



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Academic and Student Affairs Committee  
University of Central Florida  
Live Oak Center, Ferrell Commons  
4000 Central Florida Boulevard  
Orlando, Florida 32816  
June 21, 2012  
10:00 a.m. - 10:45 a.m.

Chair: Norman Tripp; Vice-Chair: Patricia Frost  
Members: Carter, Caruncho, Kuntz, Robinson, Stavros, Yost

1. Call to Order and Opening Remarks Governor Norman Tripp
  
2. **Approval, Committee Minutes** Governor Tripp  
Minutes, [March 21, 2012](#)
  
3. **Academic Program Items:** Governor Tripp
  - a. [Ph.D. in Hospitality Management, CIP 52.0901](#) University Staff  
[University of Central Florida](#)
  
  - b. [Ph.D. In Applied Behavior Analysis, CIP 42.2814](#) University Staff  
[University of South Florida](#)
  
  - c. [Consolidation of Graduate Education Programs](#) University Staff  
[into Curriculum and Instruction, CIP 13.0301](#)  
[Florida State University](#)

(This page intentionally left blank.)

- d. Request for Exception to 120 Credit Hours to Degree,  
B.S. in Biology - Medical Sciences Track,  
CIP Code 26.0101, University of North Florida **Governor Tripp**
  
- e. Request for Limited Access Status,  
B.S. in Biology - Medical Sciences Track,  
CIP Code 26.0101, University of North Florida **Governor Tripp**
  
- f. Request for Limited Access Status,  
B.S. in Global Business, CIP Code 52.1101,  
University of South Florida – St. Petersburg **Governor Tripp**
  
- 4. **Termination of Academic Infrastructure Support  
Organization status for the  
Florida Center for Library Automation (FCLA)** **Governor Tripp**
  
- 5. **Factors for Technology Performance Funding Pilot** **Governor Tripp**
  
- 6. **Student Affairs Update** **Governor Whatley**  
**Dr. Maribeth Ehasz**  
*Chair, SUS Council for Student Affairs*
  
- 7. **Closing Remarks** **Governor Tripp**

(This page intentionally left blank.)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Summary Minutes of Committee Meeting on March 21, 2012

---

**PROPOSED COMMITTEE ACTION**

Approval of summary minutes of the meeting held on March 21, 2012, at the University of North Florida.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not applicable

**BACKGROUND INFORMATION**

Board committee members will review and approve the summary minutes of the meeting held on March 21, 2012, at the University of North Florida.

---

**Supporting Documentation Included:** Minutes: March 21, 2012

**Facilitators/Presenters:** Governor Tripp

(This page intentionally left blank.)

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
UNIVERSITY OF NORTH FLORIDA  
JACKSONVILLE, FLORIDA  
MARCH 21, 2012

Governor Michael Long, Vice Chair, convened the meeting of the Academic and Student Affairs Committee at 5:04 p.m. Members present were Joseph Caruncho, Patricia Frost, Tom Kuntz, Gerard Robinson, Gus Stavros, and Rick Yost.

1. Call to Order and Opening Remarks

Governor Long called the meeting to order.

2. Approval of Minutes from January 18, 2012

Ms. Frost moved that the Committee approve the minutes of the meeting held January 18, 2012 as presented. Dr. Yost seconded the motion, and members of the Committee concurred.

3. Academic Program Authorization

Governor Long commented that in 2011 the Board amended the regulation for new academic program approval (8.011) and also promulgated a new regulation on academic program coordination (8.004). Because there are a number of new members on the Academic and Student Affairs Committee, he asked Board staff to provide a brief overview on the Board regulations governing academic programs and the types of action items the Committee can expect to see coming before it for consideration. The following key points were made in the presentation.

The Board of Governors can expect to consider the following academic program items for approval:

- New degree proposals for doctoral programs (research and professional)
- Termination of doctoral programs (research and professional)
- Substantive revisions to existing doctoral programs
- Exceptions to 120 credit hours to degree for baccalaureate programs
- Limited Access Status for baccalaureate programs

The Board of Governors has delegated to university boards of trustees the authority to approve the following academic program items:

- Implement or terminate bachelor's, master's, and specialists degrees
- All items coming forward to the Board of Governors for final approval
- Other curricular offerings (majors, concentrations, certificates, etc.)

Board Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricula Offerings, was amended on 03/24/11 to strengthen criteria regarding need and demand and unwarranted duplication of programs. The State University System Academic Program Inventory is also created by the regulation to ensure uniform data reporting

Board Regulation 8.012, Academic Program Termination, establishes termination criteria and authority, and mitigates any adverse impact on diversity.

Board Regulation 8.013, Limited Access, protects against unnecessary restrictions on admission and facilitates statewide articulation.

Board Regulation 8.014, Bachelor's Degree Exceptions to 120 Credit Hours Requirement, reduces state cost by preventing unnecessary program length and facilitates statewide articulation.

Board Regulation 8.004, Academic Program Coordination, created as a new regulation on 11/10/11 facilitates collaboration, articulation, and coordination across the State University System through an annual review of current and proposed new programs or terminations.

During the discussion, Chancellor Brogan emphasized the importance of the new degree approval process for all programs to guard against unwarranted duplication and promote collaborations among universities.

4. Bachelor of Music Education, Florida Gulf Coast University  
Request for Exception to 120 Credit Hours to Degree

Governor Long introduced requests from Florida Gulf Coast University for an exception to the 120 credit hours to degree requirement and limited access status for the Bachelor of Music Education (CIP 13.1312). The increase in credit hours is needed because the program includes 24 hours of professional education coursework required by the Florida Department of Education in addition to the coursework traditionally found in a baccalaureate degree program. Limited Access status is requested because the program is also a performing arts program and applicants must demonstrate through an audition that they possess the minimum skills necessary to benefit from the program. In addition, the National Association of Schools of Music, the accrediting body for music programs, requires that music programs have clearly identified audition procedures for entrance into music degree programs.



