. Graduates will be equipped to tackle communities' need to prepare for, respond to, recover from, and mitigate man-made and natural disasters. The degree program will provide students with a solid ethical, practice, and theory-based foundation to ensure they are well-prepared to lead and manage in a changing and diverse environment.

UCF will be the second public institution in Florida to provide a comprehensive bachelor's degree program; Florida Atlantic University has an undergraduate program in public safety administration. There are positive preliminary discussions with both Valencia College and Seminole State to attract transfer students from similar disciplines and pre-majors.

The Bachelor of Arts and Bachelor of Science degrees consist of 120 credit hours, including core courses in general emergency management, fiscal management, disaster response and recovery, hazard mitigation and preparedness, Geographic Information System, intergovernmental administration, and research methods; a required internship; a required minor; and a required capstone in community resiliency and sustainability.

This proposal was evaluated and recommended by department, college, and university undergraduate curriculum committees. The College of Undergraduate Studies recommends this program, and it has evaluated six of the eight program criteria as *met with strength* and two of the eight criteria as *met*. The proposed implementation date is Summer 2018.

Supporting documentation: Attachment A: Analysis Summary for New Degree Authorization

Prepared by: Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of Undergraduate Studies

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

Analysis Summary for New Degree Authorization
Program Name: Bachelor of Arts and Bachelor of Science Degrees in Emergency Management

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	Met with Strength. The Bachelor of Arts and Bachelor of Science degrees in Emergency Management will expand a successful minor within UCF's School of Public Administration. It will enhance the university's commitment to community partnerships, and student will be required to complete 300 hours of supervised internship service. It will assist the State University System goal of increasing community and business workforce development. The degree program will be offered in both a face-to-face and online format, which will further UCF's access goal. Finally, UCF has the largest operational emergency operations center in the State University System; it is the only one with a Community Emergency Response Team trailer, mobile speaker array, and social awareness tool. Thus, the university is uniquely positioned to teach the next generation of emergency management innovators.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met with Strength. The School of Public Administration has been successful during required external reviews, both at the national and state levels. The undergraduate Public Administration degree responded to consultant concerns regarding faculty and student ratio by hiring faculty. That same state review resulted in an "exemplary" rating for "quality and rigor of student learning outcome targets," ensuring the new degree program will also promote quality and rigor.
3.	The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.	Met with Strength. While there is no external accrediting body for emergency management, the School of Public Administration has sought advice from its Emergency Management and Homeland Security Advisory Board during the development of the proposed degree. The curriculum, which is limited to 120 hours, includes 10 core courses, all of which are already active courses and taught at least once a year. The curriculum includes a required minor, allowing students to gain additional knowledge in a complimentary discipline. FEMA's Professional Development Series is built into the curriculum.
4.	Evidence is provided that a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.	Met. The School of Public Administration has 20 full-time faculty members, nine of whom will teach in the proposed program. Seven of the nine are tenured or tenure-track. There are three adjuncts with extensive professional experience. The budget includes a commitment to hire another lecturer or instructor in year two.

	Criteria	Proposal Response to Criteria
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.	Met with Strength. The strength of the proposed program is in its commitment to internship opportunities. The School of Public Administration hired an Experiential Learning Coordinator in 2016, and 30 percent of that individual's time will be redirected to Emergency Management students. There is adequate classroom space, and the library holdings meet current needs. No specialized equipment is needed.
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	Met with Strength. Emergency management is one of the nation's fastest growing occupations, and graduates from UCF's proposed program will have a competitive edge in completing the required Certified Emergency Manager accreditation program. The proposal's headcount is realistic if not conservative given the need for Certified Emergency Managers in Florida and across the country. Only Florida Atlantic University has an existing bachelor's degree program, so UCF will market across the state to attract students from underrepresented populations.
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	Met. The proposed budget clearly illustrates the manageable redirection of funds from other programs within the School of Public Administration to support the new program. The utilization of existing courses, existing faculty, and an existing internship support structure will allow UCF to launch a bachelor's program in Emergency Management with minimal expense while providing the state with a strong degree program in a growing industry. The budget includes funding for marketing, library acquisitions, faculty hires, and staff support in a timeline commiserate with student enrollment growth.
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength. The nine faculty members who will teach in the program already teach the courses that will comprise the core of the Emergency Management degrees. Five have research streams focused on emergency management, and two of those are recognized as international thought leaders while two more have national reputations for research and service to the discipline. The School of Public Administration is highly regarded for its faculty productivity in the areas of research, service to the university, service to the disciplines, and service to the community.

ITEM: INFO-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Digital Learning Course Redesign Initiative

DATE: March 22, 2018

For information only.

Supporting documentation: Attachment A: Digital Learning presentation

Prepared by: Thomas Cavanagh, Vice Provost for Digital Learning

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A



Digital Learning

Digital Learning Course Redesign Initiative

Thomas Cavanagh, Ph.D.
Vice Provost for Digital Learning

March 22, 2018
Board of Trustees

Project Goals

- Reduce Drop, Fail, and Withdraw rates
- Improve student success, retention, and satisfaction
- Increase classroom utilization
- Target key courses such as foundation sections, general education courses, and STEM



Project Plan (3 Years)

- Transform 100 courses
 - 50 online or blended
 - 50 adaptive
- Train up to 120 faculty
- Impact up to 50,000 student enrollments
- Partner strategically with five colleges and departments
- Transform eight traditional classrooms into technology-enhanced active learning spaces
 - Representing approximately 400 seats

Phase 1 Course Target List

- 14 courses
- 11 departments
- Three colleges
- Additional departments invited for Phase 1

- CHM 1020
- CHM 2040
- MAC 2311
- MGF 1107
- STA 2023
- ANT 2000
- BSC 2010C
- PHY 2053
- PHY 2048
- COT 3100
- COP 3502
- AMH 2020
- ENC 1102
- MUL 2010

No Prescriptive Design

- Faculty-driven redesign
 - Reduced Seat Time, Blended (**M**)
 - Reduced Seat Time, Active Learning (**RA**)
 - Adaptive Learning – *PAL*
 - Active Learning – *AL*

