



October 19, 2022 Academic Excellence and Student Success Committee

Board of Trustees

Virtual/President's Boardroom, Millican Hall, third floor

Oct 19, 2022 11:00 AM - 12:00 PM EDT

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Board of Trustees

Board of Trustees
Academic Excellence and Student Success Committee
October 19, 2022 | 11:00 a.m. – 12:00 p.m.
(Or upon adjournment of previous meeting, and at the Chair's privilege)
President's Boardroom, Millican Hall, third floor

Livestream: <https://ucf.zoom.us/j/99056613291?pwd=MFBtZzNEWGdMZ3I0UzZNNNGZGaFgyUT09>
Webinar ID: 990 5661 3291 Passcode: 898760

Conference call number: 1 (929) 205 6099; Meeting ID: 990 5661 3291

AGENDA

- | | |
|---|--|
| 1. Call to Order and Welcome | Joseph Conte, <i>Vice Chair, Academic Excellence and Student Success Committee</i> |
| 2. Roll Call | Juan Lugo, <i>Administrative Project Manager</i> |
| 3. Minutes of the May 25, 2022, meeting | Vice Chair Conte |
| 4. Action (40 minutes) | Vice Chair Conte |
| AESC – 1 | 2022 SUS Textbook and Instructional Materials Affordability Annual Report
Timothy D. Letzring, <i>Vice Provost for Academic Affairs</i> |
| AESC – 2 | Tenure with Hire
Michael D. Johnson, <i>Provost and Executive Vice President for Academic Affairs</i> |
| AESC – 3 | Specialized Admissions Degree Programs
Timothy D. Letzring |
| AESC – 4 | New Degree Program Proposal – Master of Science in Business Analytics
Timothy D. Letzring |
| AESC – 5 | UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposals
Michael D. Johnson |

5. Information

Vice Chair Conte

INFO – 1

FY23 Work Plan and Charter Review
Vice Chair Conte

INFO – 2

Accountability Plan Review
M. Paige Borden, *Chief Analytics Officer*

6. New Business

Vice Chair Conte

7. Adjournment

Vice Chair Conte



Board of Trustees

**Board of Trustees
Academic Excellence and Student Success Committee
May 25, 2022
MINUTES**

CALL TO ORDER

Trustee Beverly Seay, chair of the Academic Excellence and Student Success Committee, called the meeting to order at 10:45 a.m.

Committee members present were committee Vice-Chair Joseph Conte and trustees Tiffany Altizer, Stephen King, Daniella Lopez, and Caryl McAlpin. Board of Trustees' Chair Alex Martins and trustees Michael Okaty, and John Miklos also attended. Chair Seay welcomed King, the newly elected trustee faculty representative, and Lopez, the newly elected trustee representing Student Government, to their first meeting as committee members.

MEETING MINUTES

Trustee King motioned to approve, and Trustee Lopez seconded. The Academic Excellence and Student Success Committee unanimously approved the meeting minutes of February 22, 2022.

REPORTS

Provost Update (DISC-1)

In his provost update, Provost Michael Johnson addressed the following topics:

Accolades; Key Hires, COVID-19; Enrollment, Student Success, Legislative Updates, and Knight Vision

Accolades

The University of Central Florida Cyber Security Competition Team recently earned its second straight national championship in the National Collegiate Cyber Defense Competition. Johnson provided more context about the team's remarkable success. He said 290 schools have competed during the competition's 17 years, with UCF participating since 2013. Only nine schools have won national championships. UCF has won five, while no other team has won more than three. Meanwhile, all UCF alumni team members have gone on to great success in cybersecurity, software engineering, or technology management roles with high-profile companies such as Apple, Meta, Microsoft, Amazon, and Cisco. Johnson praised the team members for their hard work and success and also recognized their outstanding coaching led by Tom Nederost in the College of Engineering and Computer Science.

Key Hires

Johnson said national searches are complete for two key leadership positions:

Dr. Paul Dosal is joining UCF from the University of South Florida as the Senior Vice President for Student Success. Dosal was a driving force behind USF's great results in improving student success over the past decade.

Dr. Grant Hayes will be UCF's new dean of the College of Community Innovations and Education. Hayes comes from East Carolina University, where he spent four years as dean of the College of Education and the last three years as interim provost. This is a return to UCF for Dr. Hayes, where he previously served in leadership roles at the former College of Education and Human Resources.

Johnson said the search is ongoing for UCF's new Senior Vice President for Advancement and Partnerships, and the search will launch soon for a new Vice President for Research.

COVID-19

Johnson reported that health experts indicate we are entering the endemic phase. This doesn't mean COVID is gone but will rise and fall, like a more dangerous version of the flu, he said. In this new phase, UCF is standing down some of the previous protocols such as testing that was available on campus, the COVID hotline and notifications of faculty for students who test positive.

UCF will continue to monitor the virus and will adjust as necessary if conditions get worse, Johnson said.

Enrollment

Johnson said enrollment is down for summer and in predictions for fall. For summer, the decrease is at about 8 percent compared and at 4 percent this time a year ago for fall.

Part of the reason is graduate enrollment is down, particularly for master's students. Johnson said this is not surprising given graduate programs tend to be cyclic. When job opportunities increase, graduate enrollment tends to go down. At the undergraduate level, factors in the decrease are improved graduation rates and students who have stopped pursuing their education. To mitigate these reductions, Johnson said UCF is admitting more freshmen and reaching out to students who have not re-enrolled.

While enrollment is down this summer, Johnson said the university is seeing wait lists for some online courses, despite in-person sections in the same courses having seats available. UCF has added some online courses to help students get those they need.

Projections for the final fall count are projected around 69,500, similar to fall 2019, he said.

Student Success

Johnson said there are many ways to help students overcome barriers to completing their degree. One of them is a relatively new degree program, the Bachelor of General Integrative Studies. For more details, Johnson called on Dr. Wayne Bowen, Interim Associate Dean and Director of Interdisciplinary Studies in the College of Undergraduate Studies.

Bowen said UCF introduced this degree program in 2019-20. UCF found that many students had more than 120 credit hours but couldn't finish because of one problem or another. The program enables students with at least 60 credit hours to overcome remaining obstacles and complete their bachelor's degree. UCF awarded its 1,000th degree from this program during spring commencement.

Chair Seay said the program is an innovative way to help students get their degree and move on to getting a job.

Legislative Updates

Johnson provided the committee with updates from the Florida Legislature's 2021-22 session.

- Funding – UCF's final funding determinations depend on the governor's pending budget approval and vetoes. Currently, UCF stands to receive:
 - \$20 million in new operational support as part of educational and general base funding. The funds are aimed at investments to aid economic development, particularly in high-tech areas.
 - \$29 million to help build a new home for the UCF College of Nursing at Lake Nona's Medical City.
 - and nearly \$7 million for nursing and related efforts as a part of the Legislature's increased focus on the state's growing nursing shortage.
- House Bill 7 (Individual Freedom) – This bill alters the Florida civil rights law that prohibits discrimination and defines certain acts as discrimination. The law prohibits instruction or training that that "espouses, promotes, advances, inculcates, or compels [students] to believe" a set of subjects that address race, sexism, and society. Johnson said UCF is working to clarify how this legislation will affect faculty members' approach to teaching.
- Senate Bill 7044 – Johnson said this bill establishes a new five-year post-tenure review requirement for faculty. UCF already has a third-year review, which Johnson said will change.

- This legislation also requires state universities in Florida to change accreditors with every future accreditation cycle. For both measures, The Board of Governors is developing new regulations for both pieces, which Johnson said will give UCF a better understanding of next steps.
- Legislative Budget Requests – Johnson said the Board of Governors had recently provided instructions on how to submit this year’s legislative budget requests and that a UCF team has started work immediately on requirements.

Knight Vision – Johnson said the Knight Vision project is moving toward its July 1 start date. He said not everything will be perfect. A very strong team is working on the implementation with contingencies should serious problems develop. UCF’s new business platform’s expected start date is July 1. This will include Workday, a modern cloud-based ERP, and a partial staff reorganization that will reorder some finance and human resource functions.

In closing his report, Johnson said it looked like brighter times are here, with UCF moving from a reactive mode to thinking more strategically about the university’s course for the future. Johnson said he was grateful to everyone – particularly faculty and staff – who had helped the university get through two difficult pandemic years.

ACTION

Conferral of Degrees (AESC-1)

Johnson submitted for approval the conferral of degrees for summer 2022. UCF expects to award approximately 3,015 degrees during commencement ceremonies on August 5-6.

Trustee Altizer motioned to approve, and Trustee McAlpin seconded. The committee unanimously approved the Conferral of Degrees.

2022 UCF Tenure Recommendations (AESC-2)

President Johnson presented 48 faculty members from across 10 colleges for consideration of tenure who had demonstrated high productivity and excellence in teaching, research, and service. He explained that the faculty members had gone through a rigorous and objective review process that takes years. 2022 Tenure Recommendations were presented by Provost Johnson.

Trustee King motioned to approve, and Vice-Chair Conte seconded. The committee unanimously approved the 2022 UCF Tenure Recommendations.

Tenure with Hire (AESC-3)

Provost Johnson submitted a tenure with hire request for four high-qualified incoming faculty members:

- Dr. Nathan Bowling, College of Sciences, will serve as an associate professor in the Department of Psychology.
- Dr. Andrea Burrows, College of Community Innovation and Education, will serve as the director of the School of Teacher Education and a professor.
- Dr. Ann Eddins, College of Health Professions and Sciences will serve as the director of the School of Communications Sciences and Disorders and a professor.
- Dr. Azizeh Sowan, College of Nursing, will serve as chair of the Department of Nursing Practice.

Vice-Chair Conte motioned to approve, and Trustee King seconded. The committee unanimously approved Tenure with Hire.

Report from Student Government Immediate-Past-President (DISC-2)

Meg Hall, former trustee and immediate past president of Student Government, provided an update on Student Government Executive Branch accomplishments for the 2021-22 academic year. She covered the areas of student affairs, academic affairs, athletics, diversity and inclusion, governmental affairs, safety and transportation, sustainability and innovation, communications, and outreach.

UCF Access (DISC-3)

Provost Johnson facilitated a discussion that highlighted the national-model DirectConnect to UCF program and key partnerships with Valencia College.

Since DirectConnect's inception in 2006, more than 64,000 students have earned their bachelor's degrees through this pathway. More than half of those graduates came from Valencia, one of six state college partners in DirectConnect. The discussion included UCF President Alexander N. Cartwright and Valencia College President Kathleen Plinske, who provided perspectives on the DirectConnect partnership and why it has worked well. Dr. Pam Cavanaugh, Associate Vice Provost for UCF Connect, introduced students Tamyia Paul and Julian Duque who shared their stories of transition and success through DirectConnect and answered questions.

In addition, the session included an overview of the Central Florida Education Ecosystem Database (CFEED), a unique partnership featuring UCF, Valencia, and the public-school districts of Orange and Osceola counties. Originally funded by the Helios Foundation, the leading-edge project created a data-sharing model entailing students from pre-kindergarten through college. The collaboration is identifying new interventions, support, and strategies to increase academic success and opportunities for students at all levels.

The committee learned more about the project's progress from Dr. Brandon McKelvey of Valencia College, Vice President for Technology, Research and Analytics, and Dr. Paige Borden, UCF's Chief Analytics Officer.

NEW BUSINESS

N/A

ADJOURNMENT

Chair Seay adjourned the Academic Excellence and Student Success Committee meeting of May 25, 2022, at 12:26 p.m.

Reviewed by: _____ Date _____
Beverly Seay
Chair, Academic Excellence and Student Success Committee

Submitted by: _____ Date _____
Mike Kilbride
Associate Corporate Secretary



Board of Trustees
Academic Excellence and Student Success Committee | October 19, 2022

AESC-1: 2022 SUS Textbook and Instructional Materials Affordability Annual Report

Information Discussion Action

Meeting Date for Upcoming Action: October 20, 2022

Purpose and Issues to be Considered:

Approve the 2022 Textbook and Instructional Materials Affordability Annual Report.

Due to Hurricane Ian, UCF submitted the 2022 SUS Textbook and Instructional Materials Affordability Annual Report to the Board of Governors ahead of the September 30, 2022 deadline, pending Board of Trustees approval.

Background Information:

House Bill 7019 passed during the 2016 Legislative Session and was signed into law by Governor Scott on 04/14/2016 (Chapter 2016-236, Laws of Florida). An amendment to Section 1004.085 regarding textbook and instructional materials affordability requires each university to submit an annual report by September 30 of each year to the Chancellor of the State University System. The report addresses:

- textbook and instructional materials selection process for high enrollment general education courses,
- courses with no cost for textbook and instructional materials,
- courses with low-cost materials,
- specific university initiatives designed to reduce the costs of textbooks and instructional materials; and
- university policies for the posting of textbooks and instructional materials.

Recommended Action:

Recommended approval of the 2022 Textbook and Instructional Materials Affordability Annual Report.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

BOG Regulation 8.003; UCF Regulation 2.032 Textbook Adoption

Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda



Submitted by:

Michael D. Johnson, Provost and Executive Vice President of Academic Affairs

Supporting Documentation:

Attachment A: Student Savings

Attachment B: Textbook and Instructional Materials Affordability Annual Report

Please click the link below to view the full report: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/09/UCF-2022-Textbook-and-Instructional-Materials-Affordability-Report.pdf>

Facilitator/Presenter:

Timothy D. Letzring, Vice Provost for Academic Affairs

AESC-1: Textbook Affordability Report

- Compliant for three straight years.
 - 98.5% - Fall 2021
 - 97.5% - Spring 2022
- Savings under the Library Resource program
 - \$1,834,892
 - Year over year increase of \$970,000 in savings

Textbook & Instructional Materials Affordability Initiatives

Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

Affordable Instructional Materials Initiative

The Affordable Instructional Materials (AIM) Initiative is a university-wide collaboration consisting of representatives from the Division of Digital Learning, the UCF Libraries, the Faculty Center for Teaching and Learning, the UCF Bookstore, and the Office of the Provost and Vice President for Academic Affairs. It supports faculty efforts to reduce instructional material costs and focuses its efforts on four affordability initiatives: First Day Inclusive Access Program, Open Educational Resources, Library-Sourced Materials, and Affordability Counts. Each year, AIM hosts the AIM High Event which recognizes faculty involvement in these initiatives.

Library Resources

UCF Librarians actively search for textbooks that are available as e-books with unlimited use. These are one-to-one replacements of currently assigned course textbooks and are freely available to UCF students. Once these books are identified and purchased, faculty are informed of their availability and asked to share this information with students in their courses. In the 2021-2022 academic year, use of library resources saved students \$1,834,892.