Ms. Frost made a motion that the Committee approve the request for exception to the 120 credit hours to degree for the Bachelor of Music Education, Florida Gulf Coast University, CIP 13.1312. Dr. Yost seconded the motion, and the Members of the Committee concurred.

5. Request for Limited Access Status

Ms. Frost made a motion that the Committee approve the request for limited access for the Bachelor of Music Education, Florida Gulf Coast University, CIP 13.1312. Dr. Yost seconded the motion, and the Members of the Committee concurred.

6. Student Affairs Updates

a. Council of Student Affairs

Dr. Maribeth Ehasz on behalf of the Council of Student Affairs provided an overview of the findings of a System-wide survey on anti-hazing policies and programs. A chart displaying summary information from the survey and recommendations from the Council were also provided for members to review. Discussion centered on the fact that the findings of this survey are intended for the use of all SUS institutions.

b. Florida Student Association

Governor Michael Long, Florida Student Association President, provided a brief update of Florida Student Association activities and plans for the remainder of the year.

7. Closing Remarks

Having no further business, the meeting was adjourned at 5:32 p.m.

(This page intentionally left blank.)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Ph.D. in Hospitality Management (CIP 52.0901) at University of Central Florida

---

**PROPOSED COMMITTEE ACTION**

Consider approval of the Doctor of Philosophy (Ph.D.) in Hospitality Management at University of Central Florida, CIP 52.0901.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

University of Central Florida (UCF) is proposing to offer a Ph.D. degree program in Hospitality Management. The program will be offered by the Rosen College of Hospitality Management. According to the proposal, this program will produce high quality faculty and researchers with the necessary credentials for teaching and research as well as professionals for senior positions at leading hospitality organizations.

The total number of credit hours required for completion of the proposed program is 58. The curriculum includes 16 credit hours of core courses, 27 credit hours of specialization courses, and 15 credit hours of dissertation. Letters of support have been provided by Florida International University and University of Florida because each has a somewhat similar track.

The UCF Board of Trustees approved the program on March 15, 2012. If approved by the Board of Governors, UCF will implement the program in Fall 2012.

---

**Supporting Documentation Included:** Staff Analysis and Program Proposal

**Facilitators/Presenters:** UCF Representatives

(This page intentionally left blank.)

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

**Program:** Ph.D. in Hospitality  
Management

**CIP Code:** 52.0901

**Institution:** UCF

**Proposed Implementation Date:** Fall 2012

**Staffed By:** D. Barbu, R. Stevens

**Initial Review Date:** 4/17/12

**Last Update:** 5/25/12

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	SUS 10-11 Average Cost per FTE
Year 1	\$380,942	90% \$342,242	3% \$12,000	0% \$0	7% \$26,700	\$0	\$78,720	\$40,421 (CIP 52)
Year 5	\$554,303	93% \$515,603	2% \$12,000	0% \$0	5% \$26,700	\$0	\$46,159	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
<b>First Year</b>	6	4.5
<b>Second Year</b>	12	8.64
<b>Third Year</b>	18	10.32
<b>Fourth Year</b>	24	11.43
<b>Fifth Year</b>	24	11.43

*On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.*

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	SUS Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	3	6	14	18	21	22	30, 41	32

## **A. Program Description:**

The University of Central Florida (UCF) is proposing to offer a PhD in Hospitality Management. The proposed program will replace an existing track in the College of Education, a PhD in Education – Hospitality Education. The program will be offered at the Rosen College of Hospitality Management (RCHM) campus in collaboration with College of Health and Public Affairs and/or the College of Education, both at UCF’s main campus. The Rosen College of Hospitality Management, which is located in the heart of Orlando’s tourist district, currently offers undergraduate and master’s level programs in Hospitality Management. Additionally, UCF’s Dick Pope Sr. Institute for Tourism Studies will support the proposed PhD program by providing funds for graduate assistantships for the doctoral students.

The UCF proposal explains that the program will “produce high quality faculty/researchers with the appropriate credentials to facilitate teaching and research activities at colleges and universities, senior level research analysts with major research companies, and/or professionals for senior positions at leading hospitality organizations.” The program is expected to draw applicants from among the senior hospitality managers in the industry as well as college level instructors of hospitality management holding a related master’s degree. The program will employ an interdisciplinary approach for research in hospitality and tourism.

The proposed UCF doctoral program in Hospitality Management will be the first in the state of Florida, joining just seven other such programs in the nation. The other similar programs are offered by Cornell University, Purdue University, Pennsylvania State University, University of Nevada at Las Vegas, Iowa State University, Virginia Polytechnic Institute and State University, and Oklahoma State University. The doctoral program will require the completion of 58 credit hours (6 core courses – 16 credits; 9 specialization courses – 27 credits; dissertation – 15 credits). The program will only accept students with a master’s degree in hospitality management, business, or a related field.

## **B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:**

The proposal was drafted prior to the adoption of the Board of Governors 2012 – 2025 Strategic Plan, so it references State University System (SUS) Strategic Planning Goals for 2005-2013. However, for the most part the references are still valid in demonstrating alignment with state-level priorities and the proposal notes that the new program supports the following four goals from the 2005-2013 plan:

- Access to and production of degrees;
- Meeting statewide professional and workforce needs;
- Building world class academic programs and research capacity; and
- Defining and approving university missions that meet community needs and fulfill unique institutional responsibilities.

These goal alignments are further explained in the following paragraphs excerpted in large part from the proposal.

### **Access and Degree Production**

The proposal notes that the new program will provide access to a degree program supported and demanded by the hospitality and tourism industry, the third largest industry in the world. Graduates at both undergraduate and graduate levels are needed to meet the needs of an increasingly sophisticated market place.