Any single approach above or any combination

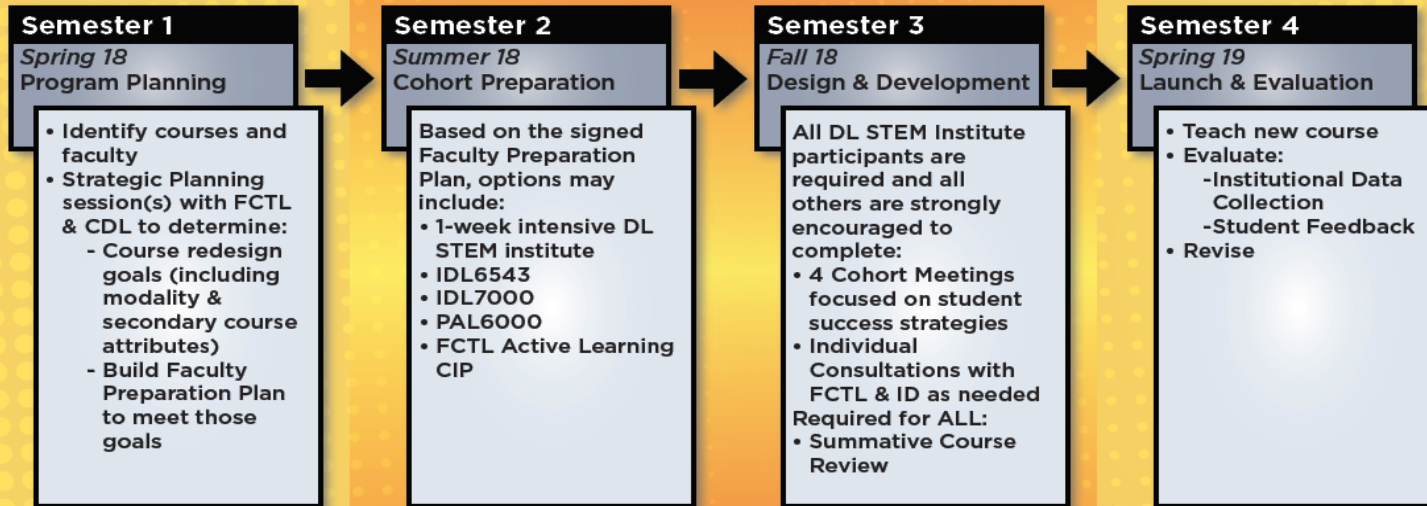
Resources

- Financial
 - Course releases
 - Additional travel funding for M and RA course designs
- Center for Distributed Learning instructional design, media, and other services
- FCTL active learning support
- Eight new active learning classrooms

Next Steps

- Summer 2018
 - IDL6543
 - DL STEM Institute
 - Active Learning training
- Work on course redesign
 - Faculty consultations
 - E.g., CHM 2040 (Daoudi)
- Advisory board selection

COURSE REDESIGN PROCESS



STEM Disciplines: The recommended plan is to complete the DL STEM Institute followed by the cohort meetings, individual consultations, and course review, which will then result in a credential equivalent to IDL6543.



**Pegasus
Innovation Lab**
DIVISION OF DIGITAL LEARNING

UNIVERSITY OF CENTRAL FLORIDA

dl.ucf.edu/iLab

Last updated 01/23/2018



COURSE REDESIGN TIMELINE

	COHORT A	COHORT B	COHORT C	TOTALS
Spring 2018	Program Planning			
Summer 2018	Cohort Preparation (40 Faculty)			40 Faculty
Fall 2018	Design & Development			40 Faculty
Spring 2019	Launch & Preparation (40 Courses)	Program Planning		40 Faculty 40 Courses
Summer 2019		Cohort Preparation (40 Faculty)		80 Faculty 40 Courses
Fall 2019		Design & Development		80 Faculty 40 Courses
Spring 2020		Launch & Preparation (40 Courses)	Program Planning	80 Faculty 80 Courses
Summer 2020			Cohort Preparation (40 Faculty)	120 Faculty 80 Courses
Fall 2020			Design & Development	120 Faculty 80 Courses
Spring 2021			Launch & Preparation (40 Courses)	120 Faculty 120 Courses



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UCF



ITEM: INFO-2

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: **2015-2016** Academic Program Review – Recommendation Implementation
Modeling and Simulation Follow-up

DATE: March 22, 2018

For information only.

Supporting documentation: Attachment A: Implementation Status Update
Attachment B: Masters Curriculum Map
Attachment C: Ph.D. Curriculum Map

Prepared by: M. Paige Borden, Associate Provost for Academic Program Quality
and Associate Vice President for Institutional Knowledge Management

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A



Academic Program Review Class of 2015-16
Educational Programs Committee
Review Recommendations' Implementation Status

College of Graduate Studies
Department/Unit: Modeling and Simulation

Modeling and Simulation, M.S.		Implementation Status			
1.	engage appropriate stakeholders (e.g., Vice President for Research and Dean of the College of Graduate Studies) to develop and implement a plan to transition program oversight out of Institute for Simulation and Training and into a new academic organization with a more traditional academic structure to provide the necessary infrastructure support for program maturation; identify the new entity's home within the university (e.g., within the College of Graduate Studies); appoint a chair or director to lead the new academic organization; develop an appropriate budget model to support the program, including instructional needs		Summer 2018		
2.	identify appropriate peer and aspirational peer programs and benchmark appropriately to inform strategic planning, priority setting, and continuous improvement of programs and operations	✓			
3.	prioritize human resource needs and develop a hiring plan that includes faculty members dedicated to the program and staff support commensurate with an academic organization		Summer 2018		
4.	engage program faculty members in the traditional academic enterprise, including service	✓			
5.	create mechanisms to further enlist faculty members from across the university in program activities; collaborate to work towards defining modeling and simulation as a discipline		Spring 2019		

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Modeling and Simulation, M.S.		Implementation Status			
6.	review the curriculum and revise as appropriate to enhance student learning; clearly articulate a coherent core body of knowledge that students will know upon graduation and improve time-to-degree; consider creating tracks; establish distinctions from other traditional disciplines (e.g., in engineering)	✓			
7.	develop a program curriculum map to enhance student learning		Spring 2018		
8.	review admissions standards and the faculty advising model and adjust as appropriate		Fall 2018		
9.	develop and implement a plan to enhance student diversity		Summer 2019		
10.	work with appropriate units on campus to enhance writing support for graduate activities		Fall 2019		
11.	explore options to address space (e.g., graduate student offices) and equipment (dedicated computing equipment) needs		Summer 2018		
12.	work with appropriate units (e.g., alumni relations and the College of Graduate Studies) to improve the systematic collection of alumni information			Fall 2019	

Modeling and Simulation, Ph.D.		Implementation Status			
1.	engage appropriate stakeholders (e.g., Vice President for Research and Dean of the College of Graduate Studies) to develop and implement a plan to transition program oversight out of Institute for Simulation and Training and into a new academic organization with a more traditional academic structure to provide the necessary infrastructure support for program maturation; identify the new entity's home within the university (e.g., within the College of Graduate Studies); appoint a chair or director to lead the new academic organization; develop an appropriate budget model to support the program, including instructional needs		Summer 2018		