STARS

Faculty share open course resources through STARS, the university repository Showcase of Text, Archives, Research & Scholarship (<https://stars.libraries.ucf.edu>).

Free Resources and Open Educational Resources (OER)

UCF librarians and instructional designers support faculty in locating compilations of free resources in lieu of textbooks. In many cases a variety of materials are used to illustrate course concepts. These resources range from specific chapters in an OER, to resources from websites/digital archives, articles, and/or videos. In the 2021-2022 academic year, use of free resources and OER saved students \$1,506,187.

UCF's bookstore offers several cost saving choices that enable students to select the purchasing options that meet their needs.

Price Match Program

Students can compare the cost of course materials at off-campus bookstores (e.g., BN.com, Amazon, and local bookstores). If they find course materials at a lower price, UCF's bookstore, Barnes & Noble, will match it.

Rental Program

This program allows students to rent new or used textbooks. It provides an affordable and convenient option. Students can acquire textbook rentals in-store or online with several options for payment; highlight text and make notes on pages; keep books until finals are over; and return books at the bookstore or through the mail. On average, the cost savings for rental books is 70 to 80 percent versus purchasing a new book. Students selecting a digital rental can save up to 90 percent.

Used Course Materials Option

Students also have the option to purchase used textbooks through UCF's Cash for Books program. At the end of each semester, students can sell their books back to Barnes & Noble. Depending on the condition of the materials, students can receive up to 50 percent of the new textbook price. The bookstore closely reviews course information to identify those materials that may be used again. The bookstore then notifies students who have purchased those titles that their books can be sold back to the store. As a result, the next year's students are able to purchase these used books at a discounted rate, giving all students the opportunity to save money through used textbooks. Nearly 70 percent of all titles are available for purchase at all of UCF's campuses as used course materials.

Digital Option

Digital textbooks allow students to save up to 60 percent compared to traditional textbooks. The bookstore's digital offerings are designed with convenience in mind, allowing students to choose from several forms of payment and to access these materials immediately following their purchase or digital rental. To optimize the digital experience, the bookstore offers, the Yuzu™ Web, iOS, and Android™ apps. Just over 70 percent of textbooks are currently offered in digital format.

Attachment B

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

UCF has implemented the opt-in model of Barnes & Noble College's First Day Inclusive Access program. In the 2021-2022 academic year, the First Day Inclusive access program saved students \$5,001,067.

Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

UCF has not implemented an opt-out provision.

Attachment B

University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

UCF's Regulation 2.032 Textbook Adoption establishes an internal adoption deadline of no later than 60 days prior to the start of each semester. In support of the regulat, UCF has implemented a Textbook and Instructional Materials Affordability communication timeline, which ensures the timely adoption of textbooks and instructional materials.

Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

UCF's policies and procedures, which are reviewed and updated regularly, are effective in meeting the reporting requirements. Since their implementation, UCF has continued to see improvements in faculty and staff compliance in meeting the reporting requirement and has consistently met or exceeded the 95% target.

Fall 2021					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
12,548	12,363	98.53%	154	185	1.47%

Spring 2022					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
9,745	9,499	97.48%	185	246	2.52%

****Note:** Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Attachment B

Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Fall 2021				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
12548	606	13154	4.61%	Courses added after 45-day deadline

Spring 2022				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
9745	1020	10765	9.48%	Courses added after 45-day deadline



**Board of Trustees
Academic Excellence and Student Success Committee | October 19, 2022**

AESC-2: Tenure with Hire

Information Discussion Action

Meeting Date for Upcoming Action: October 20, 2022

Purpose and Issues to be Considered:

The recommendation of a faculty member for tenure shall signify that the president and the Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and the academic community.

The primary purpose of tenure is to protect academic freedom. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Background Information:

New faculty members are hired each year with tenure. Normally, such faculty members have earned tenure at their previous institution and meet UCF's requirements for tenure. For others, tenure is part of the hiring package when senior faculty members are hired for administrative positions. Department faculty members and the university's administrative officers have approved granting tenure to these faculty members.

Recommended Action:

The department, college and Provost support the recommendations for tenure with hire.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

Faculty are considered employees of the university and like other employees, compensation is negotiated during the hiring process. Recommendations for tenure are considered independently from compensation. Faculty who are awarded tenure will have annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Authority for Board of Trustees Action:

UCF 3.015(4)(a)4 – Promotion and Tenure of Tenured and Tenure-earning Faculty

Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Tenure with Hire Justification

Facilitator/Presenter:

Michael D. Johnson

Jana L. Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

**Tenure with Hire Justification
Board of Trustees Meeting
October 20, 2022**

Frank “Adrien” Bouchet, Professor

College of Business Administration, Department of Integrated Business

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Bouchet-Frank-Adrien_CV.pdf

Dr. Frank “Adrien” Bouchet received his Ph.D. in education policy administration/strategic management from Texas A&M University. He came to UCF from the University of Tulsa, where he was a tenured Warren Clinic Endowed Professor, held the position of senior associate dean in the Collins College of Business, and served as chair in the Department of Management and Marketing. At UCF Dr. Bouchet will serve as the director of the DeVos Sport Business Management Program. Dr. Bouchet is a North American Society for Sport Management (NASSM) Research Fellow, the recipient of a Fulbright Fellowship and the Collins College of Business Mayo Excellence in Research award. His research interests include organizational behavior and marketing issues in sport organizations. Dr. Bouchet has published numerous peer-reviewed publications, and has presented at regional, national and international conferences. Dr. Bouchet has teaching experience at the undergraduate and graduate levels and was the recipient of several most valuable professor awards and teacher of the year awards. He has also held industry positions at SFX Sports, Clear Channel Entertainment and the Florida Marlins. He serves on the editorial board for *Journal of Applied Sport Management* and *Journal of Issues in Intercollegiate Athletics*, among many other service activities in the profession, college, and university. The Department of Integrated Business and College of Business Administration support the recommendation for tenure with hire.

Joel T. Cramer, Professor

College of Health Professions and Sciences, School of Kinesiology and Physical Therapy

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Cramer-Joel_CV.pdf

Dr. Joel T. Cramer received his Ph.D. in exercise physiology from the University Nebraska-Lincoln. He came to UCF from the University of Texas-El Paso, where he was a tenured professor of kinesiology and served as associate dean of Academic and Faculty Affairs in the College of Health Sciences. At UCF, Dr. Cramer will serve as the senior associate dean for Academic and Faculty Affairs. Dr. Cramer’s research interests include nutrition and exercise physiology. He is an accomplished scholar and researcher with numerous peer-reviewed publications in highly ranked research journals, several book chapters, and has presented at regional, national, international conferences, and invited talks. Dr. Cramer has extensive teaching experience at the undergraduate and graduate levels, has served on many dissertation and thesis committees as chair and co-chair, and was the recipient of the Certificate of Recognition for Contributions to Students. He serves as an associate editor for the *Journal of Clinical Medicine*, is a senior associate editor for the *Journal of Strength and Conditioning Research* and has served on the board of directors for National Strength and Conditioning Association (NSCA), among many other service activities in the profession, college, and

university. The School of Kinesiology and Physical Therapy and the College of Health Professions and Sciences support the recommendation for tenure with hire.

Paul J. Dosal, Professor

College of Arts and Humanities, Department of History

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Dosal-Paul_CV.pdf

Dr. Paul Dosal received his Ph.D. in history from Tulane University. He came to UCF from the University of South Florida, where he was a tenured professor of Latin American History and served as vice president for Student Success. While at the University of South Florida, he was responsible for coordinating university-wide efforts to raise retention and graduate rates, boost student satisfaction, minimize financial indebtedness, and prepare all students for success in their careers or graduate and professional schools. At UCF, Dr. Dosal will serve as senior vice president for Student Success. Dr. Dosal has received over \$3,780,000 in research funding as principal investigator, including \$2,145,000 from the Bill & Melinda Gates Foundation. He has many peer-reviewed journal articles, several books and book chapters, and has presented at regional, national, and international conferences and invited presentations. Dr. Dosal serves as a board member on the Association for Undergraduate Education at Research Universities (UERU), among many other service activities in the profession, college, and university. The Department of History and the College of Arts and Humanities support the recommendation for tenure with hire.

Michael Duignan, Associate Professor

Rosen College of Hospitality Management, Department of Tourism, Events, and Attractions

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Duignan-Michael_CV.pdf

Dr. Michael Duignan received his Ph.D. in management science from the Anglia Ruskin University, Cambridge, UK. He came to UCF from the University of Surrey, where he was a senior lecturer (equivalent to Associate Professor in the US) in events, tenure is not common in the UK. While at the University of Surrey, he served as Head of Department (Department Chair) and Reader (Associate Professor) in Events at the School of Hospitality and Tourism Management. Dr. Duignan has published numerous peer-reviewed journal articles, books and book chapters, presented at national and international conferences, and keynote addresses. He has teaching experience at the graduate and undergraduate levels and was the recipient of the university-wide “Special Recognition” award and “Highest Performing Small Programme” at university Learning and Teaching Awards. Dr. Duignan serves as editor-in-chief of the leading international peer-reviewed journal in the field of events, *Event Management*, and serves on editorial boards for *Annals of Tourism Research: Empirical Insights*, *International Journal of Festival and Event Management*, and *Leisure Studies*, among many other service activities in the profession, college, and university. The Department of Tourism, Events, and Attractions and Rosen College of Hospitality Management support the recommendation for tenure with hire.

B. Grant Hayes, Professor

College of Community Innovation and Education, Department of Counselor Education and School Psychology

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Hayes-B.-Grant_CV.pdf

Dr. B. Grant Hayes received his Ph.D. in counselor education from the University of South Carolina. He came to UCF from East Carolina University, where he was a tenured distinguished professor of counselor education. While at East Carolina University, he held the position of interim provost and senior vice chancellor for Academic Affairs and served as dean of the College of Education. At UCF, Dr. Hayes will serve as dean of the College of Innovation and Education. Dr. Hayes is a fellow of the American Counseling Association (ACA) and is a past member of the board of directors of the American Association of Colleges of Teacher Education (AACTE). His research interests include counseling children and adolescents, technological applications in counselor education, and character education and moral development in schools and youth settings. He has published many peer-reviewed journal articles, book chapters, and presented at regional, national, and international conferences and keynote addresses. Dr. Hayes serves on the board of directors for the Carnegie Project on the Education Doctorate (CPED), among many other service activities in the profession, college, and university. The Department of Counselor Education and School Psychology and the College of Community Innovation and Education support the recommendation for tenure with hire.

Omar Martinez, Associate Professor of Medicine

College of Medicine, Department of Population Health Sciences

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Martinez-Omar_CV.pdf

Mr. Omar Martinez received a J.D. in health law and M.P.H. in health policy from Indiana University, as well as an M.S. in clinical research methods from Columbia University. He came to UCF from Temple University, where he was a tenured associate professor in social work. While at Temple University, Mr. Martinez was the director of the Temple University's Implementation Sciences Laboratory. He has research expertise in the correlates, prevalence, and prevention of substance use, mental illness, and HIV among underserved and vulnerable populations, including sexual and gender minorities. Mr. Martinez has received over \$1 million dollars as a principal investigator or co-principal investigator in research funding, including the Centers for Disease Control and Prevention (CDC) and National Institute of Health (NIH), among others. He has published numerous peer-reviewed journal articles in journals with high impact factors, and has presented at regional, national, and international conferences. He has extensive teaching experience at the graduate and undergraduate level, advised many graduate and undergraduate students, and was the recipient of the Temple University School of Social Work Teaching Award. Mr. Martinez serves on the editorial board for *Archives of Sexual Behavior*, among many other service activities in the profession, college, and university. The Department of Population Health Sciences and College of Medicine support the recommendation for tenure with hire.

K-J Mathieson, Associate Professor

College of Arts and Humanities, School of Visual Arts and Design

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Mathieson-KJ_CV.pdf

Dr. K-J Mathieson received her M.F.A. in computer arts and animation from Florida Atlantic University. She came to UCF from the University of South Florida, where she was a tenured associate professor of animation and had previously maintained the rank of associate professor of animation with tenure at Columbia College in Chicago. Dr. Mathieson is a multi-faceted animator, cinematographer, designer and visual creator specializing in collaborating multi-disciplinary approaches to animation and design. She disseminates her work through regional, national, and international film festivals, gallery exhibitions, touring shows, comic cons, and speaking engagements. Her work has screened at various film festivals including Academy Award, British Academy of Film and Television Arts (BAFTA), and Canadian Screen Award. Dr. Mathieson utilizes a broad range of animation techniques in creating independent animated shorts to teach students how to approach the field from both broad and focused perspectives with a lens towards independent filmmaking and auteur cinema, incorporating established and future animation industry practices. She is a pioneer member, previous chapter secretary, and presenter of the International Association for Computing Machinery, Special Interest Group on Computer Graphics and Interactive Techniques (ACM SIGGRAPH), among many other service activities in the profession, college, and university. The School of Visual Arts and Design and College of Arts and Humanities support the recommendation for tenure with hire.

Stephen Pratt, Professor

Rosen College of Hospitality Management, Department of Tourism, Events, and Attractions

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Pratt-Stephen_CV.pdf

Dr. Stephen Pratt received his Ph.D. in business and management from Nottingham University. He came to UCF from the University of the South Pacific, where he was a professor of tourism and hospitality management. While at the University of the South Pacific, he held the position of Deputy Head of School of Business and Management and had served as Head of School of Tourism and Hospitality Management, acting dean of the Faculty of Business and Management, and acting head of School of Land Management and Development. At UCF, Dr. Pratt will serve as the chair of the Department of Tourism, Events, and Attractions. His approach to research combines economics and management disciplines with applications on tourism, events, and hospitality. He has published numerous peer-reviewed journal articles, book chapters, and presented at national and international conferences. Dr. Pratt has extensive teaching experience at the undergraduate and graduate levels. He serves on several editorial boards including *Tourism Economics* and is on the board of directors for Country Representation for the Republic of Fiji of the APacCHRIE Board and International Centre of Excellence in Tourism and Hospitality Education (THE-ICE), among many other service activities in the profession, college, and university. Rosen College of Hospitality Management supports the recommendation for tenure with hire.