### **Statewide Professional and Workforce Needs**

According to the proposal, hospitality and tourism industry is the state's number one industry, welcoming 82.6 million visitors in 2010, spending more than \$60 billion. Developments in the tourism industry demand the support of a large workforce appropriately educated at quality educational programs of hospitality management. Hence, to meet this demand a growing number of hospitality and tourism management programs were established in recent years by both four-year universities and state colleges. Additionally, increases in student enrollments in the area of hospitality management at UCF's Rosen College from 178, in 2000 to more than 3,200 in 2011 attest to the demand of the program.

### **Academic and Research Programs**

The proposal notes that Rosen College is committed to contributing to UCF's success in building world-class academic programs and research capacity. Specifically, the quantity and type of research productivity is significantly different at universities offering doctoral programs as compared with universities without such programs. Additionally, researchers in the hospitality field found that the existence of a doctoral program is the most significant variable for institutional research productivity.

### **Supporting University Mission, Community Needs and Institutional Responsibilities**

According to the proposal, the new program supports and further defines the University by providing high-quality, broad-based education and experience-based learning, pioneering scholarship and impactful research. Hence, a program in Hospitality Management will further the position of Rosen College as a leader in Hospitality Education while supporting the university's mission and serving the needs of the Central Florida region.

### **Need Analysis**

Addressing need for the proposed program, Board staff research found that according to the World Tourism Organization (March 2012) the hospitality and tourism industry is continuing to expand, recording a 6.5% global increase between 2009-2010 and a 4.4% global increase between 2010-2011. Additionally, the proposal explains that according to McKinsey Global Institute 2011, six sectors have the greatest potential for job growth in this decade: healthcare, business services, *leisure and hospitality*, construction, manufacturing, and retail.

In 2010 Florida welcomed 82.3 million visitors as noted in the proposal, representing a 1.7 percent increase from 2009. Board staff research supports this finding and in 2011 the total number of Florida visitors reached 85.9 million, representing a 4.4 percent increase from 2010. Furthermore, in 2010 the Orlando area became the first US travel destination for domestic and international visitors, drawing more visitors (51.5 million) than New York City, as presented in the proposal and supported by independent research.

As noted in the proposal there is a demand for properly credentialed faculty, driven by an increase in business and leisure travel globally, specially from emerging countries such as China, the establishment of institutions to train the new staff and executive leadership. Additionally, the establishment of new colleges with hospitality as a core curriculum along with enrollment growth in the US and globally is also driving demand for faculty in this field.

A search for open academic positions in the Hospitality Management conducted on May 2, 2012 by the Board staff reveals that a total of five positions such as Dean, Director, Assistant Professor, and Senior Lecturer, were advertised through the Chronicle of Higher Education, at least two of them requiring the completion of a PhD in Hospitality Management. A search of the Website HigherEdJobs.com revealed 33 advertised positions for hospitality and tourism faculty, including one located in China.

According to the SUS Degrees Inventory, seven SUS institutions are offering Bachelor’s and Master’s degrees in Hospitality Administration/Management.

CIP	CIP Title	FAU	FIU	FSU	UCF	USF T	USF SM	UWF
52.0901	Hospitality Administration/Management, General	B	BM	B	BM	BM	BM	B

Florida International University and the University of Florida offer interdisciplinary doctorate programs in business that include specializations in hospitality management and tourism; however, the proposal does not describe any consultations that may have taken place with the existing programs or provide any letters of support from the two universities. The FIU program coursework is primarily focused on International Business, but the 24 credit hour dissertation must focus in the area of hospitality and tourism management. The UF program appears to have a greater focus on research in tourism studies. Enrollment and degree granted data are not reported separately for doctorate-level FIU and UF hospitality and tourism specializations because they are subsumed into the broader degree program data.

According to the Website [www.gradschools.com](http://www.gradschools.com) there are at least 29 hospitality management doctoral programs globally. These include the FIU and UF programs. Over the last two years, 75 percent of the formal applications for the PhD Education – Hospitality Education track were from international applicants and 25 percent from U.S. citizens residing in the southeastern region of the United States.

### **Demand Analysis**

With regard to student demand, the proposal notes that inquiries through email, telephone, and face-to-face conversations have been occurring from hospitality managers, executives, college or university level instructors, as well as students holding master’s degrees. The annual pool of applicants is expected to range between 20 and 30 applicants. The proposal further explains that following the approval and implementation of the program a maximum of six students will be admitted into the program each year.



The existing baccalaureate and master’s programs at the Rosen College of Hospitality Management are sufficiently enrolled to become immediate feeders into the proposed doctorate program, and as noted previously, there are numerous other master’s level programs in the state.

University of Central Florida – Enrollments for CIP 52.0901

<b>Hospitality Management (52.0901)</b>	<b>2010</b>	<b>2011</b>
Bachelors level	1,514	1,574
Masters level	85	105

*\*Source: Board of Governors Database*

Finally, the proposal notes that currently there are 20 students enrolled in the track in Hospitality Education offered under the PhD in Education at UCF.

**Concluding Analysis**

The proposed Ph.D. in Hospitality Management appears to be an excellent fit for the Rosen College of Hospitality Management at UCF and will enhance its competitiveness for students and research funding. The program will also benefit greatly from being located in the greater Orlando metropolitan area and its proximity to what has been termed a mega-destination for tourism. Evidence exists that the number of hospitality and tourism related academic programs is increasing worldwide, so there should be a growing demand for graduates of the proposed program to fill faculty positions. It is less clear that the industry itself will require many individuals trained at the doctorate level, but governments and economic development organizations may provide additional opportunities outside of academia as researchers and senior policy analysts.