Implementation Status Key

Complete ✓

Partially implemented or in progress

Not started

Decided not to implement

Modeling and Simulation, Ph.D.		Implementation Status			
2.	identify appropriate peer and aspirational peer programs and benchmark appropriately to inform strategic planning, priority setting, and continuous improvement of programs and operations	✓			
3.	prioritize human resource needs and develop a hiring plan that considers priorities and includes faculty members dedicated to the program and staff support commensurate with an academic organization		Summer 2018		
4.	engage program faculty members in the traditional academic enterprise, including service	✓			
5.	create mechanisms to further enlist program faculty members from across the university in program activities; collaborate to work towards defining modeling and simulation as a discipline		Spring 2019		
6.	review the curriculum and revise as appropriate to enhance student learning; clearly articulate a coherent core body of knowledge that students will know upon graduation and improve time-to-degree; consider creating tracks; establish distinctions from other traditional disciplines (e.g., in engineering)	✓			
7.	develop a program curriculum map to enhance student learning		Spring 2018		
8.	review admissions standards and faculty advising model and adjust as appropriate		Fall 2018		
9.	develop and implement a plan to enhance student diversity		Summer 2019		
10.	work with appropriate units on campus to enhance writing support for graduate activities		Fall 2019		
11.	explore options to address space (e.g., graduate student offices) and equipment (dedicated computing equipment) needs		Summer 2018		
12.	work with appropriate units (e.g., alumni relations and College of Graduate Studies) to improve the systematic collection of alumni information			Fall 2019	