Ghaith Rabadi, Professor

College of Graduate Studies, School of Modeling, Simulation, and Training

CV: https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Rabadi-Ghaith_CV.pdf

Dr. Ghaith Rabadi received his Ph.D. in industrial engineering from the University of Central Florida. He came to UCF from Old Dominion University where he was a tenured professor of engineering management and systems engineering. While at Old Dominion University, he served as the Ph.D. Program Director. In addition, he had held an international position where he was appointed as the Vice President for Research and Development at Princess Sumaya University for Technology, in Amman, Jordan. His research and teaching interests include Planning and Scheduling, Operations Research, Simulation Modeling and Analysis, and Supply Chain Management and Logistics. Dr. Rabadi has received over \$4.2 million dollars in research funding as a principal investigator or co-principal investigator, including funding from the North Atlantic Treaty Organization (NATO), Qatar Foundation, and Department of Homeland Security (DHS). Dr. Rabadi has published numerous peer-reviewed journal articles in top-tier publications in his field, book chapters, and has presented at national and international conferences. He has extensive teaching experience at the undergraduate and graduate levels, advised doctoral students and was the recipient of the Doctoral Mentoring Award. Dr. Rabadi serves as editor-in-chief for the *International Journal of Planning and Scheduling*, among many other service activities in the profession, college, and university. The School of Modeling, Simulation, and Training and the College of Graduate Studies support the recommendation for tenure with hire.



**Board of Trustees
Academic Excellence and Student Success Committee | October 19, 2022**

AESC-3: Specialized Admissions Degree Programs

Information Discussion Action

Meeting Date for Upcoming Action: October 20, 2022

Purpose and Issues to be Considered:

Approve the applications for Specialized Admission for eight bachelor programs.

Due to Hurricane Ian, UCF submitted the Specialized Admissions Degree Programs to the Board of Governors ahead of the October 1, 2022 deadline, pending Board of Trustees approval.

Background Information:

Prior to summer 2022, BOG Regulation 8.013 addressed Limited Access programs, which allowed programs to seek approval to limit enrollment based on specific talent, limited resources, and/or program accreditation standards. UCF had nine programs approved for limited access – B.A. in Journalism, B.A. in Media Production and Management, B.A. in Advertising/Public Relations, B.F.A. in Film (not the B.A. in Film), B.S. in Medical Laboratory Sciences, Bachelor of Science in Nursing, B.S. in Health Informatics and Information Management, bachelor’s in music education, and bachelor’s in Social Work. BOG recently amended Regulation 8.013 renaming the status to Specialized Admission. Based on the new category, the BOG is requiring all previously approved limited access programs across the SUS to submit initial applications for Specialized Admission if they determine the status is still needed. After reviewing resources and/or accreditation standards, eight of the nine are seeking Specialized Admissions status. The B.S. in Health Informatics and Information Management program is not submitting a form for approval.

Recommended Action:

Recommend approval of the eight programs seeking specialized admission.

Alternatives to Decision:

Approve or deny individually.

Fiscal Impact and Source of Funding:

There is no fiscal impact to approving. Not approving specialized admissions would allow unrestricted growth creating unfunded needs in equipment or risk not meeting program accreditation requirements.

Authority for Board of Trustees Action:

BOG Regulation 8.013

Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: Specialized Admissions Programs

Attachment B: Specialized Admission Program Overview

Attachment C: Specialized Admission Initial Approval Request Forms for

- B.A. in Advertising/Public Relations
- B.F.A. in Film
- B.A. in Journalism
- B.A. in Media Production and Management
- B.S. in Medical Laboratory Sciences
- Bachelor's Music Education
- Bachelor of Science in Nursing
- Bachelor's Social work

Facilitator/Presenter:

Timothy D. Letzring, Vice Provost for Academic Affairs

AESC-3: Specialized Admissions

CIP	PROGRAM	RATIONALE
09.0401	Journalism (B.A)	Resources
09.0701	Media Production and Management (B.A.)	Resources
09.0903	Advertising / Public Relations (B.A.)	Resources
13.1312	Music Education (B.M.E.)	Skills/Accreditation
44.0701	Social Work (B.S.W.)	Resources/Accreditation
50.0602	Film (B.F.A.)	Resources/Skills
51.1005	Medical Laboratory Sciences (B.S.)	Resources/Accreditation
51.3801	Nursing (B.S.N.)	Resources/Accreditation

University of Central Florida - Specialized Admissions Programs Overview					
CIP	Degree	Rationale			Notes
		Limited Resources ¹	Minimal Skills ²	Accreditation ³	
09.0401	Journalism (B.A.)	X			Journalism capstone course utilizes laboratory and studio space with limited capacity.
09.0701	Media Production and Management (B.A.)	X			Originally Radio/TV BA; primary limitaion is studio space and equipment. Students also serve as either editors of Nicholson Student Media or producers of Knightly News. There are only so many roles available to meet learning objectives.
09.0903	Advertising / Public Relations (B.A.)	X			Program uses capstone course where students function as if working professionals in an advertising and public relations agency creating integrated campaigns for real-world clients. There are only so many roles to allow this course to meet its student learning outcomes.
13.1312	Music Education (B.M.E.)		X	X	The combination of minimal skill in music and the accreditor's expectations both for the student and the faculty in observation and teaching sets the capacity for this program. The accreditor has five pages outlining the expectations for this program.
44.0701	Social Work (B.S.W.)	X		X	The social work accreditor (CSWE) sets a maximum faculty to student ration of 25:1 for undergraduate programs.
50.0602	Film (B.F.A.)	X	X		These resource limitations only apply to the BFA program and its additional requirements. Students can still graduate in CIP 50.0602 with a B.A. in Film.
51.1005	Medical Laboratory Sciences (B.S.)	X		X	The combination of lab space and minimal education standards and ratios set by the program accreditor supports this program's application.
51.3801	Nursing (B.S.N.)	X		X	The availability of clinical sites and their willingness to take students is a critical area for pre-licensure BSN degrees. Many of our clinical partners set a more restrictive student to teacher ratio than accreditation or state would allow, compounding our resource issue.

¹Student demand for the undergraduate program exceeds the program's available resources. Examples include limited instructional space, equipment, clinical facilities, or other resource limitations.

²The undergraduate program requires that students demonstrate through an audition or submission of a portfolio that they possess the minimum skills or talents to benefit from instruction in the program.

³A national, state, regional, or programmatic accrediting body imposes requirements for the undergraduate program that may impose restraints on resources or require minimal skills.



Board of Governors, State University System of Florida
**Specialized Admissions Status
Initial Approval Request Form**
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Journalism B.A.

CIP CODE 09.0401 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.
Yes.
2. Which criteria for specialized admissions status does the program meet?
 - Limited Resources (if approved, the status will last a maximum of four years)
 - Minimal Skills (if approved, the status will last a maximum of five years)
 - Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.
 - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
 - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Journalism is a program that emphasizes high-impact experiential learning opportunities for its majors. Students progress through a series of program core pre-requisites beginning with introductory reporting classes that progressively become more advanced and culminating in a capstone experience their senior year along with the presentation of a senior portfolio. The majority of these courses are conducted in laboratory and studio settings, with seat capacities of 20 or less, and rely on the use of camera and studio equipment. They also require the completion of numerous in-the-field assignments requiring extensive interaction and feedback from the instructors. The Nicholson School is already making full use of the laboratory classrooms and studio space that is available and is already maximizing available technology and equipment fees to provide the necessary resources for teaching these courses.

In the capstone courses, students serve as either editors of Nicholson Student Media (an online news site that serves as the publishing outlet for content created in the journalism courses) or as producers of Knightly News (a live weekly 30-minute broadcast news program, plus the daily webcasts). There are only so many roles that students can perform in these capstones courses to maximize the learning experience before it would dilute the

pedagogical purpose behind the capstone experience. Finally, each senior portfolio must be evaluated by a committee of faculty in a thorough and timely manner. Increasing the number of students without increasing the resources available would make the portfolio review process unsustainable.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. Not applicable.

While there has been a consistent effort to increase the amount of student access to equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. Limited equipment budgets and storage space inhibit our ability to grow. Similarly, laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The Journalism program requires a separate application after all admission requirements are completed.

- Admission is based on multiple factors, not strictly Grade Point Average (GPA)
- Students must be in good academic standing with UCF and in the program.
- Attain an overall minimum 2.5 GPA based on a minimum of 30 credit hours of college work. NOTE: Meeting the minimum GPA does not guarantee admission because students are admitted on a space available basis.
- Students must meet a grammar proficiency standard by:
 - Earning an "A-" (3.75) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
 - Passing the grammar proficiency exam administered by UCF's Testing Center; or
 - Submit Advanced Placement (AP) or International Baccalaureate (IB) credit in English

Students are encouraged to meet with an advisor regarding the admission requirements. The Florida College System (FCS) transfer student who completed an A.A. degree will have fulfilled the program common prerequisite as well as the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The specialized admission status has not impacted the current race and gender profile of the program. Journalism remains a highly diverse program, with 41% of majors in AY2021-22 identifying as white, 36% as Hispanic/Latino, 14% as Black, 4% International, 4% Multiracial, and 1% Asian.

Pending majors identified as 31% white, 35% as Hispanic/Latino and 17% as Black, 11% Multiracial, 5% International, and 1% Asian.

Regarding gender, 72% of the majors were female and 28% male, and pending majors were 67% female and 33% male. Meanwhile, the average GPA has continued to increase for the admitted majors, averaging well-above 3.0 for the past six admission periods.

The Journalism program has worked to increase diversity and currently, white students are at 48% overall, representing a majority of the students representing diverse ethnic and cultural backgrounds. The program has been consistently aware of the need to diversify its student population. Should the program become less diversified at any point, NSCM will work with the Office of Diversity, Education and Training to take steps to increase the diversity of its student population.

Required Signatures

Robert S. Littlefield

Requestor/Initiator

8/8/2022

Date

Tomova

Signature of College Dean

8/10/2022

Date

Nancy F. Myers Digitally signed by Nancy F. Myers
Date: 2022.08.12 11:02:42 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson Digitally signed by Michael D.
Johnson
Date: 2022.08.18 16:57:22 -04'00'

Signature of Provost

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
 In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Media Production and Management (MPM) B.A.

CIP CODE 09.0701 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes. Please note that the Radio-Television B.A. was initially approved for specialized admissions in Summer of 1996. The degree area name was changed to Media Production & Management in fall of 2021.

2. Which criteria for specialized admissions status does the program meet?

- Limited Resources (if approved, the status will last a maximum of four years)
- Minimal Skills (if approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Media Production & Management (MPM) degree requires expensive technology and limited laboratory facilities to enable students to gain the breadth and depth of knowledge and experience to be viable candidates for employment after graduation. We currently have one broadcast-quality studio and control room which has a capacity of 16 students for teaching and operation. We have 8 production rooms, each with a normal capacity of 2 for use as lab space for course lab periods as well as for student use outside of class meetings. We are equipped with 15 professional camera packages and 20 semi-professional camera packages for students to reserve and use for course work (across 10 courses). Additionally, we have a student editing lab with 20 positions that is used for post-production courses as well as an open student lab when classes are not meeting. Finally, the seating in the classroom that offers direct access to the broadcast and production facility is capped by the fire marshal at 18.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing

program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. Not applicable.

While there has been a consistent effort to increase the amount of student access to technical equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. Limited equipment budgets and storage space inhibit our ability to grow. Similarly, laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab and studio facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space and consider increasing the number of students admitted annually.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The MPM program requires a separate application after all admission requirements are completed.

- Students must be in good academic standing with UCF and in the program.
- Attain an overall minimum 2.25/4.00 GPA based on a minimum of 30 credit hours of college work. Note: meeting the minimum GPA does not guarantee admission since students are admitted on a space available basis. The GPA cut-off varies each term with the quality of applicants, and during previous years, ranged upward from a minimum of 2.9.
- Students must complete or be enrolled into and complete, RTV 3007 with at least a "C" (2.0) or better (if in progress at the time of admission).
- Students must meet a grammar proficiency standard by:
 - Earning a "B" (3.0) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
 - Passing the grammar proficiency exam administered by UCF's Testing Center

Students are encouraged to meet with an advisor regarding the admission requirements. The FCS transfer student who completed an AA will have fulfilled the program common prerequisite as well as (most of) the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

Students who apply to the program but are not accepted can and often do enter the Human Communication program where the courses they took in preparation for MPM can be used to fulfill Human Communication B.A. requirements, so their graduation is not negatively impacted.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The ethnic characteristics of the student population in the MPM major in 2021 were consistent with those of the university as a whole: Caucasian 44% (UCF 45%), Hispanic/Latino 32% (UCF 28%), Black/African American 11% (UCF 10%), Asian 3% (UCF 7%), and Multiracial 5% (UCF 4%). The characteristics of the gender of MPM major differs slightly from the university population in that 45% were female and 55% male. Whereas the UCF student body is 55% female and 45% male. We continue to market the

major to students across campus as well as welcoming all students who seek to be involved in media-based storytelling. Although there have been gains in the representation of women in the program, we will continue to present technological aspects of the program in an inviting manner for all and offer paths for students to pursue more limited-technology based courses of study.

Required Signatures

Robert S. Littlefield

Requestor/Initiator

8/8/2022

Date

Tomova

Signature of College Dean

8/10/2022

Date

Nancy F. Myers

Digitally signed by Nancy F. Myers
Date: 2022.08.12 11:36:49 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson

Digitally signed by Michael D.
Johnson
Date: 2022.08.18 16:57:22 -04'00'

Signature of Provost

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Advertising/ Public Relations B.A.

CIP CODE 09.0903 Effective Academic 2023-24

- 1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. Yes.
2. Which criteria for specialized admissions status does the program meet?
[X] Limited Resources (if approved, the status will last a maximum of four years)
[] Minimal Skills (if approved, the status will last a maximum of five years)
[] Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.
• If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
• If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Advertising and Public Relations (Ad/PR) is a program that emphasizes strategic skills courses and high-impact experiential learning opportunities for its majors. The students begin with a series of theory-based program core prerequisites in introductory advertising and public relations. They then progress to more advanced skills courses, a required professional internship, and ultimately a capstone experience in their senior year.

There are a total of eight core classes and five electives. Two of the Ad/PR electives and three of the core classes, including the capstone experience, are writing and skills intensive classes that are capped at either 16 or 20 students to maximize the learning experience, be pedagogically consistent with Association for Education in Journalism and Mass Communication (ACEJMC) accreditation guidelines, and to meet the learning outcomes and skill development expected by the professional community. This emphasis on small, skills-based courses is critical for building the type of professional portfolio necessary for entry into the Advertising/Public Relations industry. (Note: Because the Nicholson School and all programs – not just the Ad/PR program – are evaluated for ACEJMC accreditation, the Nicholson School has chosen to not pursue program accreditation, but does offer instruction in keeping with the ACEJMC accreditation criteria.) The writing and skills intensive courses are as follows:

Public Relations Publications and Writing for Public Relations

These courses are conducted in laboratory settings and rely on the use of computer equipment and software (Adobe suite and In-Design) provided by the university. Lab space in the school is limited to three labs with seat capacities of 20 or less. Public Relations Publications is capped at 20. Writing for Public Relations is capped at 16 due to the extensive interaction and feedback required to deliver on course objectives and learning outcomes.