External consultant reviews were conducted by Brian King, PhD, Professor, Associate Pro Vice-Chancellor, Victoria University, Melbourne Australia; Ken W. McCleary, PhD, Professor, Department of Hospitality and Tourism Management, Virginia Polytechnic and State University; and by Hailin Qu, Regents Professor & William E. Davis Distinguished Chair, Oklahoma State University. Each of the consultants’ reports expressed a need of such a program and recommend implementation.

**C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:**

*Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.*

**ACCOUNTABILITY**

*Check ‘yes’ or ‘no’ box, and make comments beneath criterion as appropriate.*

**1. Overall** – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

**The proposal has been approved by the university board of trustees and includes all required signatures.**

University of Central Florida Board of Trustees approved the program on March 15, 2012.

**The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The Board of Governors new degree proposal format is used, as expressed in the Board’s Regulation 8.011. The original proposal was developed under the previous template format, but UCF converted it into the new format for submission.

**The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

The UCF proposal provides three letters of support from industry leaders to document the need for an additional program in the SUS. See Appendix B.

**The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The university provides adequate information on enrollment (Table 1-B), budget (Table 2 & 3) and faculty effort (Table 4).

**The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university’s equity accountability plan.**

The program plan for achieving diversity has been reviewed and signed by the UCF Equity Officer on October 28, 2012.

**The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program is the only doctorate program specifically in Hospitality Management to be offered in the State of Florida. Interdisciplinary doctorate programs in business are offered

at FIU and UF that include specializations in hospitality management and tourism. Letters of support for the new program have been provided by FIU and UF.

**2. Budget** – *The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

**The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget has been approved by the UCF Board of Trustees on March 15, 2012.

**The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The average system expenditure per student credit hour for doctoral level CIP 42 is \$1,263 for a total of \$40,421 per student FTE. The University of Central Florida is proposing that in the first year of operation the cost per FTE will be \$78,720 and by the fifth year of operation the total cost per student FTE will be \$46,159.

According to Table 2, in the first year of operation, the majority of the projected cost of \$342,242 will be used for faculty salaries and benefits for the 19 existing faculty. Additionally, the proposal shows in Table 3 that funding amounting to \$273,275 in year one and \$364,267 in year five will be available for graduate assistantships and fellowships for the doctoral students in the program from the reallocated E&G Funds. Additionally, the proposal identifies that \$10,000 from the reallocated E&G Funds will be used for program expenses for each year one and five. Finally, according to the proposal, the only additional cost associated with moving this program from an existing track to a stand-alone program is the addition of \$12,000 to the E&G Funds for library acquisitions that have been proposed by the UCF Library (Table 2).

**In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The proposal notes that the reallocation of funding will not impact the College of Education as the Hospitality Education track is one of the 11 tracks offered through the Education PhD. Additionally, the courses taught as part of the Hospitality Education track are common to all the other 11 tracks. The Rosen College of Hospitality Management already has a commitment to fund all the courses in the new program since they are dually offered as part of the PhD in Education - Hospitality Education track and the PhD in Hospitality Management program.

Finally, the proposal notes that Rosen College students at all levels will benefit from the incremental increases to the library holdings that will result from the addition of the new doctoral program.

### **READINESS**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

**3. Program Quality** – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES    NO

       **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

According to the proposal during the planning process the faculty reviewed curricula from competing institutions, met with industry leaders, and educators to design the PhD in Hospitality Management program.

The proposal notes that the planning process started in 2004 with the discussion to start a track in Hospitality Management under the PhD in Education, followed by the approval of the proposal by the Department Curriculum Committee, the College Academic Standards Committee, Graduate Council, and the Dean of Academic Affairs. Recruiting started in 2005 and in 2009 the first class graduated with a PhD in Education. The discussion regarding the development of an independent PhD in Hospitality Management started in January 2011, followed by the approval of the Department Curriculum Committee, Faculty Assembly, Graduate Council, and the UCF Board of Trustees on March 15, 2012.

       **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

The proposal notes that at the request of UCF, external consultant reviews were made on October 31, 2011 by Brian King, PhD, Professor, Associate Pro Vice- Chancellor, Victoria University, Melbourne Australia; on October 31, 2011 by Ken W. McCleary, PhD, Professor, Department of Hospitality and Tourism Management, Virginia Polytechnic and State University; and by Hailin Qu, Regents Professor & William E. Davis Distinguished Chair, Oklahoma State University. All consultant reports confirm the need of such a program, offering favorable findings and comments about the program, as well as unanimously recommending implementation of the new program.

       **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program**

**to be satisfactory.**

According to the proposal, the Rosen College just completed the academic program review, scheduled every seven years, of its undergraduate and graduate programs. However, the Education PhD - Hospitality Education track was not part of this review since it is housed in the College of Education.

According to the two external experts invited to conduct the academic program review, "a PhD in Hospitality (Management) will attract more and qualified potential students and raise the profile of the college. Therefore, we recommend having an independent PhD program at Rosen College."

**The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The proposal notes that the program will be delivered through face-to-face interactions at both the main campus and the Rosen College campus.

**If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

Not applicable at the doctorate level.

*4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

**The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

As presented in the proposal, the curriculum has been designed to train and develop highly skilled faculty and researchers at college/university level as well as senior executives and analysts at leading hospitality organizations. The curriculum includes 16 credits of core courses, 27 credits of specialized courses, and 15 dissertation credits.

**The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

As stated in the proposal, the Accreditation Commission for Hospitality Management (ACHM) programs does not accredit PhD level programs. Additionally, the proposal notes that UCF

discontinued its ACHM accreditation for bachelor's and master's programs in 2009 because continued accreditation was not seen as advantageous from a cost/benefit perspective.

**5. Faculty** – *The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

**The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

The proposal notes that there are 36 full-time faculty members in the Rosen College; however only 19 of them will be directly involved in the new program having active roles in instruction, advising, and supervising dissertation hours (Table 4).