Implementation Status Key

Complete ✓

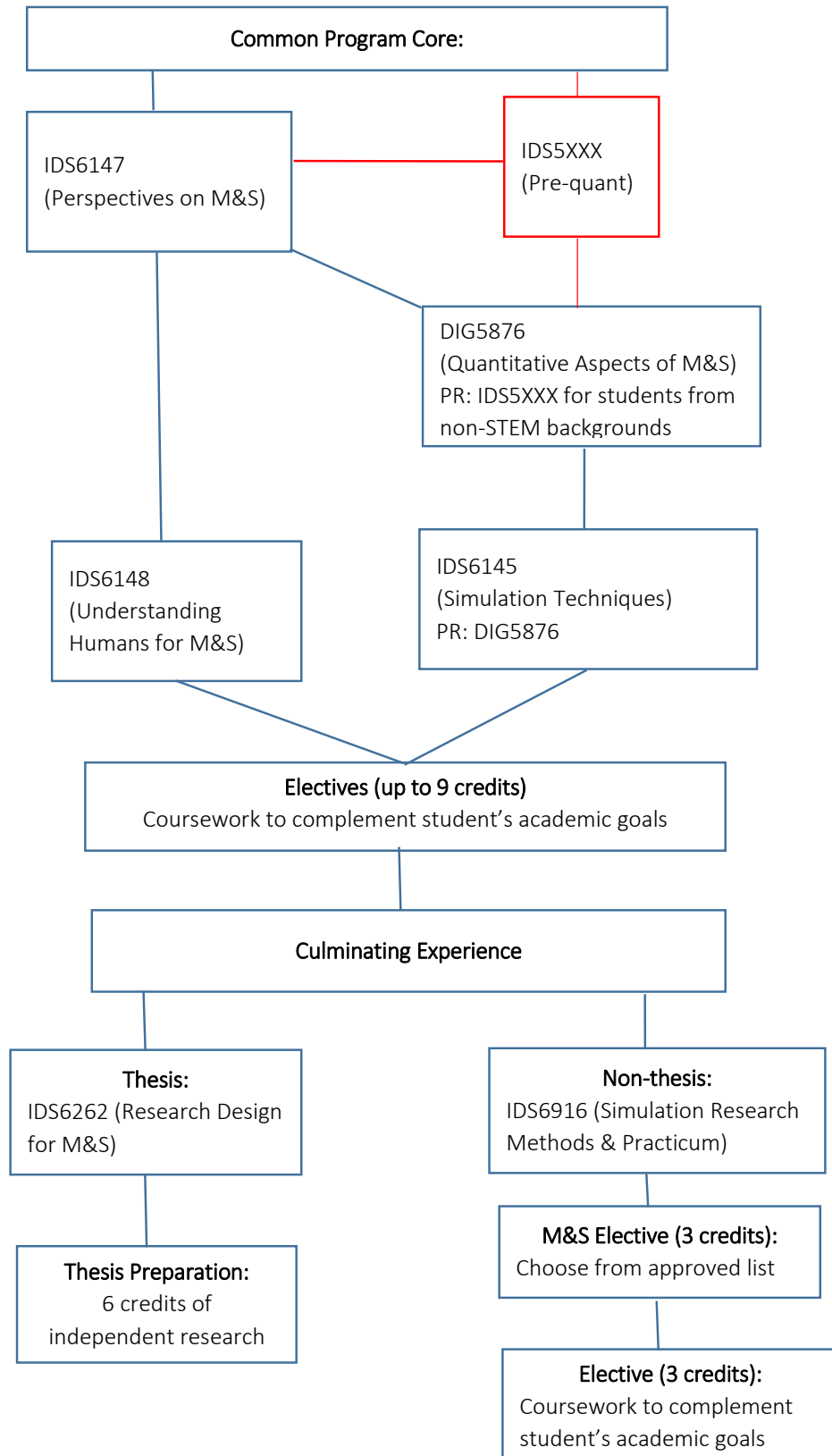
Partially implemented or in progress

Not started

Decided not to implement

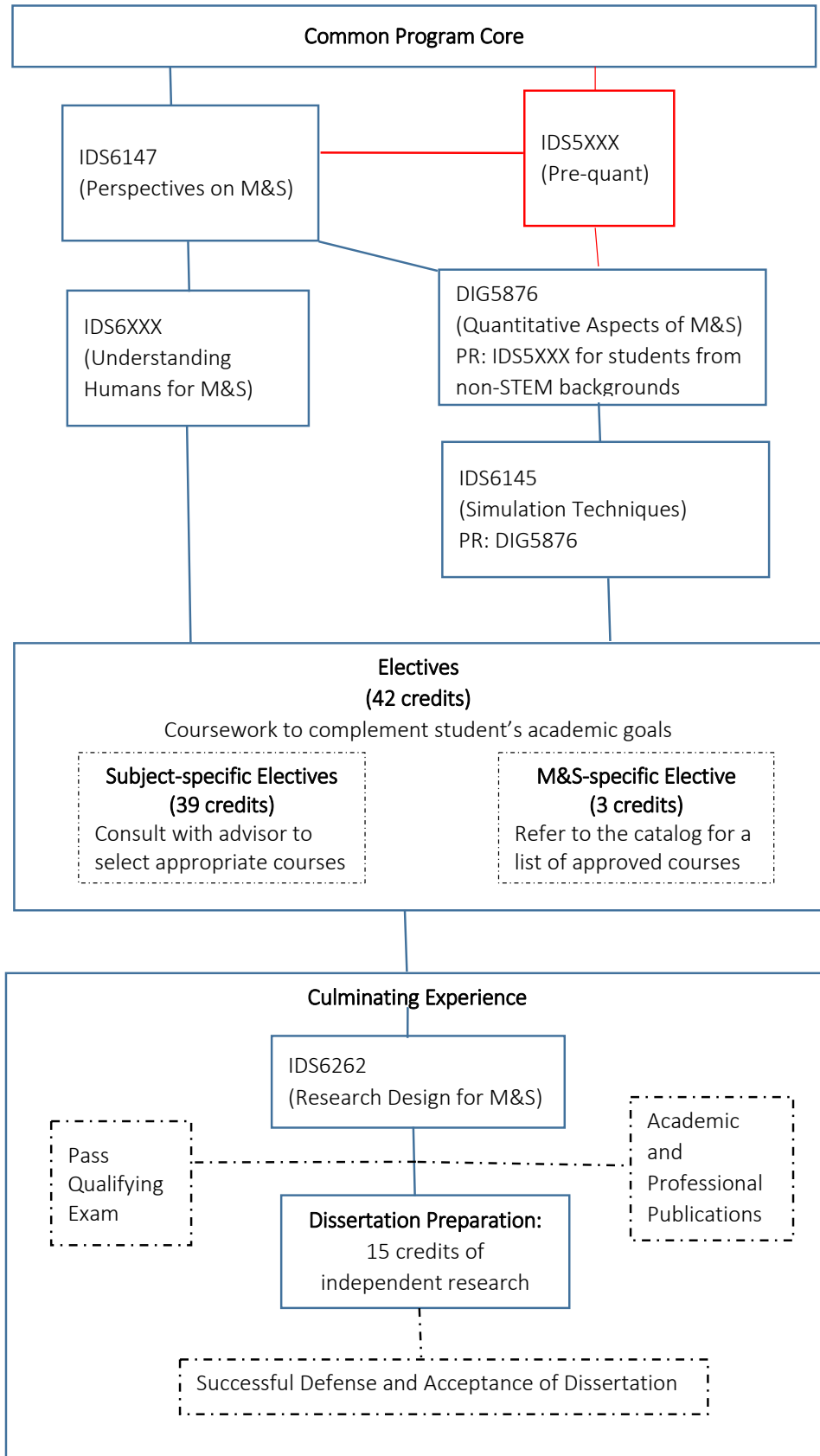
Attachment B

Masters Modeling & Simulation M.S. Curriculum Map



Attachment C

Ph.D. Modeling & Simulation Ph.D. Curriculum Map



ITEM: INFO-3

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: Faculty Spotlight

DATE: March 22, 2018

For information only.

Supporting documentation: Attachment A: presentation

Prepared by: Melanie Coathup, Professor of Medicine, College of Medicine, Department of Internal Medicine

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Dr. Melanie Coathup

Lead, **Prosthetic Interfaces Cluster**

College of Medicine, UCF

Understanding Disease, Trauma, Pain, Ageing

*Engineering Solutions and Making
Science work for Patients*

INTERDISCIPLINARY TRANSLATIONAL TEAM

Surgeons-Engineers-Biologists-Chemists

- ✓ Pioneer Biomedical Discoveries
- ✓ Innovative Therapies & Technology
- ✓ Enterprise
- ✓ Improve and Advance Patient Care

Orthopedics and Musculoskeletal Science

1. Design and follow-up of orthopedic implants

2. Implant Integration

- Materials & Design
- Surface Modifications
- Surface Coatings

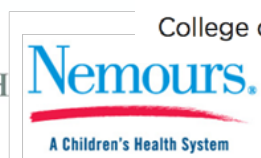
3. Enhancing and Advancing Bone Regeneration

- Stem Cell Therapy
- Bone Biostimulative Materials
- Pharmacological Modulation

4. Implant Infection

College of
Engineering &
Computer Science
Opportunity Starts Here

Orlando VA Medical Center



College of Medicine

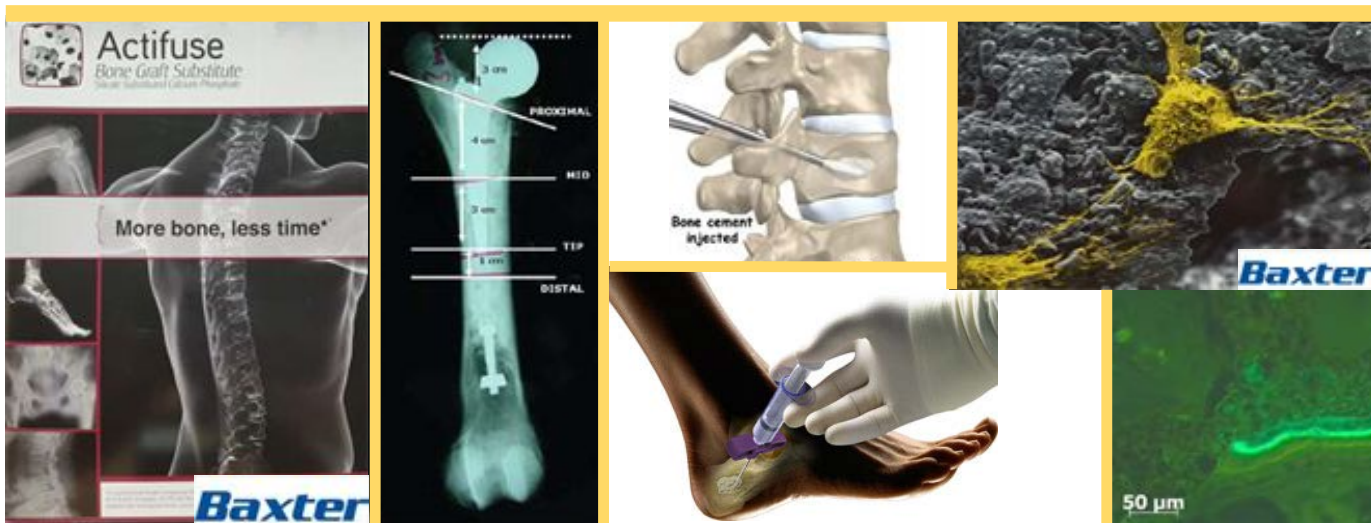
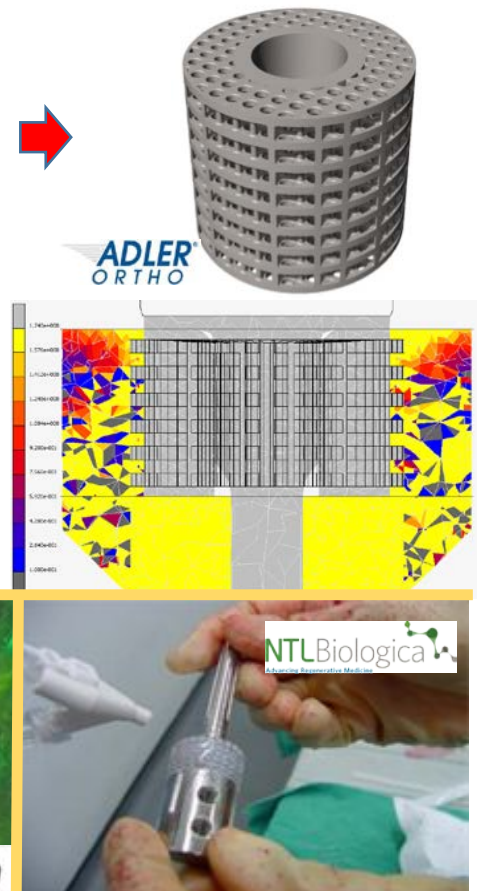




My Research so far....