Advertising Copywriting and Preparing for Public Relations Certification

These senior level courses require extensive interaction and feedback from faculty to deliver on course objectives and learning outcomes. As such, they are capped at 20 students.

Capstone

In the capstone course, students function as if they were professionals in an advertising and public relations agency to create integrated campaigns for real-world clients. Students serve in roles consistent with the roles in a professional agency – account executive, copywriter, researcher, etc. There are only so many roles that students can perform in these capstones courses to maximize the learning experience before it would dilute the pedagogical purpose behind the course. Capstone courses are capped at 20.

Students are also required to complete a professional internship in which they are immersed in the industry and working in a professional environment under the guidance and direction of an industry professional. This high-impact experiential learning opportunity is critical to professional and skill development. Internships require substantial resources from the professional community as well as extensive interaction and oversight of the faculty. That interaction includes recruitment of qualified employers and the monitoring, oversight and communication between faculty and the professional community as well as between faculty and students to keep the opportunities open and beneficial to students.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. Not applicable.

While there has been a consistent effort to increase the number of small, writing-intensive and skill-based courses, we do not plan to increase capacity in the next few years. Limited equipment budgets and resources inhibit our ability to grow. As resources from the university and/or the program become available, the Nicholson School will consider increasing the number of students admitted annually.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The Advertising/Public Relations program requires a separate application after all admission requirements are completed.

- Students must be in good academic standing with UCF and in the program.
- Students must satisfactorily complete a minimum of 30 credit hours of college work before applying.
- The student's Grade Point Average (GPA) is a major component of the admission criteria, and the admission GPA will be calculated using all college work attempted. The GPA cut-off for admission varies each semester,

- depending on the applicants; but for the previous six admission periods, the GPA averaged 3.3.
- Students must meet a grammar proficiency standard by:
 - Earning a "B" (3.0) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
 - Passing the grammar proficiency exam administered by UCF's Testing Center; or
 - Submit Advanced Placement (AP) or International Baccalaureate (IB) credit in English
- Students must meet a writing proficiency standard by completing a written essay via WritePlacer, which is administered through the UCF Testing Center and evaluates writing structure and basic proficiency.
- Students must complete or be enrolled into and complete the following courses with a "C" or better (if in progress at the time of admission, students who do not earn a "C" or better will be removed from the program):
 - ADV 3008 - Principles of Advertising
 - PUR 4000 - Public Relations

Students are encouraged to meet with an advisor regarding the admission requirements. The Florida College System (FCS) transfer student who completed an A.A. degree will have fulfilled the program common prerequisite as well as the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

Graduation rates in the Ad/PR program are almost 100%. Students who apply to the program but are not accepted can and often do enter the Human Communication B.A. or Communication and Conflict B.A. programs where courses they took in preparation for Ad/PR can be used to fulfill these degree requirements, so their graduation is not negatively impacted.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The specialized admission status has not negatively impacted the current race and gender profile of the program. Ad/PR remains a highly diverse program, with 48% of majors in AY2021-22 identifying as white, 36% as Hispanic/Latino, 7% as Black, 4% Multiracial and 4% Asian. Pending majors identified as 45% white, 35% as Hispanic/Latino, 9% as Black, 5% Multiracial and 4% Asian.

Regarding gender, 86% of the majors were female and 14% male, and pending majors were 84% female and 16% male. Although the program is largely female, the gender profile is consistent with the gender profile of the industry in the state. For example, the Florida Public Relations Association, the oldest Public Relations association in the country, is 85% female and 15% male. The average GPA for the admitted majors remains high, averaging above 3.0 each admission period.

Although the Ad/PR program is more diverse than the UCF student population, there remains an emphasis on supporting access to the industry among minority populations. In support of that effort, the program is a contributor to the Multicultural Advertising Internship Program (MAIP), which provides world-class development opportunities for multicultural students seeking to enter the advertising industry. MAIP is sponsored by the American Advertising Federation, a national trade association, and it places students in national firms each summer for paid internship experiences, mentoring and job placement. The

Ad/PR program has supported the placement of more than 100 students in this program since 2005.

Required Signatures

Robert S. Littlefield

Requestor/Initiator

8/8/2022

Date

Tomova

Signature of College Dean

8/10/2022

Date

Nancy F. Myers

Digitally signed by Nancy F. Myers
Date: 2022.08.12 10:55:23 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson

Digitally signed by Michael D. Johnson
Date: 2022.08.18 16:54:44 -04'00'

Signature of Provost

Date

Signature of Chair of the Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Music Education BME

CIP CODE 13.1312 Effective Academic Year 2022-2023

- 1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. Yes.
2. Which criteria for specialized admissions status does the program meet?
- [] Limited Resources (if approved, the status will last a maximum of four years)
- [x] Minimal Skills (if approved, the status will last a maximum of five years)
- [x] Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.
- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status. The BME program is accredited by the National Association of Schools of Music, NASM. See page 120 for standards.

https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf

- 4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. [x] Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission Requirements - Music Education

- Audition. To be accepted into Music Education, a student must demonstrate advanced proficiency by performing compositions representing a variety of musical periods (baroque, classical, romantic, contemporary).
- Memorization is required for pianists and vocalists.
- Accompanists are provided for vocalists only.
- Each candidate must bring his/her own audition music.
- The department will only provide large instruments such as a tuba, string, bass, or timpani for these auditions.
- The audition will serve as a placement exam for accepted candidates.
- Refer to the UCF Music Department website for specific audition requirements.
- Prior to attending the first music class as a music major at UCF, all students will take a keyboard placement examination to determine the appropriate level of class piano.
- Interview. In addition to a performance audition, students must successfully complete an interview with Music Education faculty.

Admission Requirements - Professional Program

- Application into the Professional Program must be made at the conclusion of 45 hours of course work. Students must complete a formal application for the Professional Program. (Deadlines: February 15 for Fall semester admission and September 15 for Spring semester admission). Transfers may be admitted on an individual basis at the discretion of the Music Education faculty. To apply for the Music Education Professional Program, students must:
- Complete 45 hours of coursework including: 15 hours of General Education Program courses, EDF 2005, MUT 2126, first semester of Performance II.
- Have a minimum overall GPA of 2.5 and a grade of "C" (2.0) or better in each performance, education, and music education course.
- Have on file in the University admissions office passing scores on the General Knowledge Test of the Florida Teacher Competency Examination.
- Provide satisfactory documentation and reflection on 15 hours of field experiences (See Music Education Coordinator for more information).

To be accepted into the Music Education Professional Program students must:

- Demonstrate proficiency with aural skills (including the ability to match pitch with the voice) and communication skills (including the ability to write and speak effectively).
- Complete MVK 2122, MUT 2127, and two semesters of Performance II.

The College of Arts and Humanities participates in numerous outreach events (e.g. Open House, the College Access Summit, etc.), and regularly provides admission information to FCS partners. Through these events and via Transfer Pathways, CAH and SPA proactively encourage prospective FCS transfer students to audition early and complete all available major prerequisite courses prior to transfer.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The current profile of MUSIC BME majors is 61% female and 39% male. The racial profile of students in the program is currently 53.66% white, 31.71% Hispanic/Latino, 4.88% Black, 7.32% Asian, and 2.44% Multiracial. Compared to the racial profile of students at the university, there is an over-representation of white (+8.69%), Hispanic/Latino (+2.41%), and Asian (+.45%) students, and a slight under-representation of Black (-5.34%) and multiracial (-1.78) students. (From Interactive Facts -Enrollment Dashboard - Fall 2021. [Enrollment – Institutional Knowledge Management \(ucf.edu\)](#))

To maintain the diversity of the program, we will continue to reach out to diverse populations of students through school visits, social media, and recruitment events such as FMEA and other college fairs.

Required Signatures

Michael Wainstein
Requestor/Initiator

8/9/22
Date

Jeffrey Moore
Signature of College Dean

8-10-22
Date

Nancy F. Myers Digitally signed by Nancy F. Myers
Date: 2022.08.12 11:39:36 -04'00'
Signature of Campus EO Officer

8/12/2022
Date

Michael D. Johnson Digitally signed by Michael D. Johnson
Date: 2022.08.18 16:59:43 -04'00'
Signature of Provost

Date

Signature of Chair of the Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Bachelor of Social Work (BSW)/School of Social Work

CIP CODE 44.0701 Effective Academic Year 2023-2024

- 1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.
2. Which criteria for specialized admissions status does the program meet?
[X] Limited Resources (if approved, the status will last a maximum of four years)
[] Minimal Skills (if approved, the status will last a maximum of five years)
[X] Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.

The BSW program requests specialized admissions status due to limited resources, accreditation requirements, and the challenging nature and demands of professional social work practice. Many people have misperceptions of what the profession of social work is therefore it seems fitting to explain briefly the profession to help justify the specialized admission. There are unique aspects of the social work profession that support the need for specialized admission. Core values of the social work profession are enhancing human well-being and helping meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, living in poverty, victimized by abuse, struggling with addictions, or otherwise suffering in our society. Effective, evidence-based social work requires students to engage individuals, families, groups, and communities with a nonjudgmental and accepting attitude to address these life challenges in a variety of settings including public social service agencies, hospitals, schools, nursing homes, private practice, police departments and other workplaces. Students occasionally struggle with having the necessary acumen and attitudes to work effectively with vulnerable and difficult clients in unpleasant and challenging circumstances. Having specialized admission helps to ensure that students entering the BSW program are open and willing to learn the important roles that social workers play as educators, therapists, advocates, social change agents, leaders, and researchers.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.

The School of Social Work is accredited by the Council on Social Work Education (CSWE)

which requires a 1:25 faculty/student ratio. Presently, we must utilize several adjunct faculty teaching in the BSW program to maintain this ratio and all core required courses usually have between 30-45 students in each section of the course. Growth in total student enrollment across UCF has likewise made it increasingly difficult to find adequate instructional space.

CSWE requires all schools of social work to have students in the BSW program complete a minimum of 400 hours of an internship (field placement) prior to graduation. We have approximately 330 students in the BSW program and each year about 150 need placements before they can graduate. If we admit more, it will be a major problem to place more than 150 students in the Central Florida area and other counties across Florida. We also have an MSW program with campus-based and online options that also needs to place students in field placements as a requirement for their graduation. We currently utilize over 250 community partners and many already take several students at a time and cannot take on anymore. Increasing enrollment could potentially leave students unable to fulfil the program's internship requirement and graduate on time.

- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The School of Social Work is accredited by the Council on Social Work Education (CSWE; www.cswe.org), a national organization that is recognized by the U.S. Council on Higher Education Accreditation as the sole accrediting body for schools of social work in the United States. The BSW program is currently accredited under CSWE's 2015 Educational Policy and Accreditation Standards.

Several relevant standards have been described in previous sections of this document. These include:

- a) Accreditation Standard 3.2.3: *The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated.*
- b) Accreditation Standard 2.2.5: *The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.*

Furthermore, the accreditation standards require that BSW programs maintain an application process for the social work major and also have explicit admissions criteria to the program.

- c) Accreditation Standard B3.1.1: *The program identifies the criteria it uses for admission to the social work program.*
 - d) Accreditation Standard 3.1.2: *The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale.

The School of Social Work would like to hire more full-time faculty who will specifically teach in the BSW program; however, resources are not available at this time for such hires. The value of adding more faculty is expected to be a cornerstone of the School of Social Work's strategic plan to be completed in the coming years. The School is a member

of UCF's newly-formed College of Health Professions and Sciences (CHPS) and the new Academic Health Sciences Center (AHSC.) The CHPS' strategic plan was finalized last year while the AHSC's plan is expected to be finalized and approved this year. The School of Social Work will begin developing its strategic plan when these plans are available to use as guides and organizational frameworks.

While the addition of new faculty would help to address current challenges with faculty/student ratios and limited instructional resources, this will not improve the restricted classroom space available at UCF's main campus or the finite number of community partners in the region for students' required internships. Implementing a new fully-online option for BSW students could possibly help address these specific physical constraints; however, this would require significant investments in new faculty to teach the online curriculum as well as explore, cultivate, and monitor students' remote field placements.

4. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission requirements:

- Have been admitted to UCF
- Complete a separate application to the BSW program after admission to UCF including a letter of recommendation from a professor or supervisor, and a professional statement
- Have completed an AA degree from a Florida State college or university, or all UCF general education requirements
- Have an overall grade point average of 2.5 or higher
- Complete the five program prerequisites (minimum three out of the five to initially apply) with a minimum grade of C or better. The prerequisites include:
 - BSC 1005 Biological Principles
 - POS 2041 American National Government
 - PSY 2012 General Psychology
 - SYG 2000 Intro to Sociology or SYG 2010 Social Problems
 - ECO 2013 Principles of Macroeconomics or ECO 2023 Principles of Microeconomics

Approximately **90%** of the students entering the BSW program are Associate of Arts graduates from Florida public universities including Seminole, Valencia, Polk, Daytona, Santa Fe, Eastern Florida, Miami Dade, etc. therefore having a specialized admission has not and will not hinder transfer students from entering the BSW program. All students can apply to the BSW program.

5. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The School of Social Work BSW program has grown in enrollment (from 175 in 2002 to 330 in 2022) and has increased in diversity over the years as well. A chart of the current demographics is below. Specialized admissions have not hindered the current race and gender profile. To the contrary, it has expanded it. The chart attached shows the diversity of students in the BSW program. To be inclusive we also added gender neutral to the application and have an "other" category to help students who do not fall into a certain category.

Ethnicity and Gender	Male	Female	Neutral	Total
Black	7	43		50
Native Hawaiian/Other Pacific Islander	1	7		8
White	19	69	3	91
Hispanic/Latino	8	74		82
Multiracial	3	13	1	17
American Indian/Alaska Native				0
	38	206	4	248*

* 248 includes current/returning students, and projected August 2022 graduates. May 2022 graduates are not included in these numbers. Projected admissions for Fall 2022 will increase enrollment back to approximately 330 students.

In order to continue to admit diverse students and ensure equitable access, we reach out to the Florida public universities and hold information sessions informing them of the social work profession, program updates, and application requirements. Students are permitted to apply if they have completed at least three of the five program prerequisites and if their overall GPA is below the required 2.5 grade point average. We admit about 10% of students “provisionally” if their admission GPA isn’t at a 2.5 recognizing students may have experienced a difficult transition to college initially and want to give everyone a chance to be successful while earning the BSW degree.