**The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

The proposal explains in Table 4 that all of the current professors hold terminal degrees in their fields. Five holding tenure-earning positions while the remainder of the 14 hold tenure.

**The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence of faculty productivity. In 2010, 50 academic papers were published by the Rosen College faculty with an average of 2.34 papers per faculty. The proposal also notes that faculty productivity has been achieved with a teaching load of 3/3 per academic year for all tenure-track faculty members. Finally, through the Rosen College's Dick Pope Sr. Institute for Tourism Studies, contracts and grants totaling \$800,000 were obtained since 2005 as well as an additional \$4 million in non-credit educational programs.

**If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal does not mention the need for hiring additional faculty members for the implementation of the program.

**6. Resources** – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships*

*will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program.*

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The UCF Library Director attests that the library volumes and serials available are sufficient to initiate the program. In addition, 1,015 titles to support the program will be acquired from the first through the fifth year of the program, at an annual cost of \$12,000.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, instructional space is sufficient.

- The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal all the necessary equipment is available.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal notes that Rosen College will award full-time assistantship appointments to the doctoral students, through teaching and/or research.

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal notes that this section is not applicable. However, information provided in sections of the proposal concerning projected enrollments indicates that most of the admitted students will be college-level hospitality faculty, or individuals with previous employment in the hospitality industry. Internships are generally provided for as pre-professional work experience for students.

(This page intentionally left blank.)



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Ph.D. in Applied Behavior Analysis (CIP 42.2814) at the University of South Florida

---

**PROPOSED COMMITTEE ACTION**

Consider approval of the Doctor of Philosophy (Ph.D.) in Applied Behavior Analysis at the University of South Florida, CIP Code 42.2814.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The University of South Florida (USF) is proposing to offer a Ph.D. degree program in Applied Behavior Analysis (ABA) located within the Department of Child and Family Studies. The emphasis of the program will be on the preparation of behavior analysts who are scientists-practitioners with a strong focus on community engagement. Graduates will work in community settings such as: schools, child welfare settings, clinics, residential settings and individual family homes; dealing with issues such as autism, developmental disabilities, child welfare and aging. Graduates will also be qualified to obtain academic positions in the ABA discipline.

The doctoral program will require 54 credit hours and will only accept students with a master's degree in applied behavior analysis or related field with strong behavior analysis content. Documentation confirms support for the program from external consultants, professional organizations, and Hillsborough County Schools where they provide opportunities for internships and hires. A letter of support is provided from the University of Florida where a focus area in ABA is provided within the Ph.D. in Psychology program.

The USF Board of Trustees approved the program on December 8, 2011. If the proposal is approved by the Board of Governors, USF will implement the program in Fall 2013.

---

**Supporting Documentation Included:** Staff Analysis

**Facilitators/Presenters:** USF Representatives

(This page intentionally left blank.)

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

**Program:** Ph.D. in Applied Behavior Analysis

**CIP Code:** 42.2814

**Institution:** University of South Florida

**Proposed Implementation Date:** Fall 2013

**Staffed By:** Marion Merzer, Ph.D.

**Initial Review Date:** 4/23/2012 **Last Update:** 5/11/2012

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Cost per FTE	Auxiliary Funds	SUS 2010-11 Average Cost per FTE
Year 1	\$162,000	50% \$82,000	30% \$50,000	0% \$0	20% \$30,000	\$28,085	\$0	\$27,422 (CIP 42)
Year 5	\$337,000	60% \$197,000	0% \$0	< 1% \$5,000	40% \$135,000	\$23,905	\$0	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
First Year	5	4.7
Second Year	10	7.05
Third Year	15	8.45
Fourth Year	15	8.45
Fifth Year	15	8.45

*On March 29, 2007, the Florida Board of Governors approved BOG Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets BOG Accountability and Readiness criteria for implementation of this degree program.*

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	System Analysis	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	2	4	11	14	17	18	22	23

## **A. Program Description:**

The University of South Florida (USF) is proposing to offer a PhD degree program in Applied Behavior Analysis (ABA) located within the Department of Child and Family Studies (CFS) in the College of Behavioral and Community Sciences at the University of South Florida Tampa campus.

The USF proposal explains that the emphasis of the ABA program will be on the development of behavior analysts who are scientist-practitioners. There will be a strong focus on community engagement. Doctoral students will engage in research and practice in community settings, such as: schools, child welfare settings, clinics, residential settings, and individual family homes. Future research opportunities are available in topic areas such as, early childhood, sports and fitness, organizational behavior management, developmental disabilities, safety, and aging. The proposal indicates that graduates of this program will be prepared to be expert practitioners, community leaders, and accomplished researchers in the field of ABA. They will be the future leaders in school settings, community-based human service settings, or in companies that provide services and research in areas such as: autism, developmental disabilities, child welfare, and aging. Additionally, this degree will enable graduates to obtain academic positions in the ABA discipline, where they can train others.

The doctoral program will require 54 credit hours (7 didactic courses - 21 credits; dissertation - 18 credits; independent research - 15 credits.) The program will only accept students with a master's degree in applied behavior analysis or related field with strong behavior analysis content.

## **B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:**

The proposed ABA doctoral program directly supports three State University System Strategic Planning Goals - Teaching and Learning; Research Scholarship and Innovation; and Community and Business Engagement. The proposal describes how each goal meets the needs in the areas of: Excellence, Productivity and Strategic Priorities for a Knowledge Economy.

**Teaching and Learning:** The new program will provide a high quality curriculum with faculty who are experts in the field. The new doctoral program will build on the successful ABA master's degree offered at USF. Although not considered a STEM program, the proposal explains that ABA is a growing field with a high demand for graduates.

**Scholarship, Research and Innovation:** Research productivity will be a priority for faculty and students in the new program. The new ABA program will facilitate increased collaboration as faculty and students pursue and acquire external funding for research, most often with private and public agencies in the communities.