- ✓ Clinical Studies
- ✓ In Vitro Studies
- ✓ Pre-Clinical Animal Models

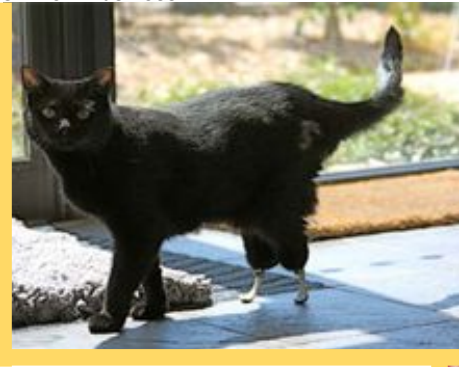
- ✓ Computational Modelling
- ✓ Materials & Mechanical Testing





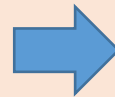
Changing Demographics

- ✓ Increased life expectancy
- ✓ Younger Patients
- ✓ Increased BMI
- ✓ Change in activity profile

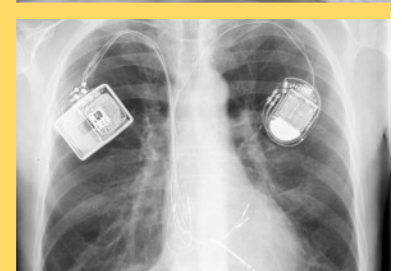
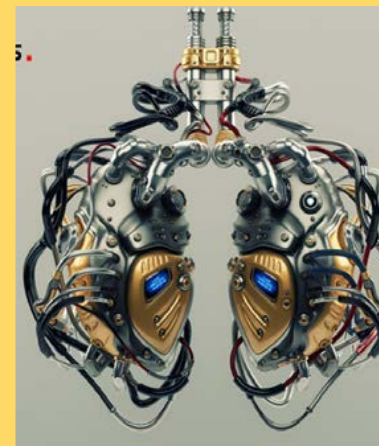
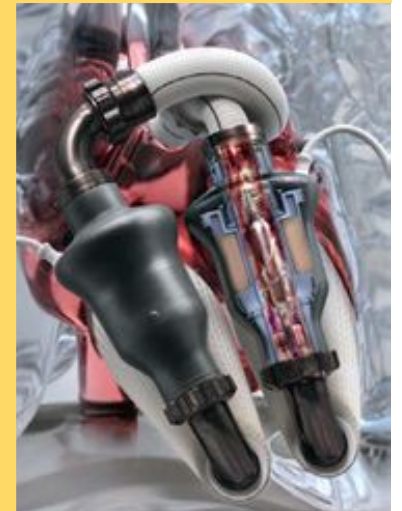


Medical Technology Market; estimated global sales of **\$300bn in 2012**
.... **anticipated global sales of \$400bn in 2018.**

- ❖ Advanced Materials
- ❖ Smart Implantable Devices
- ❖ Innovative Strategies for Tissue Repair
- ❖ Intelligent Rehabilitation and Assistive Technology



The Future....



Thank You

Undergrad and Grad Students

Arthur Seabag (Biomedical Student)
Charlotte Kingsley (Medical Student)
Stewart Gibson (Medical Student)
Nawfal Al-Hadithy (Medical Student)
Jason Amogbokpa (Medical Student)
Taj Singhrao (Medical Student)
Anil Halder (Medical Student)
George Perret (Medical Student)
Jonathan Cheah (Medical Student)
Anika Puri (Medical Student)
Ceaser Wek (Medical Student)
Fiona Leaf (Medical Student)
James Lewis (Medical Student)
Bridgette Baxter (Medical Student)
Luveon Tang (Medical Student)
Alex Nesbitt (Medical Student)
Christine Scarsbrook (Medical Student)
Samee Ahmad (Medical Student)
Thomas Edwards (Medical Student)
Jacob Koris (Medical Student)
Seema Malvankar (Medical Student)
Karen Erskine (Medical Student)
Ed Bragg (Medical Student)
Rebecca Wilkinson (Medical Student)
James Blackburn (Medical Student)
Sarah Gouldson (Medical Student)

Oscar Lee (Orthopedic Surgeon)
Vee San Cheong (Biomedical Engineer)
Sorousheh Samizadeh (Biomedical Scientist)
Aadil Mummith (Orthopedic Surgeon)
Priya Kalia (Biomedical Scientist)
Sujith Konan (Orthopedic Surgeon)
Oliver Chan (Orthopedic surgeon)
Reihaneh Pousaeidi (Biomedical Engineer)
Ivor Vanhegan (Orthopedic Surgeon)
Vineet Batta (Orthopedic Surgeon),
Anita Sanghani (Biomedical Scientist),
Richard Meeson (Veterinary Orthopedic Surgeon),
Hayat Khan (Orthopedic Surgeon)
Sara Ajami (Biomedical Scientist),
Dara McCreary (Biomedical Scientist),
Temitope Adesina (Orthopedic Surgeon),
Rita Ramalhete (Biomedical Scientist)
Yen Wen Cheng (Orthopedic Scientist)
Marwa Shoeb (Surgeon)
Apu Bhalla (Orthopedic Surgeon)
Yaser Ghani (Orthopedic Surgeon)
Simon Hislop (Orthopedic Surgeon)
David McKenna (Orthopedic Surgeon)
Liza Osagie (Orthopedic Surgeon)

Feyi Taiwo (Medical Student)
Rosie Gray (Medical Student)
Jemimia Miller (Medical Student)
Bethany Bonnaud (Grad Student)
Franz D-Souza (Grad Student)
Dlshad Qadir (Grad Student)
Lyris Onwordi (Grad Student)
Andrew Shehovych (Grad Student)
Caroline Bagkey (Grad Student)
Robyn Brown (Grad Student)
Shauni Wellenkens (Medical Student)
Molly Davey (Medical Student)
Christopher Davidson (Medical Student)
Dairui Dai (Medical Student)
Wenyu Quak (Medical Student)
Michael Foxall-Smith (Medical Student)
Karisma Shah (Medical Student)
Baris Aksoy (Grad Student)
Augustina Jeyanathan (Medical Student)
Elena Giusto (Grad Student)



Special thanks to Professor Gordon Blunn

ITEM: INFO-4

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: State College of Florida – Notice of Intent

DATE: March 22, 2018

When the State Board of Education receives a Letter of Intent from an institution in the Florida College System, Section 1007.33, Florida Statutes requires that state universities and regionally accredited independent colleges and universities be notified. From the time the Board of Governors office receives a copy of the Letter of Intent, universities have 60 days to submit objections to the proposed new program or to submit an alternative proposal. Objections or an alternative proposal will be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

Supporting documentation: Attachment A: Florida Board of Governors email
Attachment B: Florida College System – Notice of Intent Memo
Attachment C: State College of Florida – Notice of Intent