Required Signatures

Matthew T. Theriot Digitally signed by Matthew T. Theriot
Date: 2022.08.09 13:56:52 -04'00'

Requestor/Initiator

_____ Date

Christopher Ingersoll Digitally signed by Christopher Ingersoll
Date: 2022.08.09 14:48:38 -04'00'

Signature of College Dean

_____ Date

Nancy F. Myers Digitally signed by Nancy F. Myers
Date: 2022.08.12 11:45:33 -04'00'

Signature of Campus EO Officer

8/12/2022

_____ Date

Michael D. Johnson Digitally signed by Michael D. Johnson
Date: 2022.08.18 16:59:08 -04'00'

Signature of Provost

_____ Date

Signature of Chair of the Board of Trustees

_____ Date

Date Approved by the Board of Trustees



**STATE UNIVERSITY
SYSTEM OF FLORIDA**

Board of Governors, State University System of Florida
**Specialized Admissions Status
Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Film B.F.A.

CIP CODE 50.0602 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This application is only for the Film B.F.A., which has additional admission and portfolio requirements. Students who are unable to fulfill the additional admission requirements are redirected to the Film B.A., an open admission degree program.

2. Which criteria for specialized admissions status does the program meet?

- Limited Resources (if approved, the status will last a maximum of four years)
- Minimal Skills (if approved, the status will last a maximum of five years)
- Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The B.F.A. Film production degree is a professional degree program with a focus on hands-on production and authorship of documentary, narrative, and experimental films using motion picture cameras, a soundstage, and post-production facilities. Students are dependent upon access to film equipment and facilities. Equipment fees allow UCF to provide state-of-the-industry cameras, microphones, lights, and accessories. At issue is our small facility, only about 10,000 square feet, containing specialized classrooms and production spaces. These interior classrooms, which can be made completely dark for film viewing, contain high ceilings for light installation, racks of post-production equipment, and faculty demonstration areas. Production spaces consist of a soundstage, equipment checkout area, and storage areas where items can be securely stowed, stashed, or hung.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few

years, please provide a rationale. Not applicable.

While there has been a consistent effort to increase the amount of student access to equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. For years, we have been converting available space into storage for student gear. Laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab and production facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space. Another issue to consider is that even if we were to acquire additional equipment and storage space, we will need additional resources to hire more staff required to securely manage it. While we are in the process of adding new faculty, our current student-to-(full time) faculty ratio in our film program is 86 to 1, and as such this specialized admission program cannot operate beyond its current capacity.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Students must complete prerequisite courses and meet the following requirements prior to admission.

- Currently enrolled at UCF in the Film B.A. or B.F.A. pending major
- Sophomore status or above (minimum 30 credits completed overall)
- Complete the following prerequisite courses before the start of the fall term:
 - FIL 1007 Foundations of Story
 - FIL 2030 History of Motion Pictures
 - FIL 2424 Intro to Film Production
 - FIL 2552 Editing 1
 - FIL 2107 Script Analysis
 - FIL 2534 Sound Design 1
 - FIL 2461C Cinematography 1
- A grade of "B" (3.0) or better in the major. Applicants must maintain a grade of "B" (3.0) or better in the major during the spring semester following application or admission into the Film B.F.A. will be forfeited.

All students are encouraged to meet with an advisor regarding the admission requirements. The Film B.F.A. program requires submission of a portfolio during their second year (if FTIC) or, for transfer students, during their first semester at UCF (first semester of their junior year). All students in this program must satisfactorily complete the mandatory Portfolio Review before enrolling in upper-level Film B.F.A. courses. Details are also available at <https://communication.ucf.edu/degree/film-bfa/>. The Film B.F.A. application and portfolio submission is completed online via: app.getacceptd.com/ucfnscm.

The portfolio consists of the following items:

1. Degree Audit
2. Essay I (500 words maximum)
 - a. Describe a project that you would like to make (direct/write/etc.) in the B.F.A. program. Good responses should consider the budget and resources of a self-financed student film. Explain why any particular genre/style/approach is important to you as a filmmaker/artist. You are encouraged to discuss important films and directors as influences to support your explanation. What influences outside film and television

(literature, art, music, theatre, humanities, social sciences, etc.) have inspired you and why?

3. Essay II (250 words maximum)
 - a. Filmmaking often requires collaboration and teamwork. Please list activities that may not be reflected in your creative pages. Describe how these activities exemplify your ability to work with others, contribute to a team or accept criticism. UCF values good citizenship and community partnerships. Describe any activities that illustrate how you interact with or explore the local community or beyond.
4. Creative Work (1 optional film/video and a maximum of 10 pages of other work)
 - a. The goal of the sophomore portfolio is to create original works that exemplify the artistry, foundational knowledge, theoretical underpinnings and production skills that you have obtained in UCF's film program during your first two years of study. You may submit class assignments, but we are also looking for work you have done outside of class that synthesizes what you have learned.
 - b. Provide samples of any creative work that is relevant to the art or process of filmmaking. Be cautious about including work that is not clearly related to film or obviously "cinematic." For instance, it may be difficult to evaluate your potential as a filmmaker if you submit poetry. The following items are examples of the kinds of work that can be included (this is not an exhaustive list):
 - i. Film/Video (Optional)*
 - ii. Writing (entire works or excerpts): e.g. screenplay, stage play, short story etc.
 - iii. Photographs and imagery: e.g. film stills, previsualization, visual studies, storyboards, production design, etc.

*The optional film/video submission must be 3 minutes or less in total running time (including credits). Make it clear what role(s) you filled in the making of the project (e.g. director, cinematographer, editor, screenwriter, etc.).

The Florida College System (FCS) transfer student who completed an A.A. will have fulfilled the program common prerequisite as well as most (if not all) of the program prerequisite requirements. The portfolio requirement is unique to UCF and must be completed after admission to the university. For transfer students, this will be completed during their first semester at UCF (first semester of their junior year).

Students unable to satisfactorily complete Portfolio Review may continue in the Film B.A., an open admission degree program.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The charts below illustrate that our specialized admission Film Production BFA is consistently diverse in both gender and ethnicity. Our strategy for maintaining (and even improving) gender and ethnic diversity is to continue our strong recruitment efforts and encouragement of candidates of diverse backgrounds to apply to the program. If there is a change in the diversity of this program, the program director will reach out and request time to explore options to improve diversity by partnering with the Office of Diversity, Education, and Training.

	Film BFA Fall 2021	Film BFA Spring 2022
Female	32 (49%)	31 (52%)
Male	33 (51%)	29 (48%)
American Indian/Alaska Native	-	-
Asian	2 (3%)	3 (5%)
Black	6 (9%)	5 (8%)
Hispanic/Latino	17 (26%)	16 (27%)
International	1 (2%)	-
Multiracial	4 (6%)	4 (7%)
Native Hawaiian/Other Pacific Islander	-	-
Not Specified	-	-
White	35 (54%)	32 (53%)
TOTALS	65	60

Required Signatures

Robert S. Littlefield

Requestor/Initiator

8/8/2022
Date

Tomova

Signature of College Dean

8/10/2022
Date

Nancy F. Myers

Signature of Campus EO Officer

Digitally signed by Nancy F. Myers
Date: 2022.08.16 16:51:43 -04'00'

Date

Michael D. Johnson
Digitally signed by Michael D. Johnson
Date: 2022.08.18 16:56:22 -04'00'

Signature of Provost

Date

Signature of Chair of the Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida _____

DEGREE PROGRAM: B.S. Medical Laboratory Science _____

CIP CODE 51.1005 _____ **Effective Academic Year 2022** _____

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.
2. Which criteria for specialized admissions status does the program meet?
 - Limited Resources (if approved, the status will last a maximum of four years)
 - Minimal Skills (if approved, the status will last a maximum of five years)
 - Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.

Limited Resources

The program requires students complete rigorous on-campus coursework that uses a single 30-seat capacity, BSL-2 equipped laboratory. Due to the nature of the biological and chemical hazards used in the space, this capacity is incredibly important for safety reasons. Additionally, to maintain a safe environment, the program's laboratory coordinator uses time in-between student labs to clean the lab to assure compliance with Federal, State, and local guidelines. The program's current capacity of 30 students per year assures this limited resource is not overwhelmed.

Additionally, the program requires clinical rotations through hospital laboratories in MLS 4830L, MLS 4831L, MLS 4832L, and MLS 4833L. These rotations require the program to recruit and maintain relationships and affiliation agreements with local hospital partners. These clinical seats are a finite resource and the 30-student capacity has long assured we do not accept more students than we can get through the clinical experience. Accepting more students than the current model allows for places student progression to timely graduation in jeopardy.

Finally, the program is limited in terms of its faculty resources. The program is currently staffed by only two full time faculty and a full-time laboratory coordinator. This was noted (albeit not cited) by a recent NAACLS accreditation site team as smaller than the average faculty for an MLS program. While the other factors listed above are more pressing resource constraints, if the current faculty-to-student ratio were not maintained it would be challenging to keep a safe laboratory learning environment and directly provide the hands-on instruction these essential medical professionals need.

Minimal Skills

The specialized admissions (formerly limited access) phase of the program is an intensive full-time curriculum with an emphasis on clinically-applicable biomedical concepts. The clinically-applied nature of this material requires them to have a baseline set of knowledge and skills in foundational biology, chemistry, anatomy, physiology, statistics, and microbiology. For this reason, to be admitted to this two-year phase of the program, students must demonstrate successful completion of pre-requisite coursework. Failure to achieve these pre-requisites with a C or higher indicates the student does not possess the requisite skills or knowledge needed to be successful in the

program.

Once students are on track to complete pre-requisite work and apply to the professional phase of the program, their grades are assessed to assure stated minimum grades are met. Additionally, they must possess an interest in the profession and demonstrate a commitment to medical ethics. This is assessed via an interview process where a standardized rubric is used to assess interest in the profession, medical ethics, and critical thinking skills. These rubrics are kept on file with the program along with application materials.

Accreditation Requirements

The UCF MLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). The justifications above related to limited resources and minimal skills is supported by the following NAACLS Standards:

- 1) NAACLS Standard VII.A.1 requires pre-requisite work be present to establish minimum skills that promote success in the program.
- 2) NAACLS standard III.A requires our physical space and instructional resources (i.e. faculty, lab space, and clinical affiliations) are sufficient to meet need. To comply with standard III.A we reported a max of 30 admits per cohort. While the site team did not cite us for non-compliance related to student-faculty ratios in 2019 it was addressed as a concern with program administration and noted when the site team met with Biomedical School Administration.
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. Not applicable.

Program Expansion Considerations

While the current sole degree track cannot reasonably accept more than 30 students for the reasons listed above, program expansion is an important strategic goal. The program has an obligation to the professional medical laboratory community to meet workforce demands. There is a drastic workforce emergency in all the health professions – including Medical Laboratory Science. For this reason, the program is working with Burnett School of Biomedical Science administration to develop a new degree track that leverages the current program of study but delivers it via a different timeline. This would produce an additional accelerated cohort running alongside – but out of sync – with our current degree track.

To achieve this, the program will need to work with clinical affiliates to assure adequate clinical seats are available outside of the normal timeframe we work with these facilities. Additionally, we need to assure the on-campus learning space and faculty-student ratios and faculty workloads are still within acceptable limits.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

No, the admissions requirements will not change as they meet the requirements of NAACLS standard VII.A.1 and achieve positive outcomes for the program.

In regard to equal access to qualified graduates from Florida College System Associates in Arts (AA): As long as the student is accepted into UCF, meets all pre-requisite requirements and applies to the professional phase of the program, they are considered equally to their peers who completed pre-requisites at UCF. Additionally, since some pre-requisites (e.g. ZOO 3733, MCB 3020C, and PCB 3703C) are typically not offered at state colleges, the program has provision in place within the catalog to assure AA graduates do not need to repeat pre-requisite coursework they have already taken. For example, Human Anatomy and Physiology I and II at the state colleges (BSC 2093 and BSC 2094) fulfill the requirement for ZOO 3733 and PCB 3703C. Similarly, MCB 2010C from a state college is deemed acceptable to fulfill the general microbiology requirement met by MCB 3020C here at UCF.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race-Gender Profile

One of the most consistently used measures of Race and Gender Diversity in the medical laboratory profession is the ASCP Wage and Vacancy survey. The last one was conducted in 2019 and surveyed 19,397 respondents. The direct link to the report can be found here:

<https://academic.oup.com/ajcp/article/155/5/649/5987744?login=true>

Of note in this report is that the profession is predominately female. This highlighted by the fact that 81% of respondents to the ASCP survey reported as female. In terms of racial diversity, the profession is predominantly white with 75% of respondents reporting as white, 8% as Asian, 8% as Black, and 6% as Hispanic or Latino. The UCF MLS program does have a more diverse student population but can improve moving forward. The following data is from the cohort that began in the Fall 2021 semester and are scheduled to graduate in May 2023:

Gender Diversity for Admitted Cohort

Gender	N=	Percent
Male	10	34%
Female	19	66%
Total	29	100%

Racial Diversity for Admitted Cohort

Race	N=	Percent
White	12	46%
Hispanic/Latino	7	27%
Black	0	0%
Asian	5	19%
Multiracial	2	8%
Native Hawaiian/ Other Pacific Islander	0	0%
American Indian/ Alaska Native	0	0%
Total	26*	100%

*Not all incoming students reported race.

Again, this cross-sectional data set of one cohort does demonstrate higher than average racial and gender diversity compared to the rest of the profession. This is partly due to UCF's overall efforts to promote a diverse and inclusive campus. However, it also highlights a need to enhance diversity in the program. While no formal strategy has been adopted by the UCF BS MLS program, its accreditor has started asking how programs plan to assure enhanced diversity moving forward. Additionally, the program faculty value diversity and believe it positively impacts the profession they serve.

For these reasons, the program director will be reaching out and requesting time to explore options to improve diversity by partnering with the Office of Diversity, Education, and Training by September 2022.

Required Signatures

M B Pitt
Requestor/Initiator

8/17/2022
Date

Deborah German
Signature of College Dean

Digitally signed by Deborah German
Date: 2022.08.17 14:46:26 -04'00'
Date

Nancy F. Myers
Signature of Campus EO Officer

Digitally signed by Nancy F. Myers
Date: 2022.08.17 16:41:09 -04'00'
Date

Michael D. Johnson
Signature of Provost

Digitally signed by Michael D. Johnson
Date: 2022.08.18 15:05:02 -04'00'

Date

Signature of Chair of the Board of Trustees

Date

Date Approved by the Board of Trustees



**STATE UNIVERSITY
SYSTEM OF FLORIDA**

Board of Governors, State University System of Florida
**Specialized Admissions Status
Initial Approval Request Form**

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of Central Florida

DEGREE PROGRAM: Bachelor of Science in Nursing

CIP CODE 51.3801 **Effective Academic Year** 2022-23

- Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.
 - Yes
- Which criteria for specialized admissions status does the program meet?
 - Limited Resources (if approved, the status will last a maximum of four years)
 - Minimal Skills (if approved, the status will last a maximum of five years)
 - Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
- Provide a rationale for why the program meets the criteria selected above.
 - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
 - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Limited Resources

The UCF BSN program is seeking specialized admission due to limited resources to meet the demand of all qualified students. During the 2021 admission cycle, there were 843 fully qualified and eligible applicants to our pre-licensure traditional and accelerated 2nd degree BSN programs. We currently have resources to accommodate 290 students in these BSN programs across the Orlando, Cocoa, and Daytona Beach campuses. The specific limited resources include: limited numbers of *qualified faculty*, *limited instructional facilities*, *limited instructional equipment*, and *limited external resources*.