**Community and Business Engagement:** The program will work with community partners who provide training opportunities for students, and in return receive quality services and a highly trained workforce. Doctoral students will conduct training and research activities with community partners to improve services for the public. The new ABA Doctoral Program graduates will be trained to be competent practitioners and leaders for the community agencies and businesses, locally and nationally.

Addressing need, the proposal highlights correspondence from representatives of other doctoral programs in behavior analysis, along with professional organizations. They have all said that the need for doctoral level practitioners is great. Letters of support are included from the representatives of: the University of Kansas, the Psychology Department at Western Michigan University, The Behavior Analyst Certification Board and the Hillsborough School District. All attest to the need for professionals to work with children with autism and other developmental disabilities in private and public agencies (see Appendix D.) The external consultant, Dr. William Heward of Ohio State University, declared that “the very purpose of ABA makes it a natural tool for helping USF meet its commitment of goal 3, “to strengthen and sustain healthy communities and to improve the quality of life.” He declared the USF program beneficial to the university, the community, and the field (see Appendix C.)

Writing in support of the program, Dr. Maria Malott, CEO of the Association for Behavior Analysis International, states that there is a great need for more doctoral level behavior analysts now and in the future (see Appendix D.) Board staff confirmed this with a review of data from the U.S. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook (OOH), 2012-2013 edition. According to the handbook, “employment of psychologists is expected to grow 22 percent from 2010 to 2020, faster than the average for all occupations. Job prospects should be best for those who have a doctoral degree in an applied specialty and those with a specialist or doctoral degree in school psychology.” The OOH adds that an increasing “demand for psychological services in schools, hospitals, mental health centers, and social services agencies should drive employment growth.” With the increased need for hiring experts in ABA, the need for a program with the focus of the USF proposed program is two-fold. This type of doctoral degree program will provide the practitioner with the expertise to be a better clinician, a leader in school and community settings, and an accomplished researcher. Secondly, the scientist-practitioner focus of the USF PhD in ABA will enable graduates to obtain positions in academia, training others to be experts in the field and to be more desirable hires.

According to the OOH, the median annual wages in May 2010, for clinical, counseling, and school psychologists was \$66,810. In her support letter, Dr. Malott stated that a search of job openings in the U.S. revealed approximately 170 open positions for doctoral level ABA candidates. A search by board staff found 315 job openings nationally posted on JobsinPsychology.com, with 181 listed for Florida. Another 188 positions (mostly for the military) were listed on USAJobs.gov.

Looking at demand, both nationally and state-wide, the USF proposal tells us that nationally there are six well established ABA doctoral programs (Western Michigan University, University of Florida, University of Kansas, University of Nevada Reno, Ohio State University, West Virginia University) and six newly established programs (Florida Institute of Technology, Western New England college, Simmons College, The Chicago School of Professional Psychology, University of Nebraska Omaha, and Queens College of New York). Over 350 students apply to the 12 current programs. Only 35-40 are enrolled each year. Five of the six well established programs only enroll less than 20% of their applicants. USF reports that in 2009-2010, UF received 40-50 applications and enrolled 4-5 students (only 10%), while FIT receives approximately 10 applications per year and enrolled only 3. This data would support the assumption that there is a student access need for a third ABA doctoral program in Florida.

There are 8 Florida public institutions with a master's degree in general psychology, 4 with a master's degree (grad I) in school psychology, and 1 (USF) with a master's in ABA. There are 5 institutions that offer PhDs (grad II) in general psychology, and 3 offer doctoral degrees in school psychology. The chart below details the 2010 enrollment for each of these programs in the State University System of Florida (SUS) institutions. Florida Gulf Coast University and New College of Florida do not offer any of these programs. At the University of Florida, students focusing on behavior analysis are enrolled in the PhD in Psychology and are represented below in the total number enrolled in general psychology. Data was retrieved from the Board of Governors enrollment database, May 2012.

### 2010 SUS Graduate Enrollment in Psychology

	FAMU	FAU	FIU	FSU	UCF	UF	UNF	USF	UWF	Total
<b>Master's</b>										
General Psychology 42.0101	0	39	57	60	25	58	34	1	106	380
School Psychology 42.2805	19	0	42	0	15	10	0	0	0	86
ABA 42.999	0	0	0	0	0	0	0	54	0	54
<b>Doctoral</b>										
General Psychology 42.0101	0	0	84	81	101	98	0	124	0	488
School Psychology 42.2805	0	0	0	0	27	53	0	38	0	118

To assess interest and demand, USF surveyed current and former students from the ABA master's program in 2006-2009. Over 77% are tentatively or definitely planning on seeking a PhD in ABA. Over 50% of those surveyed said they would definitely apply, and over 85% indicated a need for the program at USF. The proposal provides details of the data findings on pages 6 and 7.

Addressing duplication, the USF proposal discusses the UF program and the FIT program. UF has a PhD in Psychology with a concentration in Behavior Analysis, and FIT has a PhD in Behavior Analysis. According to the proposal, behavior analysis is a broad area encompassing the experimental analysis of behavior and applied behavior analysis. The proposed PhD at USF is the only program offering a specialized focus on applied behavior analysis, with an emphasis on community engaged research and practice. According to USF correspondence with Dr. Brian Iwata of UF, most UF graduates take positions in academia. The graduates of the proposed USF ABA PhD will be "trained to be scientist-practitioners with a focus on application in community settings" (see proposal, p. 8.) An important difference between the two programs is the UF program has a greater focus on creating graduates to be faculty, while the proposed USF program's primary focus is on creating practitioners to work with clients in community settings. According to staff review of information on the ABA profession, in comparison to general clinical psychology, ABA practitioners are trained to work with a specific demographic, most usually children with autism or seniors with Alzheimer's or dementia. This focus on a specialty area makes it a desirable credential for hiring.