Prepared by: Marshall M. Criser III, Chancellor, Florida Board of Governors

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

Attachment A

From: [Criser III, Marshall](#)
To: [#SUS SUPA](#)
Cc: [presidentsoffice@scf.edu](#); [bakerg@scf.edu](#); [Board@scf.edu](#); [Lautenbach, Ned](#); [Ignash, Jan](#); [Stewart, Pam](#); [Barrett, Karinda](#); [#SUS CAVP](#); [Ferguson, Sam](#); [Johnson, Marva](#); [emoore@icuf.org](#)
Subject: Letter of Intent
Date: Monday, February 12, 2018 3:40:47 PM
Attachments: [FCS Notice of Intent Memo.pdf](#)
[Notice of Intent SCF.pdf](#)

Dear SUS Presidents:

Our office received a memorandum dated February 2, 2018, from Ms. Madeline Pumariega, Chancellor of the Florida College System, notifying us that State College of Florida, Manatee-Sarasota submitted a Notice of Intent to develop a proposal for offering a new baccalaureate degree program. When the State Board of Education receives a Letter of Intent from an institution in the Florida College System, Section 1007.33, Florida Statutes requires that state universities and regionally accredited independent colleges and universities be notified. From the time the Board of Governors office receives a copy of the Letter of Intent, universities have 60 days to submit objections to the proposed new program or to submit an alternative proposal. Objections or an alternative proposal will be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

It is incumbent on us to determine if implementation of this proposal would meet the needs of your region and of the state. I encourage you to have face-to-face conversations with your counterparts in the Florida College System to discuss the data upon which this proposal is based. If you have not jointly assessed the workforce needs in your region, this may be the time to begin that effort in order to be confident that unmet needs are being correctly identified and evaluated prior to the development of a new university or college program.

Attached you will find the memorandum from Chancellor Pumariega transmitting the College's Notice of Intent. If, after informing your Board of Trustees of the Notice of Intent, it is determined that your institution will submit an alternative proposal or provide input to the State Board of Education, please notify Dr. Karinda Barrett at Karinda.Barrett@fldoe.org, copying Dr. Traki L. Taylor of the Board of Governors staff at Traki.Taylor@flbog.edu, as well as the Chair of the College's Board of Trustees. It is my intent to share these communiqués with members of the Board of Governors, because these issues have both a regional and statewide impact.

The proposal being developed is:

State College of Florida, Manatee-Sarasota

Bachelor of Science in Supervision and Management

If you have questions or concerns, please contact me.

Sincerely,
Marshall M. Criser III
Chancellor

Attachments

- c: Mr. Ned C. Lautenbach, Chair, Board of Governors
Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, Board of Governors
Mr. Marva Johnson, Chair, State Board of Education
Ms. Pam Stewart, Commissioner, Florida Department of Education
Dr. Karinda Barrett, Associate Vice Chancellor for Academic and Student Affairs, Florida College System
Dr. Ed Moore, President, Independent Colleges and Universities of Florida, Council of Academic Vice Presidents, State University System
Mr. Rick Hager, Chair, Board of Trustees, State College of Florida, Manatee-Sarasota
Dr. Carol F. Probstfeld, President, State College of Florida, Manatee-Sarasota
Mr. Gary Baker, Director of Online Learning, State College of Florida, Manatee-Sarasota
Mr. Sam Ferguson, Executive Director, Commission for Independent Education

Attachment B



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Gary Chartrand
Ben Gibson
Tom Grady
Michael Olenick
Joe York

Pam Stewart
Commissioner of Education

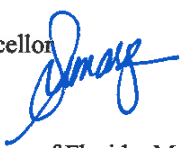
Madeline Pumariega
Chancellor, Florida College System

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
State University System of Florida

Dr. Ed Moore, President
Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
Commission for Independent Education

FROM: Ms. Madeline Pumariega, Chancellor 

DATE: February 2, 2018

SUBJECT: Notice of Intent from State College of Florida, Manatee-Sarasota

The purpose of this correspondence is to inform you that the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on February 1, 2018, from State College of Florida, Manatee-Sarasota, to develop a Bachelor of Science degree in Supervision and Management. The NOI and accompanying materials are attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System, the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the State University System to submit alternative proposals or objections to the proposed program.

Please contact Amy Albee-Levine at 850-245-9492 or Amy.Albee-Levine@fldoe.org if you have questions or concerns.

MP/aal

Attachments

cc: Commissioner Pam Stewart, Florida Department of Education
Dr. Jan Ignash, State University System of Florida
Dr. Carol Probstfeld, State College of Florida, Manatee-Sarasota
Mr. Gary Baker, State College of Florida, Manatee-Sarasota

**NOTICE OF INTENT****Form No. BAAC-01**

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name:

State College of Florida-MS

Florida College System Institution President:

Dr. Carol F. Probstfeld

PROGRAM SUMMARY

1.1	Program Name:	Supervision and Management	
1.2	Degree type:	<input type="checkbox"/> Bachelor of Science	<input checked="" type="checkbox"/> Bachelor of Applied Science
1.3	How will the program be delivered (check all that apply):	<input type="checkbox"/> Face-to-face	<input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online only
1.4	List the counties in the college's service district:	Manatee County & Sarasota County	
1.5	Degree CIP code (4 or 6 digit):	52.0201	
1.6	Anticipated program implementation date:	Fall 2018	
1.7	What is the primary associate degree pathway for admission to the program?	Associate of Science Degrees Associate in Arts Degree	
1.8	Is the degree a STEM focus area?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
1.9	List program concentration(s) (if applicable)	None at this time	
1.10	Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Incorporated in Rule 6A-14.095, Site Determined Baccalaureate Access Effective August, 2015

PROGRAM DESCRIPTION**2.1 Describe the program.**

As per F.A.C. 6A-14.095(3), this letter of intent initiates the process to add a new BAS Degree in Supervision and Management (BAS-SM). The Bachelor of Applied Science (BAS-SM) degree in Supervision and Management is a 2+2 Associate (AA/AS) to BAS degree that provides graduating students with the knowledge and skills necessary for mid-level and high-level managerial positions within organizations and businesses.

The online nature of the BAS-SM degree will provide flexibility for both current students and working professionals with limited access to campus programs while not discouraging attendance by on-campus students. The value-added nature of this degree transition is particularly suited to working professionals and owners and operators of small businesses. Separate pathways will exist for students transitioning into the BAS-SM degree depending on whether they begin with an Associate in Science (AS) degree or an Associate in Arts (AA) degree.

WORKFORCE DEMAND AND UNMET NEED**3.1 Describe the career path and potential employment opportunities for graduates of the program.**

By design, AS degrees in business-related fields do not directly transfer into bachelor's degrees at any state university in our district area, including the University of South Florida Sarasota Manatee and Argosy University. The B.A.S. in Supervision and Management offers all students currently pursuing A.S./A.A. degrees a seamless career path that will enhance their placement in higher-level management and supervisory positions within the business community.