- Limited numbers of qualified faculty
 - The College of Nursing employs 57 full-time faculty. The number of faculty are limited by budgeted lines, and overall budget. The costs to educate nursing students, especially pre-licensure BSN students, exceed the support received from tuition and state appropriations. Faculty retention in the college is high, and filling faculty vacancies, especially instructor/lecturers has been successful.

- Currently 1,179 students are actively enrolled in a BSN program. Of these students, 283 are in a pre-licensure degree program. The remaining 896 undergraduate students are in our post-licensure BSN degree programs. In addition, we have over 500 students enrolled in graduate nursing programs. While our faculty numbers are sufficient to meet the learning needs of our current students (with the addition of many qualified adjuncts), growth in our pre-licensure program without additional faculty is not possible. Among our 57 full time faculty, many teach in graduate programs for which they possess specialty credentials and educational preparation as specified by our accreditation body (Commission on Collegiate Nursing Education [CCNE]). The limited faculty in proportion to enrolled students results in a high (for a practice-based discipline) faculty-to-student ratio.
- The College of Nursing also hires many qualified adjunct faculty annually to assist in instruction, especially clinical courses (ranging between 60 and 80 annually). Many of these faculty teach our pre-licensure undergraduate students in courses that require their expertise, and/or in the clinical training sites. According to the Florida statute Chapter 464 containing the Nurse Practice Act, "The number of program faculty members, equals at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18 students, to be directly supervised by one program faculty member." Most of our clinical sites are more restrictive, limiting the number of students to 8-10 students, and we must maintain even lower ratios.
- Note: We are restricted by budget, accreditation limitations on percentage of courses taught by adjuncts, state statute, and as discussed below, clinical sites, from expanding our number of pre-licensure students in our program.
- Limited instructional facilities
 - The College of Nursing occupies leased space on the Orlando campus (which houses our largest pre-licensure BSN programs, and all of our graduate programs), and space in Daytona Beach and Cocoa leased by UCF Connect on the state college campuses (each of which enrolls approximately 90 pre-licensure students). Each building space has limited options for structural changes, and no opportunity for expansion. Student collaborative and study space is extremely limited. Each campus site has simulation and clinical laboratory space, although the Daytona Beach and Cocoa students travel to Orlando for some simulation experiences due to equipment, faculty, and space limitations on the regional campuses. All simulation and clinical laboratory spaces are used to capacity and cannot be expanded.
 - On the main campus in Research Park, space is shared with our graduate nursing programs. Classroom space is extremely limited and does not facilitate expansion. Space on the Daytona Beach and Cocoa campuses are similarly at capacity as larger classrooms are used by the State Colleges.
- Limited instructional equipment
 - The College of Nursing skills and assessment labs contain mock hospital "rooms," and/or examination suites, which accommodate small numbers of students to facilitate learning. Without additional space and budget, additional equipment purchases cannot be supported. Similarly, the simulation lab has several rooms set up for high-tech simulation experiences for the students, including pediatrics, neonatal ICU/nursery, labor and delivery and all phases of acute care for adults. Both space and budget restrict increasing the capacity to expand simulation to accommodate additional students.
 - Limited external resources

- The College of Nursing works closely with clinical partners to coordinate clinical experiences for students at a variety of facilities. All students rotate through a variety of acute, chronic, and outpatient facilities. They also have substantial experiences in the community. All clinical facilities are often limited in number and capacity for student experiences, greatly reducing our ability to expand capacity. Our partners have reached out encouraging program expansion and a commitment to supporting clinical learning opportunities.
- Each pre-licensure BSN student enrolled in a capstone practicum experience and is assigned to a BSN-prepared nurse preceptor in the final term. There is a limited supply of preceptors available, and we must compete for preceptors with other private and for-profit institutions in the local area who often offer monetary incentives to preceptors. In addition, the COVID-19 pandemic has resulted in nursing shortages and nurses assigned to precepting new nurses. The pandemic has created a potential shortage of preceptors for this capstone clinical experience.

These limitations make it difficult to increase the number of accepted BSN students, thus qualifying the BSN degree program as a specialized admissions program.

Minimal Skills

The Traditional BSN and Second Degree BSN graduates must pass the national NCLEX exam after graduation to practice as a registered nurse. Our RN-BSN students must have an active RN license. AS-BSN students must be enrolled in an ASN program and earn the RN license before the final BSN semester.

Accreditation Requirements

- The College of Nursing BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). In 2017-18, the BSN degree program qualified for a streamlined academic program 7-year review after completing a successful 2016-17 accreditation review by CCNE. CCNE determined that the BSN program had sufficient resources - including faculty, facilities, equipment, as well as clinical sites and preceptors - to support currently enrolled students. While sufficient to support current enrollments, the 2017-18 program review cited challenges with regard to meeting demand by qualified prospects. Each of the limitations were highlighted and considered during the review. As such, the university determined no need to recommend a change in limited access status. The CCNE self-study as well as the following documentation from the streamlined academic program review are provided:
 - College of Nursing self-study addressing unit-wide planning and resources
 - streamlined program-level self-study (SWOT analysis)
 - supplemental review documentation noting college standards for clinical and class student to faculty ratios
 - final College of Nursing program review results

Standard II – Program Quality: Institutional Commitment and Resources (page 10).
Specifically:

II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes.

II-E. Faculty are: sufficient in number to accomplish the mission, goals,

and expected program outcomes

Standard IV – Program Effectiveness: Assessment and Achievement of Program Outcomes (page 19). Specifically program completion rates and NCLEX pass rates:

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion in any one of the following ways: • the completion rate for the most recent calendar year is 70% or higher; • the completion rate is 70% or higher over the three most recent calendar years; • the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified exclusion factors; or • the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

IV-C. Licensure pass rates demonstrate program effectiveness. Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways: • the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31); • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year; • the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.

- If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. Not applicable.

The 2022-23 Florida state budget increased the UCF College of Nursing's budget by \$6.9 million and a separate request for funding toward a new College of Nursing building at the UCF Health Sciences Campus at Lake Nona was also approved. This funding will be used to immediately hire additional faculty and staff, and facilities if needed, to increase enrollment in our Traditional BSN program and reduce the number of qualified applicants who are denied admission. Our goal is to increase the number of newly licensed graduates by 50% within the next 5 years.

- If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.
 - TRADITIONAL & SECOND DEGREE: 3.00 GPA; AA or GEP; Foreign Language; must complete Common Program Prerequisites with a C or better; ATI TEAS Test with minimum score of 78; criminal history report and drug screen
 - CONCURRENT: 3.00 GPA; AA or GEP; Foreign Language; must complete Common Program Prerequisites with a C or better; ATI TEAS Test with minimum score of 78

- RN-BSN: 2.80 GPA; no fewer than three GEP or Foreign Language courses outstanding; must complete Common Program Prerequisites with a C or better; RN license
- AS-BSN: 3.00 GPA; no fewer than three GEP or Foreign Language courses outstanding; must complete Common Program Prerequisites with a C or better; enrolled in state articulated ASN program
- What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?
 - The BSN program demographic profile at UCF is similar to the UCF undergraduate population fall 2021. However, the UCF BSN population is much more diverse than the RN workforce in the US. According to the 2020 National Nursing Workforce Survey, 75% of RNs reported being White/Caucasian. See table below:

	UCF BSN	UCF Undergraduate Total	US RN Workforce
American Indian/Alaska Native	.04%	.13%	.5%
Asian	8.27%	6.87%	7.2%
Black	13.7%	10.22%	6.7%
Hispanic/Latino	26.61%	29.3%	5.6%
Multiracial	4.36%	4.22%	2.1%
Native Hawaiian/Other Pacific Islander	.2%	.14%	.4%
Not Specified	2.02%	4.15%	2.5%
White	44.8%	44.97%	75%

- The BSN program at UCF had 13.7% male students in fall 2021 which is higher than the RN workforce in the US. According to the 2020 National Nursing Workforce Study, males accounted for only 9.4% of the RN workforce.
- The College of Nursing will continue to use admission practices that create equal opportunities for all students regardless of gender, ethnicity, or any other protected class.

Required Signatures

msole

Digitally signed by msole
Date: 2022.08.11 12:26:39
-04'00'

Requestor/Initiator

8/11/22

Date

msole

Digitally signed by msole
Date: 2022.08.11 12:26:51
-04'00'

Signature of College Dean

8/11/22

Date

Nancy F. Myers

Digitally signed by Nancy F. Myers
Date: 2022.08.12 11:43:10 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson

Digitally signed by Michael D.
Johnson
Date: 2022.08.18 17:00:11 -04'00'

Signature of Provost

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



**Board of Trustees
Academic Excellence and Student Success Committee | October 19, 2022**

AESC-4: New Degree Program Proposal – M.S. in Business Analytics

Information Discussion Action

Meeting Date for Upcoming Action: October 20, 2022

Purpose and Issues to be Considered:

The College of Business Administration and the College of Sciences seek approval of a new master’s degree in Business Analytics.

Background Information:

The core of the MS in Business Analytics is the application of mathematics and statistics to solve business problems. Students will learn to collect and organize data. They will learn to select an economic model to add structure to the analysis. The students will learn to analyze data with statistical models and to create graphical and tabular results to communicate recommendations to business stakeholders. As this training is focused on the tools and processes of analysis, it is not specific to a particular industry. Graduates with this training are employed in industries such as financial services, health care, entertainment, hospitality, and, locally, the aerospace and defense industries. Graduates of the MSBA program can find employment, in the first instance, as Business Analysts, which is a generic term for an employee who studies business decisions and makes recommendations. Many such analysts focus on a particular business discipline, such as marketing or finance, and may obtain employment as a Marketing Analyst, a Financial Analyst, or a Budget Analyst. Others may enter the consulting industry and obtain employment as a Management Analyst. Other graduates who enter with more training in computing may find employment as Data Scientists. Finally, a large demand exists for managers of business analysts and, for some graduates, much of the appeal of studying business analytics is the prospect of rising into a management position several years after graduation.

Recommended Action:

Approve the proposed M.S. program in Business Analytics

Alternatives to Decision:

Deny the proposed M.S. program in Business Analytics

Fiscal Impact and Source of Funding:

Fiscal impact is minimal for this STEM graduate program as the expertise and courses are building on faculty already in place based in the Department of Economics and the Department of Statistics and Data Science. The Quantitative Methods in Business (QMB) courses have been developed and approved through the curriculum management process. The Statistics (STA) courses are already offered for students in several graduate programs. The enrollment potential for this program is demonstrated in the cover page table.

Authority for Board of Trustees Action:

UCF 2.040 Development, Approval, Termination, and Suspension of Degree Programs

Contract Reviewed/Approved by General Counsel N/A



Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: M.S. Business Analytics

Attachment B: Request to Offer New Degree Program – M.S. in Business Analytics

Please click the link below to view the full proposal: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/09/New-Degree-Proposal-MS-Business-Analytics.pdf>

Attachment C: Analysis Summary for New Degree Program Authorization - M.S. in Business Analytics

Facilitator/Presenter:

Timothy D. Letzring, Vice Provost for Academic Affairs

AESC-4: MS in Business Analytics

- Builds on the growing need for data analysts in a variety of sectors.
- Data-based decision-making is needed across all sectors.
- Program's impact broader than traditional business.
 - Recruit students from computer science, engineering, mathematics, statistics, other science fields, in addition to business and economics.

AESC-4: MS in Business Analytics (Continued)

- Multi-disciplinary approach between Department of Economics and Department of Statistics and Data Science.
- Strong advisory council relationships that will grow and expand these critical connections with industry partners.
- Unleashing Potential Priority #3 – Community and Culture
- Connects across several of the areas of focus in Unleashing Potential
 - Transformative Technologies and National Security
 - Energy and Sustainability



Board of Governors, State University System of Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM

In Accordance with BOG Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

University of Central Florida
 Institution Submitting Proposal

College of Business Administration
College of Sciences
 Name of College(s) or School(s)

Business Analytics
 Academic Specialty or Field

30.7102 Business Analytics
 Proposed CIP Code (2020 CIP)

Fall 2023
 Proposed Implementation Term

Department of Economics
Department of Statistics and Data Science
 Name of Department(s)/Division(s)

Master of Science in Business Analytics
 Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

 Date Approved by the University Board of Trustees

 Board of Trustees Chair's Signature Date

Alexander Cartwright
Digitally signed by Alexander Cartwright
 Date: 2022.09.23 15:07:03 -04'00'

 President's Signature Date

Michael D. Johnson
Digitally signed by Michael D. Johnson
 Date: 2022.09.19 08:28:59 -04'00'

 Provost's Signature Date

PROJECTED ENROLLMENTS AND PROGRAM COSTS

Provide headcount (HC) and full-time equivalent (FTE) student estimates for Years 1 through 5. HC and FTE estimates should be identical to those in Appendix A – Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Appendix A – Table 3A or 3B. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing total E&G by FTE.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	20	25	17,344	433,602			433,602
Year 2	25	31.25					
Year 3	30	37.50					
Year 4	35	43.75					
Year 5	40	50	9,420	471,008			471,008

Analysis Summary for New Degree Authorization
Program Name: Business Analytics MS

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	<p>Met with Strength</p> <p>The proposed MSBA program aligns with several SUS and UCF goals including the mission of the University to engage in STEM education and produce more graduate degrees. The program will foster connections between UCF faculty and the business community in Florida (and especially in the Orlando area). UCF sees a need to grow its graduate programs in this field to provide the needed workforce for the Florida economy. The program builds on existing programs in Colleges of Business and Sciences by expanding existing partnerships between the UCF College of Business Department of Management and the Department of Economics, and the Colleges of Sciences' Department of Statistics and Data Science.</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.	<p>Met</p> <p>Both the Colleges of Business and Sciences are familiar with the accreditation process and are in good standing. There is an established process for both Colleges to implement recommendations from 7-year program reviews. The College of Business was evaluated by the AACSB in 2017 and measures have been taken to address concerns raised. Further reviews were conducted in 2018-19 and in response, hiring has been prioritized to fill business analytics roles. In the College of Sciences, the Department of Statistics and Data Science has undergone an external panel review and recommendations by the panel have been addressed.</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.	<p>Met with Strength</p> <p>The program has a fixed set of required courses designed for full-time study. Students earn 30 credit hours by taking 9 courses in sequence. The program is well thought out and provides a logical sequence of courses that students can complete in a reasonable amount of time. The curriculum is designed with the input of industry professionals and from the experience of faculty who worked in industry.</p>