Other SUS institutions offering some ABA coursework within general psychology programs include FAU and FIU. USF communicated with UF and the UF letter of support is provided in appendix D. Dr. Joseph Glover, Provost of the University of Florida confirmed that UF endorses the establishment of this degree program at USF.

According to the proposal, admission requirements for the PhD in Applied Behavior Analysis include completion of a master's degree in ABA. Students entering the doctoral program are expected to have 18 credit hours of master's level coursework; an accepted master's thesis; and 10 hours of practicum seminar. The master's in Applied Behavior Analysis at USF includes: 44 credits of coursework (38 major courses, 6 electives); 5 semesters of practicum seminar, 1,000 hours of supervised practicum experience, and a research thesis. Along with the master's program, the proposed PhD in ABA will be located in the College of Behavioral and Community Sciences. There are currently six other PhD programs located in this college. They are: Aging Studies; Audiology; Behavioral Health; Communication Sciences and Disorders; Criminology; and Social Work.

In describing the curriculum requirements, the proposal states that doctoral students will have to pass the certification exam by the Behavior Analyst Certification Board (BACB) to be admitted to candidacy. As the professional organization for the field of Behavior Analysis, the BACB grants professional credentials to practicing behavior analysts. According to the BACB, the BACB program is based on the successful Behavior Analysis Certification Program developed by the State of Florida. Similar programs were established in California, Texas, Pennsylvania, New York and Oklahoma. All of these programs transferred their certificants and credentialing responsibilities to the BACB and closed.

A Board staff search found the following Florida rule:

**a. 65G-4.0011 Recognized Certification Organizations for Certified Behavior Analysts.**

All providers of behavior analysis services must either be licensed to practice in accordance with Chapter 490 or 491, F.S., or certified under a nonprofit corporation meeting the qualifications under Section 393.17(2), F.S. All providers of behavior analysis services must submit to the Agency for Persons with Disabilities proof of their active licensure or certification in order to provide behavior analysis services. Pursuant to Rule 65G-4.001, F.A.C., and as required by Section 393.17(2), F.S., the Agency recognizes the certification for behavior analysts awarded by the following organizations: Behavior Analyst Certification Board, Inc., 1929 Buford Boulevard, Tallahassee, FL 32308.

*Rulemaking Authority 393.17(2) FS. Law Implemented 393.17(2) FS. History—New 4-4-12.*

Additionally, BACB has now added an additional doctoral level certification for graduates of doctoral programs.



## C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

*Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.*

### **ACCOUNTABILITY**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

**1. Overall** – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

**The proposal has been approved by the university board of trustees and includes all required signatures.**

University of South Florida Board of Trustees approved the program on December 8, 2011.

**The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The Board of Governors new degree program proposal format was used, as expressed in Board of Governors Regulation 8.011.

**The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

The USF proposal provides appropriate data to support the need for an additional program in section II.B. and letters of support from other state universities with similar programs are attached in Appendix D.

**The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The proposal provides information on each of these areas. Detailed tables are provided on projected enrollment (Table 1-B); on faculty effort (Table 4); and on budget (Tables 2 & 3).

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity was reviewed and signed by the USF Equity Officer on March 26, 2012.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

FAMU does not have a similar program. The FIU has an ABA program at the undergraduate and master's degree levels and not a doctoral degree.

*2. Budget – The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget proposal has been approved by the USF Board of Trustees on December 8, 2011.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

Total system expenditures per student credit hour for doctoral level CIP 42 is \$856.95, for a total of \$27,422.40 per student FTE. USF is proposing that by the fifth year of operation the total cost per student FTE will be \$23,905. In contrast, currently UF is spending \$1,484.67 per student credit hour for the doctoral program in CIP 42, for a total of \$47,509.44 cost per student FTE. (Source: 2010-11 Expenditure Analysis, Report IV – Cost per Credit Hour by Discipline).

According to Table 2, in the first year of operation, the majority of the projected cost of \$82,000 will be used for faculty salaries and benefits for 10-25% of time for three existing faculty and 25% of time for an associate professor to be hired into a vacant faculty line. Funds will also cover ten percent of one support staff's time. Five graduate students will receive fellowships – 3 from E&G, and two from contracts and grants.

In year 5, the proposal requires additional funding for fellowships for the expected 15 students. The proposal explains that 9 students will receive research assistantships funded through contracts and grants, and 6 students will have fellowships funded through E&G funds.

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

According to the proposal, the ABA doctoral program should not have any negative impact on the current ABA programs or courses. Most of the masters' courses will be required as pre-requisites for admissions purposes for the doctoral program. These courses are already in place and active. The hire of two new faculty members will give the program ample faculty for teaching courses, mentoring and supervising. Doctoral students may also teach the ABA undergraduate courses; assist in teaching the masters' courses, and assist in mentoring the masters' level students. This will free up the doctoral faculty's time to devote to the PhD courses and students. Additionally, the two new faculty members will provide more opportunities for graduate and undergraduate students to participate in research activities alongside faculty.

### **READINESS**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

**3. Program Quality** – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

As described in the proposal, the planning process began with email correspondence with Dr. Brian Iwata of UF on September 14, 2002 (see tables on pp. 15-17, Planning Process.) A collaborative process is described, including communication with USF Department of Child & Family Studies, the USF Graduate Council Curriculum Committee, representatives from UF, and outside agencies including the University of Kentucky, University of Nevada, Reno, University of Kansas, Hillsborough County Public Schools, Association for Behavior Analysts International, and the Behavior Analyst Certification Board Inc.