State College of Florida currently offers 29 AS degrees, with a five-year average headcount of 2,698 students. In a recent survey of all SCF A.S. degree students, 51% of respondents indicated that they were highly interested or interested in pursuing the B.A.S. degree in Supervision and Management at State College of Florida. An articulated pathway through the Associate in Arts (A.A.) degree will also be provided.

In addition, the BAS degree provides pathways for current adult workers who are qualified to transition into positions as marketing managers and marketing specialist, sales managers, advertising and promotional managers, project managers, and many other related managerial positions.

Additional Occupations Related to Supervision and Management

Name/Title	SOC Code	County/ Region	Base Year 2016	Projected Year 2024	Level Change	Total Job Openings (divided by 8)	Education Level (DEO/LMI)
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Financial Managers	113031	Region 18	527	602	75	22	Bachelors
Human Resources Managers	113121	Region 18	90	105	15	5	Bachelors
Human Resources Specialists	131071	Region 18	758	877	119	33	Bachelors
Market Research Analysts & Marketing Specialists	131161	Region 18	605	776	171	28	Bachelors
Marketing Managers	112021	Region 18	159	189	30	39	Bachelors
Medical and Health Services Managers	119111	Region 18	443	491	48	17	Bachelors
Personal Financial Advisors	132052	Region 18	53	1,796	299	30	Bachelors
Public Relations and Fundraising Managers	112031	Region 18	539	668	129	2	Bachelors
Securities & Financial Services Sales Agents	413031	Region 18	764	791	27	17	Bachelors
Training and Development Specialists	131151	Region 18	303	335	52	14	Bachelors
				Total	207		

Based on the 2016-2024 employment projections, the demand for mid to upper-level management is exceeding the current supply shown in Table A.1.3. Graduates from a State College of Florida BAS-Supervision and Management would be well qualified and have the opportunity to fill these leadership positions in our two-county service region. Documentation will be provided from business and industry employers to substantiate this demand for SCF BAS-SM graduates.

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

Workforce demand from the Florida Department of Economic Opportunity (DEO) Employment Projections shows there will be 355 openings per year over the next 8 years for graduates in the BAS-SM degree once approved. This reflects strong unmet demand for graduates of the BAS-SM degree proposed by the State College of Florida Manatee Sarasota in Sarasota and Manatee counties. There is an unmet demand for 331 jobs with a corresponding unmet demand of 322 jobs based on a 5-year average supply on an annual basis. (Appendix Table A.1.1, A.1.2 and A.1.3).

While within Manatee and Sarasota Counties there are two local institutions of higher education that have minimal curricular relationship for students who would take the BAS in Supervision and Management at SCF. The proposed BAS-SM to be offered at SCF would be unique to the area by providing a pathway to a BAS degree not offered by other area institutions. In the most recent year, area institutions have only produced 24 total graduates in this CIP, with a five-year average of 33 graduates (A.1.2). The difference between the annual demand and graduates produced in the most recent year is 331 positions. The difference between the annual demand and the five-year average is 322 positions (A.1.3). The recent total graduates reflected previously do not meet the workforce demand in Manatee and Sarasota counties. The degree BAS-SM degree will help address this workforce shortage and fill the growing employment gap across our pool of employers and small businesses. Lastly, the additional demand for identified

career pathways in Section 2.1 on page 3 will be expected to require an addition of 207 jobs annually that could be satisfied by graduates of an SCF BAS-SM degree.

-
- 3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

In January 2017, the GAP Analysis for the State College of Florida was completed as part of an overall statewide GAP analysis prepared by the Center for Economic Forecasting and Analysis at Florida State University at the request of the Florida College System Council of Presidents. This analysis examined major industries and occupations by revision and projected growth in the near future, as well as potential salaries of graduates by the program, and whether new programs should be created to address the needs of evolving local economies. The largest difference, or gap, between labor demand and labor supply overall, exists in CIP 52, including CIP 52.0201-the main focus of the proposed BAS-SM degree. The BAS-SM curriculum, coupled with previous AS and AA courses already completed by prospective graduates, provides a flexible and achievable degree pathway that meets the criteria required for graduates to fill positions in those degree fields.

The State College of Florida service area has an estimated population of 768,918 as of July 2015, showing an increase of 9.5% over the April 2010 base, or 1.7 percent annually. The civilian labor force for 2015 is estimated at 343,677 or about 45 percent of the population 16 years of age or older. A total number of households is 306,165, with an average of 2.33 persons per household. Of persons, 25 and older, about 89% have a high school diploma or higher, and about 29% have a Bachelors' degree or higher. Median annual household income is \$49,835, and median per capita income is \$30,771.

The Manatee-Sarasota region is the only metro area in Florida with faster employment growth in 2016 than in 2015 according to a recent report presented to the Bradenton Area Economic Development Corp. Manatee's development efforts, public/private partnerships, and the recent approvals of higher state sales taxes to support schools and infrastructure improvements are reasons why the county is outpacing others in Florida.

The Manatee County portion of the service district, where the main campus of SCF is located, encompasses a population of approximately 342,000. There are currently over 3,400 veterans-owned businesses, and 24,000 non-veteran owned businesses. The Sarasota County portion of the service district, served by the SCF Venice Campus, encompasses a population of 412,569, with 4,487 veteran-owned businesses and 36,328 non-veteran owned businesses. The State of Florida operates on an 85-billion-dollar budget with approximately 30 agencies employing over 676,000 since 2007. There are additionally 400 municipalities, 67 counties, and numerous other opportunities for government employment in the State of Florida.

Within Workforce Area 18 that comprises Manatee and Sarasota Counties, industry code 550, Management of Companies and Enterprises is the fastest growing of all industries in the area with an estimate of 25.7% growth from 2016-2024. The management category of occupations (SOC codes with the first two digits of 11) is expected to grow by 26.4% (2876 jobs from 2016-2024) in the service district of the college. The employers in Sarasota and Manatee counties have expressed overwhelmingly the need for individuals with a Bachelors' degree in Business or Business related field related to the occupations listed in section 3.1. Letters from specific employers will be provided with the program proposal.

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

Eight occupations within the direct CIP to SOC employment have been identified by the DEO as associate level occupations: Administrative Service Managers (SOC:113011) Industrial Production Managers (SOC:113051), Construction Managers (SOC: 119021), Social and Community Services Managers (SOC: 1191151), Cost Estimators (SOC: 131051), General and Operations Managers (SOC: 111021), and Managers, All Other (SOC: 119199), and Management Analysts (SOC: 13111).

The Federal Bureau of Labor Statistics indicates that the typical entry-level education in these occupations is the Bachelors' Degree. The majority of Sarasota and Manatee employers hire baccalaureate graduates for these occupations if they are available. The Bureau of Labor Statistics (the National Level of LMI) indicates that the typical education needed for entry for all four occupations (Construction Managers, Cost Estimators; General and Operations Managers; and Managers, All Other) is the Bachelors' degree.