Attachment C

	Criteria	Proposal Response to Criteria
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.	<p>Met with Strength</p> <p>Faculty teaching courses in the program will be drawn from the same pool of faculty as those that teach Economics and Statistics courses and have the expertise to teach the subject matter. Several of the nine (9) faculty members in the MSBA program were hired through strategic investments to expand the departments' capabilities to offer coursework in Business Analytics including the PMSM-BA program, and for the expansion into the MSBA program. The program has a sufficient level of full-time faculty to provide quality programming and uses existing courses to provide the needed capacity.</p>
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 with Strength</p> <p>The library has invested in resources for the latest programs in Business Analytics, Data Analytics and Data Science across the University, and the library report suggested that they need no further library resources. Due to the nature of the program much of the literature is open access. The library survey shows that UCF is at least equal if not better than comparable institutions. The Economics Department has budgeted for four GTAs per semester to attract candidates to the MSBA. The proposed program will be taught using existing classroom resources due to the comparatively small cohort size that will stabilize at 40 students/year.</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 proposed MSBA degree responds to an increase in demand for Business Analyst graduates with a Master of Science degree in the nation-wide market, with a large market in the state of Florida, and promising employment prospects in the city of Orlando. The proposal demonstrated a clear need for the program, based on data from GMAC, BLS, Glassdoor, etc. It is predicted that the demand for management analysts and similar occupations is expected to grow 14 percent between 2018 and 2028. Indeed.com also points out that data science jobs on Indeed.com have increased by nearly 55% from June 2017 to June 2019 but that data analyst jobs have only increased by 7%. Even with existing UCF programs that may have some overlap with the MSBA, there is sufficient demand regionally and nationally for this type of degree. Assessments of the student population indicated enthusiasm for Business Analytics, from a pilot of a 2021 course in business analytics (ECP3004 Python for Business Analytics) to students electing to start a Business Analytics club on campus.</p>

Attachment C

	Criteria	Proposal Response to Criteria
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 budget is realistic and provides for the necessary faculty resources. The MSBA program will be self-sustaining. Faculty teaching courses in the program will be drawn from the same pool of faculty as those that teach Economics and Statistics graduate courses and will not impact the delivery of undergraduate instruction. To cover the reallocation of resources, E&G funds will be shifted internally within the College of Business Department of Economics and the College of Sciences Department of Statistics and Data Science.</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>The faculty in both the Department of Economics and the Department of Statistics and Data Science are well-recognized for their teaching and are active in research. Some of the faculty have editorial roles with academic journals. Several faculty members affiliated with the new degree program have received university teaching accolades.</p>



**Board of Trustees
Academic Excellence and Student Success Committee | October 19, 2022**

AESC-5: UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposals

Information Discussion Action

Meeting Date for Upcoming Action: October 20, 2022

Purpose and Issues to be Considered:

UCF is submitting three 2022-23 LINE funding proposals for consideration by the Board of Governors. The proposals build upon the College of Nursing’s strong partnerships with AdventHealth, Orlando Health and Nemours Children’s Hospital to meet the local, regional and state workforce demand in nursing. The LINE funding provides a dollar-to-dollar match by the state, if approved.

- AdventHealth: UCF is requesting \$100,000 to develop a dedicated education unit (DEU) in partnership with AdventHealth Orlando, which has committed \$100,000, to allow for increased nursing education capacity.
- Orlando Health: UCF is requesting \$100,000 to develop a DEU in partnership with Orlando Health, which has committed \$100,000, to allow for increased nursing education capacity.
- Nemours Children’s Hospital: UCF is requesting \$182,000 in partnership with Nemours Children’s Hospital, which has committed \$182,000, to allow for increased nursing education capacity.

Due to Hurricane Ian, UCF submitted the UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposals to the Board of Governors, pending Board of Trustees approval.

Background Information:

The Linking Industry to Nursing Education (LINE) Fund was created as a result of the passing of Senate Bill 2524 (2022). The Fund provides matching funds, on a dollar-to-dollar basis, to participating agencies that partner with health care providers as defined in s. 768.38(2), F.S. The 2022 General Appropriations Act collectively provides \$19 million for the LINE Fund, of which \$6 million was allocated to the State University System.

Recommended Action:

Approve the three UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund proposals.

Alternatives to Decision:

Not approve the UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund proposals. Choose to approve one or two of the proposals.

Fiscal Impact and Source of Funding:

If approved, funding is provided by the state as a dollar-to-dollar match to partnership investments.

Authority for Board of Trustees Action:

Florida Statute 1009.8962, Linking Industry to Nursing Education (LINE) Fund

Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: 2022-2023 LINE Fund Proposal UCF and AdventHealth

Attachment B: 2022-2023 LINE Fund Proposal UCF and Orlando Health

Attachment C: 2022-2023 LINE Fund Proposal UCF and Nemours Children's Hospital

Facilitator/Presenter:

Michael D. Johnson

Mary Lou Sole, Dean of the College of Nursing



**State University System
2022-2023 Linking Industry to Nursing Education (LINE) Fund
Proposal Form**

University:	University of Central Florida (UCF)
Healthcare Partner:	AdventHealth
Date Proposal Approved by University Board of Trustees (proposals must be approved by the Board of Trustees before consideration by the Board of Governors):	
Amount Requested:	\$100,000
University Contact (name, title, phone, & email):	Mary Lou Sole, PhD, RN Dean, UCF College of Nursing Mary.Sole@ucf.edu , 407-823-5496
Please check the boxes below as appropriate:	<i>All boxes must be checked in order to be eligible to participate.</i>
Healthcare partner making contribution is located in and licensed to operate in Florida?	<input checked="" type="checkbox"/> Yes
Healthcare partner making contribution is a health care provider as defined in Section 768.38(2), Florida Statutes?	<input checked="" type="checkbox"/> Yes
Nursing programs met or exceeded a first time NCLEX passage rate of 70% for the prior year based on the 2022 Accountability Plan?	<input checked="" type="checkbox"/> Yes
The funds will be used for an eligible purpose per Section 1009.8962, Florida Statutes?	<input checked="" type="checkbox"/> Yes

Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and health care partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds,

for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings. To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration.

Proposals must be submitted with a total of no more than three pages of narrative for the following sections. Proposals with more than three pages of narrative will be rejected.

Proposal Details

Provide detailed narrative for each section below.

I. Use of Funds - *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

The University of Central Florida (UCF) College of Nursing(CON) has collaborated with AdventHealth to develop a dedicated education unit (DEU) model. AdventHealth has committed \$100,000 in funds to launch the DEU for spring 2023.

The DEU model is an innovative approach to nursing education whereby clinical staff are involved in the clinical education of students, and students gain a more realistic clinical experience that better prepares them for clinical practice. Specifically, we will use the funds to provide education to both the clinical practice site and UCF on DEUs, establish policies and procedures for implementation of the model of clinical education, and support stipends for the clinical staff participating in the initiative. This model also permits a higher faculty to student ratio in the clinical setting, that reduces the number of clinical faculty that are needed for clinical supervision. (Note: the ratio will be within the requirements of the Board of Nursing and the accreditation requirements).

II. Onboarding & Retention of Graduates - *Describe in detail and with specificity how the health care partner will onboard and retain graduates.*

The CON will collaborate with AdventHealth to develop the DEU model for clinical education. There are many goals to a DEU (https://www.uthscsa.edu/sites/default/files/2018/deu_april3_withlinks.pdf):

- Strengthen the academic-practice partnership
- Enhance the education of students

- Align nursing education with clinical practice reality
- Increase professional development and retention of clinical nurses
- Use clinical faculty at the university more effectively

Our new Chair of the Department of Nursing Practice, Dr. Azizeh Sown, has expertise in the DEU model as she worked at another university with a strong DEU model across at least three hospital systems.

The clinical partner and UCF implementation team will develop, implement, and evaluate the project with the goals of reducing clinical onboarding time at the clinical site following graduation, increased professional development and retention of staff nurses at the clinical facility.

Students who have a strong clinical experience at the partner will facility are more likely to continue working there upon graduation. Additionally, the DEU model provides stronger real-life clinical learning that reduces onboarding time.

III. Program Expansion - *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

Through the PIPELINE funds received, UCF is planning to increase undergraduate pre-licensure enrollment by at least 50% within the next three years. We have already begun by adding a spring cohort and increasing fall capacity. The DEU model will maximize instructor utilization as we increase capacity and have more clinical groups.



**State University System
2022-2023 Linking Industry to Nursing Education (LINE) Fund
Proposal Form**

University:	University of Central Florida (UCF)
Healthcare Partner:	Orlando Health
Date Proposal Approved by University Board of Trustees (proposals must be approved by the Board of Trustees before consideration by the Board of Governors):	
Amount Requested:	\$100,000
University Contact (name, title, phone, & email):	Mary Lou Sole, PhD, RN Dean, UCF College of Nursing Mary.Sole@ucf.edu , 407-823-5496
Please check the boxes below as appropriate:	<i>All boxes must be checked in order to be eligible to participate.</i>
Healthcare partner making contribution is located in and licensed to operate in Florida?	<input checked="" type="checkbox"/> Yes
Healthcare partner making contribution is a health care provider as defined in Section 768.38(2), Florida Statutes?	<input checked="" type="checkbox"/> Yes
Nursing programs met or exceeded a first time NCLEX passage rate of 70% for the prior year based on the 2022 Accountability Plan?	<input checked="" type="checkbox"/> Yes
The funds will be used for an eligible purpose per Section 1009.8962, Florida Statutes?	<input checked="" type="checkbox"/> Yes

Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and health care partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds,

for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings. To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration.

Proposals must be submitted with a total of no more than three pages of narrative for the following sections. Proposals with more than three pages of narrative will be rejected.

Proposal Details

Provide detailed narrative for each section below.

I. Use of Funds - *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

The University of Central Florida (UCF) College of Nursing(CON) has collaborated with Orlando Health to develop a dedicated education unit (DEU) model. Orlando Health has committed \$100,000 in funds to launch the DEU for spring 2023.

The DEU model is an innovative approach to nursing education whereby clinical staff are involved in the clinical education of students, and students gain a more realistic clinical experience that better prepares them for clinical practice. Specifically, we will use the funds to provide education to both the clinical practice site and UCF on DEUs, establish policies and procedures for implementation of the model of clinical education, and support stipends for the clinical staff participating in the initiative. This model also permits a higher faculty to student ratio in the clinical setting, that reduces the number of clinical faculty that are needed for clinical supervision. (Note: the ratio will be within the requirements of the Board of Nursing and the accreditation requirements).

II. Onboarding & Retention of Graduates - *Describe in detail and with specificity how the health care partner will onboard and retain graduates.*

The CON will collaborate with Orlando Regional Healthcare System (ORHS) to develop the DEU model for clinical education. There are many goals to a DEU (https://www.uthscsa.edu/sites/default/files/2018/deu_april3_withlinks.pdf):

- Strengthen the academic-practice partnership
- Enhance the education of students

- Align nursing education with clinical practice reality
- Increase professional development and retention of clinical nurses
- Use clinical faculty at the university more effectively

Our new Chair of the Department of Nursing Practice, Dr. Azizeh Sown, has expertise in the DEU model as she worked at another university with a strong DEU model across at least three hospital systems.

The clinical partner and UCF implementation team will develop, implement, and evaluate the project with the goals of reducing clinical onboarding time at the clinical site following graduation, increased professional development and retention of staff nurses at the clinical facility.

Students who have a strong clinical experience at the partner facility are more likely to continue working there upon graduation. Additionally, the DEU model provides stronger real-life clinical learning that reduces onboarding time.

III. Program Expansion - *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

Through the PIPELINE funds received, UCF is planning to increase undergraduate pre-licensure enrollment by at least 50% within the next three years. We have already begun by adding a spring cohort and increasing fall capacity. The DEU model will maximize instructor utilization as we increase capacity and have more clinical groups.



**State University System
2022-2023 Linking Industry to Nursing Education (LINE) Fund
Proposal Form**

University:	University of Central Florida (UCF)
Healthcare Partner:	Nemours Children's Hospital
Date Proposal Approved by University Board of Trustees (proposals must be approved by the Board of Trustees before consideration by the Board of Governors):	
Amount Requested:	\$182,000
University Contact (name, title, phone, & email):	Mary Lou Sole, PhD, RN Dean, UCF College of Nursing Mary.Sole@ucf.edu , 407-823-5496
Please check the boxes below as appropriate:	<i>All boxes must be checked in order to be eligible to participate.</i>
Healthcare partner making contribution is located in and licensed to operate in Florida?	<input checked="" type="checkbox"/> Yes
Healthcare partner making contribution is a health care provider as defined in Section 768.38(2), Florida Statutes?	<input checked="" type="checkbox"/> Yes
Nursing programs met or exceeded a first time NCLEX passage rate of 70% for the prior year based on the 2022 Accountability Plan?	<input checked="" type="checkbox"/> Yes
The funds will be used for an eligible purpose per Section 1009.8962, Florida Statutes?	<input checked="" type="checkbox"/> Yes

Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and health care partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds,

for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings. To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration.

Proposals must be submitted with a total of no more than three pages of narrative for the following sections. Proposals with more than three pages of narrative will be rejected.

Proposal Details

Provide detailed narrative for each section below.

I. Use of Funds - *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

Nemours Children's Hospital Central Florida, of Nemours Children's Health, is a 130-bed tertiary pediatric academic medical center in Lake Nona, Florida, offering over 60 pediatric specialties and providing care to over 200,000 children annually in Central Florida. Last year, the hospital supported 1,110 medical trainees, including physician and nurse residents as well as students.

Nemours' robust nursing training program consists of student clinical rotations and practica offered over three semesters each year as well as two cohorts of residents annually. Many of these students and residents are UCF nursing students or recent UCF graduates. The comprehensive RN residency program was developed as part of an initiative to become a leader in academic training and research. It provides a safe and evidence-based training environment for entry level licensed RNs to demonstrate competency for independent nursing practice. The one-year program includes 16 weeks of clinical orientation, including didactics, flipped classroom learnings, simulation experiences, community volunteer opportunities, mentoring and debriefing sessions, and evidenced-based workshops.

This LINE funding opportunity will be used to expand Nemours' capacity to train and retain nurses by increasing the number of hospital faculty and trainee positions dedicated to nurse education. The LINE funds will be used to:

- Provide increased staffing for supporting clinical instruction at Nemours, which will expand capacity for clinical education for both UCF undergraduate and graduate students.
- Scholarship funding for Nemours staff seeking the BSN or graduate degree in nursing at UCF to educate additional clinical faculty.