Similarly, the Florida DEO LMI Statewide demand lists the Top 50 Bachelors' Degree Level Occupations gaining the most jobs, 2016-2024 in Florida. All of the above are also listed, less Industrial Production Managers, and Transportation, Storage, and Distribution Managers which did not make the Top 50 occupations.

The Bureau of Labor Statistics notes that for 2016, the average unemployment rate for AS degree holders is 3.6 percent compared to bachelor's degrees at 2.7 percent, a .9 percentage improvement for bachelor's holders. More telling, the median usual weekly earnings for associates' degree holders is \$819, that of a bachelor's degree holder is \$337 per week higher at \$1186, the largest percent earnings increase for educational attainment. More important, the difference in wages between the two degrees also has remained relatively constant, with a bachelor's degree holder last year making about \$65,800 and an associate's degree holder making about \$46,300.

PLANNING PROCESS

4.1 Summarize the internal planning process.

State College of Florida engaged in internal planning and reflection to create an action plan to meet the growing needs of the Manatee and Sarasota County communities. It became apparent from a collection of advisory committee that there was an additional shortfall in educational opportunities for AS degreed individuals in several areas, to include: 1) a pathway for working AS degree graduates to earn a 4-year degree in the business field, 2) a BAS-Supervision and Management Degree, and 3) a specialized BAS degree in Governmental and Non-Profit Accounting.

Analysis of the curriculum requirements, coupled with a review of other, related curriculum in CIP 52-0201 was examined in meetings initiated by the VP of Academic Affairs, Business and Technology Department Chairs and Advisory Committees. It was determined in that process that it would be feasible to apply for an initial Supervision and Management BAS degree that would include a track for Governmental and Non-Profit Accounting. Two existing SCF BAS degrees in International Business and Trade and Technology Management will be converted into separate tracks in the new BAS-SM degree under a single umbrella. This will result in a net decrease of one BAS degree for SCF overall. Students currently enrolled in those two existing BAS degrees will be given the option of completing out their degree, or opting for the new BAS-SM degree.

While Table A.1.1 does not include data for the existing International Business and Technology Management BAS degrees, State College of Florida will be moving those degrees as separate tracks into the new BAS-SM degree due to similarities in curriculum Management, as well as a new track in Governmental and Non-Profit accounting. The community need for Governmental and Non-Profit accounting will be included in the BAS-SM curriculum and full proposal application as well as the BAS-SM degree.

4.2 Summarize the external planning process.

With the growing need in the field, State College of Florida sought outside guidance to survey the needs of the community. State College of Florida, along with the Florida Government Finance Officers Association (FGFOA) developed the following survey question, "Would you, or someone in your office, benefit from a program offering a Bachelor's Degree with a focus on governmental/non-profit accounting and financial reporting either now or at some point in the future?" The survey question was asked of Association members and indicated a 90% interest or very interested result of the members responding. Given the change in emphasis described in section 4.1, a new survey noted in Section 3.1 was conducted with current AS degree students in business-related AS programs seeking the general level of interest by students surveyed. Of the students responding, 54% indicated that they were interested or strongly interested in the BAS in Supervision and Management. Written comments also support the students interested in having a BAS-SM alternative to achieve their educational and employment goals. Meetings with the University of South Florida, Sarasota-Manatee concluded that

they were not planning on offering a degree in Business Supervision or Management or a concentration in governmental/non-profit accounting and financial reporting.

An advisory committee composed of professionals, government officers and employees, and CPA's was created; a minimum of two meetings per year have taken place since 2015. The plan to offer a Supervision and Management Degree has received a great deal of support from the community, including letters from Economic Development Agencies, various Governmental Entities, private businesses, and members of the community who work in the public sector.

4.3 List of engagement activities; this list shall include APPRiSe, meetings, and other forms of communication among institutional leadership regarding evidence of need, demand, and economic impact.

	Date(s)	Institution	Description of activity
APPRiSe	1/26/2016		APPRiSe Closed
SCF CAO/USFSM AVP meeting on BAS-SM at SCF	1/19/2018	University of South Florida, Sarasota-Manatee	Meeting with Bonnie Jones, Interim Regional Vice-chancellor at the University of South Florida, Sarasota-Manatee to update her on the status on BAS-SM degree.
Cross College Alliance Quarterly Meetings	2016-2017	University of South Florida, Sarasota-Manatee, State College of Florida, Ringling College of Art and Design, Ringling College, New College of Florida, Eckerd College	Quarterly coordination/sharing meeting with regional College Presidents and CAOs. Meetings coordinate ongoing college activities and planned curriculum changes. BAS-SM ongoing degree progress shared with meeting attendees
Public universities in college's service district	2015	University of South Florida, Sarasota-Manatee	Three separate meeting with Dean of the College of Business
Regionally accredited institutions in the college's service district	2015	University of South Florida, Sarasota-Manatee	Same meetings referenced above

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program's CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college's service district for each SOC code associated with the proposed program's CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates.

Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings.

The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52.

DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS

A.1.1

Occupation			Number of Jobs					Salary	
Name/ Title	SOC Code	County/ Region	Base Year	Projected Year	Level Change	Total Job Openings (divided by 8)*	Hourly Wage (\$)	Annualized Salary	Education Level
Chief Executives	111011	18	735	819	84	23	NA	212,472.00	Bachelor's Degree
General and Operating Managers	111021	18	2679	3158	479	127	\$48.36	100,588.80	Associate Degree
Sales Managers	112022	18	392	453	61	17	\$51.40	106,912.00	Bachelor's Degree
Administrative Services Managers	113011	18	255	298	43	10	\$46.47	96,657.60	Associate Degree
Industrial Production Managers	113051	18	175	184	9	6	\$46.16	96,012.80	Associate Degree
Construction Managers	119021	18	1573	1771	198	47	\$30.03	62,462.40	Associate Degree

Social and Community Service Managers	119151	18	694	789	95	9	\$34.91	72,612.80	Associate Degree
Managers, All Other	119199	18	807	901	94	29	\$41.41	86,132.80	Associate Degree
Cost Estimators	131051	18	619	731	112	31	\$24.39	50,731.20	Associate Degree
Management Analysts	131111	18	2839	1546	312	56	\$31.97	66,497.60	Associate Degree
					Total	355	\$39.46		

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1: To complete the following table, use the integrated

Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college's service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM

A.1.2		Number of Degrees Awarded						
Program								
Institution Name	CIP Code	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Most Recent Year	5-year average	
Argosy University-Sarasota	52.0201	2	2	0	3	0	1	
University of South Florida-Sarasota-Manatee	52.0201	30	42	33	30	24	32	
		Total					33	

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the "Total" row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED

A.1.3	DEMAND	SUPPLY		RANGE OF ESTIMATED UNMET NEED	
	(A) Total Job Openings (divided by 8)	(B) Most Recent Year	(C) 5-Year Average	(A-B) Difference	(A-C) Difference
DE03	355*	24	33	331	322

- * Total Openings compiled from Table A.1.1.3