- A paid internship program for 10 students interested in pediatric nursing as a career upon graduation.
- A Partners in Evidence-Based Practice program to foster evidence-based practice in pediatric nursing at both UCF and Nemours.

Nemours will expand its Nurse Academic Liaison position to a full-time position for an experienced RN to oversee student recruitment, enrollment, and placements at Nemours. This will increase clinical rotation capacity and allow for development of mentorship opportunities, nurse internship and externship programs, and expansion of the RN residency program. Nemours will also create a new Student Placement Coordinator position to manage the day-to-day logistics of student placements at the facility. This position will oversee scheduling, EHR training, and on-boarding processes.

Together, these two positions will provide programmatic support to enable implementation of a new paid nurse internship program for UCF senior nursing students precepted by a practicing pediatric nurse. It will also directly enable an increase in UCF clinical rotation positions from 50 to 100 annually. As part of Nemours' partnership with UCF in this endeavor, Nemours also commits to hiring additional nurses to cover clinical needs in order to make experienced nurse preceptors more available to oversee teaching and mentoring throughout the semester.

Another integral aspect of our joint efforts to increase nursing training and retention includes financial support for current and future UCF students training at Nemours. Nemours currently offers \$5,000 per year tuition reimbursement for associates (employees) in any BSN or higher program, and the LINE funds will be used as a match for \$10,000 for up to five current Nemours associates to enroll specifically in the University of Central Florida RN to BSN or advanced nursing programs.

Finally, to further strengthen the UCF-Nemours partnership and our joint roles as leaders in evidence-based training of nursing student and graduates, a portion of the funds will be earmarked to establish the Partners in Evidence-Based Practice Program (PEP). It will partner a UCF faculty member with research expertise, UCF Honors Undergraduate Thesis (HUT) students, and new graduate residents at Nemours in a peer-mentoring process to develop expertise in evidence-based practice that influences the care of pediatric patients. HUT projects will teach students to evaluate outcomes in the clinical setting and improve patient outcomes. These participants will quickly become leaders in EBP and will be invaluable teachers for future nursing students and residents.

II. Onboarding & Retention of Graduates - Describe in detail and with specificity how the health care partner will onboard and retain graduates.

Several aspects of this comprehensive plan focus specifically on increasing recruitment to the UCF nursing program and to Nemours clinical rotations and

residency. The Nurse Academic Liaison position and the Student Placement Coordinator positions will facilitate mentorship of nursing students, which will reduce onboarding time at the facility. The 10 new internship positions will provide direct pipeline for many senior nurses interested in pediatrics, facilitating both onboarding and retention once hired. Students will have the ability to complete their student training through this internship and continue into the RN residency program upon graduation. Likewise, having the Honors Undergraduate Thesis students partnered with current residents will simplify the hiring and onboarding process for those students wishing to remain at Nemours, as they will have been involved in the organization for at least two semesters.

This LINE funding will also directly impact nursing retention through Nemours' matched tuition reimbursement program and its faculty development initiative. This partnership between UCF and Nemours ensures associates have every opportunity available for career advancement and workplace satisfaction. As part of this nursing education program expansion, Nemours will hire additional nurses to allow offsets for associates working as UCF Faculty Instructors to support the student and residency programs. This will provide adequate support and time for associates to fulfill their roles as faculty while maintaining their full-time status at Nemours.

- III. **Program Expansion** - *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

This LINE funding will specifically increase administrative support to allow significant expansion of these programs. UCF is already increasing capacity through the PIPELINE program. The LINE funding will double the clinical rotation capacity from 50 to 100 UCF nursing students annually and increase the number of RN residents recently graduated from UCF from 8 to 10 residents each year. These initiatives will support the expanding enrollment at UCF. Research experience and mentorship will be operated by a UCF College of Nursing Faculty member with a .20 FTE commitment funded through this project. Nemours' plan to hire additional nursing staff to allow associates serving as instructors for the nursing students is further evidence of the hospital's commitment to this work.

This expanded UCF-Nemours nursing partnership, though the increased capacity of the clinical rotations, in conjunction with the new internship program, the PEP program, and expanded RN residency programs will all lead to significantly increased numbers of highly trained nurses entering and remaining in the workforce following their training with UCF College of Nursing and Nemours Children's Hospital Orlando.



**Board of Trustees
Academic Excellence and Student Success Committee | October 19, 2022**

INFO-1: FY23 Work Plan and Charter Review

Information

Discussion

Action

Meeting Date for Upcoming Action: _____ N/A _____

Purpose and Issues to be Considered:

To provide Committee members the opportunity to review and offer further input on the Committee’s work plan for FY23 (July 1, 2022 – June 30, 2023). Attachment A outlines the anticipated reports, actions, strategic discussions, and informational items planned to come before the Committee this fiscal year. The Board Office has coordinated with staff leadership to ensure work plans for each committee align with the full Board meeting themes in fiscal year 2023.

Additionally, the Committee’s charter is attached for reference to the Committee’s Purpose and Authority, Roles and Responsibilities. This also serves as the Committee’s annual review of its charter and the opportunity to discuss any necessary charter amendments that would come for action in the next meeting cycle.

Background Information:

Committee Staff have prepared and discussed work plans with their Chair that include strategic routine business, strategic discussions, and information items to come before each committee in FY23. The Board Office has coordinated with staff leadership to ensure work plans for each committee align with the full Board meeting themes in fiscal year 2023.

Recommended Action:

Review and provide further input on the Committee’s work plan for FY23 (July 1, 2022 – June 30, 2023).

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

Contract Reviewed/Approved by General Counsel N/A

Committee Chair or Chair of the Board has approved adding this item to the agenda



Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: FY23 Academic Excellence and Student Success Work Plan

Attachment B: Academic Excellence and Student Success Charter

Facilitator/Presenter:

Beverly Seay, Chair, Academic Excellence and Student Success Committee



FY23 Committee Work Plan

ACADEMIC EXCELLENCE & STUDENT SUCCESS		
Wednesday, September 28, 2022		

ACTION ITEMS		
AESC-1	Textbook and Instructional Materials Affordability Report	Letzring
AESC-2	Tenure with Hire	Johnson
AESC-3	Specialized Admissions Approval	Letzring
AESC-4	New Degree Program (as needed)	Letzring

DISCUSSION ITEMS		
DISC-1	Provost Update	Johnson
DISC-2	Student Government President's Platform	Lopez
DISC-3	Faculty Senate Chair Report	King
DISC-4	Digital Transformation	Seay/Johnson
DISC-5		

INFORMATION ITEMS		
INFO-1	Work Plan and Charter Review	Seay
INFO-2	Accountability Plan Update	Borden

ACADEMIC EXCELLENCE & STUDENT SUCCESS		
Wednesday, November 16, 2022		

ACTION ITEMS		
AESC-1	Conferral of Degrees (Fall)	Johnson
AESC-2	Tenure with Hire (as needed)	Johnson
AESC-3	New Degree Program (as needed)	Letzring
AESC-4		

DISCUSSION ITEMS		
DISC-1	Provost Update	Johnson
DISC-2	Academic Programs Update	Letzring
DISC-3	Accountability Plan Update (Student Success and Well-Being)	Borden
DISC-4	Student Success and Well-Being Theme	Dosal
DISC-5		

INFORMATION ITEMS		
INFO-1		
INFO-2		

ACADEMIC EXCELLENCE & STUDENT SUCCESS		
Thursday, February 23, 2023		

ACTION ITEMS		
AESC-1	Conferral of Degrees (Spring)	Johnson
AESC-2	Tenure with Hire (as needed)	Johnson
AESC-3	New Degree Program (as needed)	Letzring
AESC-4		

DISCUSSION ITEMS		
DISC-1	Provost Update	Johnson
DISC-2	Accountability Plan (Discovery and Exploration)	Borden
DISC-3	Discovery and Exploration Theme	New VP
DISC-4		
DISC-5		

INFORMATION ITEMS		
INFO-1		
INFO-2		

ACADEMIC EXCELLENCE & STUDENT SUCCESS		
Wednesday, June 28, 2023		

ACTION ITEMS		
AESC-1	Conferral of Degrees (Summer)	Johnson
AESC-2	2023 UCF Tenure Recommendations	Johnson
AESC-3	Tenure with Hire (as needed)	Johnson
AESC-4	New Degree Program (as needed)	Letzring

DISCUSSION ITEMS		
DISC-1	Provost Update	Johnson
DISC-2	Student Government Past-President End-of-Year Report	Lopez
DISC-3	Legislative Budget Report (LBR) 2024-25 Process	Johnson
DISC-4	Accountability Plan Update (Other Metrics)	Borden
DISC-5		

INFORMATION ITEMS		
INFO-1		
INFO-2		



ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

PURPOSE AND AUTHORITY

The Academic Excellence and Student Success Committee ("Committee") is a standing Committee of the University of Central Florida Board of Trustees ("Board"). The Committee is responsible for oversight of activities relating to the core mission of the University: teaching, research, and service.

The Board authorizes the Committee to perform activities within the scope of its charter as follows:

- Provide oversight and strategic direction for the development of accountability measures associated with the University's academic programs and services, student success initiatives, and research activities and creative works.
- Provide oversight and strategic direction of the University's health affairs and related clinical activities and partnerships.
- Provide oversight and strategic direction of the University's research and creative works activities including licensing and technology transfer.
- Discuss strategies and long-range plans related to the quality and continuous improvement of academic programs and services, student success initiatives and scholarly activities of the University.
- Discuss strategies relating to the recruitment and retention of faculty members, faculty mix, academic freedom, and academic responsibility.
- Monitor key performance indicator results, including admission, progression, retention, graduation, and research productivity to ensure they align with the strategic direction of the University.
- Perform other duties as assigned by the Board or the Board Chair.

ROLES AND RESPONSIBILITIES

The Committee will review and recommend the following to the Board for action:

- The creation or termination of bachelor's, master's, and doctoral programs.
- The conferral of degrees.
- The awarding of tenure and tenure with hire.
- The annual Accountability Plan to the Board of Governors.
- Additional items within the Committee's scope and authority that require approval.



REPORTING RESPONSIBILITIES

- The Committee Chair will, at the next regularly scheduled Board meeting, report to the Board any action taken by the Committee.
- The Committee Chair will promptly notify all Board members of any matters within its oversight roles and responsibilities that might significantly impact the financial, legal, academic standing, or reputation of the University.

MEMBERSHIP

- The chair of the Board will appoint the chair and members of the Committee and serves as a non-voting ex officio member.
- Members of the Committee will serve until their resignation or replacement by the chair of the Board.
- The Committee will consist of at least five members.

MEETINGS AND MINUTES

- Meetings will be held not less than four times per fiscal year.
- A majority of the Committee members will constitute a quorum for the conduct of business. Action shall require a majority vote of Committee members present.
- The Committee will maintain and post written minutes of its meetings in accordance with Florida Statute 1001.71.

STAFF

- The provost and executive vice president for academic affairs will serve as the primary liaison to the Committee and delegate administrative responsibilities as necessary. The senior vice president for student success also will serve as a liaison to the Committee.
- The president, provost or senior vice president for student success may call upon additional staff to provide presentations, information, or recommendations in the scope of the Committee's charter.

CHARTER REVIEW

- The Committee will review its charter annually and recommend to the Board any changes that the Committee deems necessary.



ADOPTION

I HEREBY CERTIFY that the University of Central Florida Board of Trustees adopted this charter at its regularly scheduled meeting on June 17, 2021.

A handwritten signature in blue ink, appearing to read "Micki St. John", written over a solid black horizontal line.

JULY 1, 2021

Associate Corporate Secretary
University of Central Florida Board of Trustees

Date



**Board of Trustees
Academic Excellence and Student Success Committee | October 19, 2022**

INFO-2: Accountability Plan Review

Information **Discussion** **Action**

Meeting Date for Upcoming Action: N/A

Purpose and Issues to be Considered:

The Analytics and Integrated Planning division prepares the annual Accountability Plan for consideration each year. Fifty-one metrics are compiled for the full document, including performance-based funding metrics, preeminence metrics, key performance indicators, institutional metrics, and enrollment metrics. During 2021-22, the Academic Excellence and Student Success Committee engaged in an in-depth review of each metric. For 2022-23, the committee transitions to a standing information item that presents preliminary information as metric data becomes available. The preliminary results may undergo updates and the volume of metrics presented will increase with each committee meeting. For September 2022’s information item, eight metrics are presented for preliminary review.

Metric highlight: Of the eight metrics presented in this update, one metric stands out for additional highlights. Four-year graduation rate of first time in college (FTIC) students currently stands at a record 54.6%. UCF needs to achieve 65% for performance-based metrics and UCF’s Unleashing Potential strategic plan. UCF needs to achieve 60% for preeminence. The 2023 result of 54.6% is an increase of 4.6 percentage points over the last year’s achievement of 50.0%. The 2016 result was 40.4% demonstrating a 14.2 percentage point increase in only seven years.

Background Information:

The Accountability Plan is only considered for approval once a year (in late April). The Review Information items area designed to present preliminary results throughout the year as data becomes available.

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

No action. BOG 2.002(3): Each board of trustees shall prepare an accountability plan and submit updates on an annual basis for consideration by the Board of Governors.

Contract Reviewed/Approved by General Counsel **N/A**

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

Supporting Documentation:

Attachment A: 2023 Accountability Plan Metrics – DRAFT, as of September 2022

Facilitator/Presenter:

M. Paige Borden, Chief Analytics Officer

2023 Accountability Plan Metrics - DRAFT

Performance-Based Funding Metrics		10-Point Excellence	2023 Preliminary	2022 Points Result	2023 Point Expectation	2022 Results	Trend	2023 Approved Goal
4	FTIC 4-year Graduation Rate (Full-time students)	65%	54.6%	5	9	50.0%		53.0%
5	Academic Progress Rate (FTIC 2-year Retention Rate with GPA > 2.0)	90%	91.8%	10	10	90.5%		91.0%

Preeminent University Metrics		Benchmark	2022	2023 Prelim	2023 Met	TREND	2023 Goal
A	Average GPA and SAT Score (for incoming freshman in Fall semester)	4.0 GPA/1200 SAT	4.3	4.2	✓		4.3
C	Freshman Retention Rate (Summer-Fall Full-time FTIC)	90%	92%	93%	✓		92%
D	4-year Graduation Rate (Summer-Fall Full-time FTIC)	60%	50.0%	54.6%			53%
J	Doctoral Degrees Awarded Annually	400	510	603	✓		520

KPI	2023 Prelim	2023 Approved Goal
8 Bachelor's Degrees Awarded	14,958	14,900
9 Graduate Degrees Awarded	3,477	3,225

As of September 2022