- An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

At the request of USF, an external consultant review was made on August 22, 2011 by Dr. William L. Heward, Ed.D., BCBA-D, Professor Emeritus, The Ohio State University. Dr. Heward's findings and comments about the program were very favorable and he highly recommended that USF establish the program. He confirmed the need for such a program when he stated, "broadly trained scientist-practitioners in ABA are needed not only to teach and supervise the next generation of ABA practitioners, but to create new knowledge needed to take full advantage of the great potential of ABA to help society solve many of its (our) problems." Additionally, Dr. Heward predicted that highly qualified applicants would come from throughout Florida, nationally and internationally. A copy of the consultant's report can be found in the proposal in Appendix C.

- The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The USF ABA master's degree program was reviewed in 2007 and received certification by the Behavior Analyst Certification Board (BACB). The ABA master's program applied for accreditation by the Association for Behavior Analysis International (ABAI) in Fall 2010, received an on-site visit by the accreditation board in April 2011 and was granted accreditation in May 2011. The ABAI representatives commented that the master's program was a strong foundation for building a successful and high quality doctoral program. Additionally, they believed that there would be high demand for the doctoral program. Supporting letters and on-site review report are attached to the proposal in Appendices C & D.

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The proposal states that the proposed ABA doctoral program will utilize a traditional delivery system on the main campus of USF in Tampa.

- If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

Not applicable at the doctoral level.

**4. Curriculum** - *The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

As presented in the proposal, the curriculum has been designed to enable students to graduate prepared to be scientist-practitioners in the area of Applied Behavior Analysis. The curriculum is based on the accreditation standards of the ABAI and included 15 credits of core courses, 6 credits of electives, 18 hours of dissertation work and 15 hours of independent research. A wide range of electives is available to students, allowing them to obtain additional skills and knowledge in other areas, such as business administration, policy development, educational leadership, etc.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

As stated in the USF proposal, the doctoral program in ABA will seek accreditation from the Accreditation Board of the Association for Behavior Analysis International (ABAI) after operating for 5 years, as per the ABAI requirements.

**5. Faculty** - *The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

There are 3 current faculty members (see Table 4) who will take on primary responsibility for program delivery. One more associate professor from a current faculty line will be added in the first year, and one new associate professor will be hired in an open faculty line in the second year (2014).

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

As described in Table 4, all of the current professors hold terminal degrees in their fields. Two have tenure, one is a full Professor, one is an Assistant Professor and one is non-ranked. The two additional faculty members will have terminal degrees, one will be an Associate Professor, one will be an Assistant Professor, and both will have tenure. According to the proposal, this will provide ample faculty and resources for mentoring, research and teaching.

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence of faculty productivity (see faculty vitae in Appendix A.) All combined, ABA masters' faculty have taught 6 core classes each year, 2 elective courses each year, 5 practicum seminars each year and supervised 20 theses each year, in addition to 5 undergraduate classes. The ABA master's program has graduated 12 students in 2008, 15 students in 2009, 12 students in 2010 and 13 students in 2011. As evidenced in the attached curriculum vitae, faculty has substantial numbers of peer reviewed publications and faculty members in the Department of Child and Family Studies (the home department for the ABA) have secured external funding in excess of \$14 million in FY 2009 and \$11 million in FY 2010.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

As evidenced in Table 4, the ABA doctoral program is committed to bringing in one more faculty member from an existing faculty line in the first year and hiring an additional faculty member from an open faculty line in the second year.

*6. Resources – The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to**

**initiate the program.**

The proposal provides evidence that sufficient library resources are available to implement the program. A statement was signed by the library director on March 25, 2012.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

The proposal states that the program will need office and meeting space for two new faculty members and 15 new doctoral students. This space is expected to be provided by Child and Family Studies. Current faculty office and meeting space are adequate. Although there are currently two rooms with observation windows available, there may be need for additional two-way observation research rooms in the future. The proposal states that current classroom space is adequate.

- The university has ensured that necessary equipment is available to initiate the program.**

The proposal states that no specialized equipment is necessary at this time.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

To be competitive with other programs, USF proposes they need additional funds to support graduate assistantships. New E&G funding of \$45,000 will be needed for the first year to fund fellowships for 3 doctoral students. The other 2 of the first five students can be funded with contracts and grants. By the 5<sup>th</sup> year, they anticipate funding 6 graduate fellowships through E&G funds (\$90,000) and 9 graduate assistantships through contracts and grants (\$135,000.)

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal provides a list of the 11 established practicum sites with 25 different BACB supervisors affiliated with the ABA Master's program. Doctoral students will engage in research and practice with the populations served by these sites.

(This page intentionally left blank.)



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Ph.D. in Curriculum and Instruction (13.0301) and termination of nine independent Ph.D. programs at the Florida State University

---

**PROPOSED COMMITTEE ACTION**

Consider approval of the Doctor of Philosophy (Ph.D.) in Curriculum and Instruction (CIP 13.0301) and the termination of nine independent doctoral programs that are consolidated under the new program at Florida State University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulations 8.011 and 8.012

**BACKGROUND INFORMATION**

Florida State University (FSU) is proposing to consolidate 29 independent graduate programs in the School of Teacher Education as individual majors under a new program in Curriculum and Instruction. Specifically, 10 independent master's programs will be consolidated into one master's program, 10 independent specialist programs will be consolidated into one specialist program, and nine (9) independent doctoral programs will be consolidated into one doctoral program. Existing program titles and codes will be terminated from the State University System Academic Program Inventory and the new programs will be added.

This action is being brought to the Board of Governors for consideration because it requires the technical termination of nine existing doctorate programs and the creation of a new doctorate program in the Inventory. Board Regulations 8.011 and 8.012 require approval and termination of doctorate programs by the Board of Governors.

The new doctorate program will be a Ph.D. in Curriculum and Instruction (CIP 13.0301). The terminated doctoral programs are: Special Education (CIP 13.1001), Elementary Education (CIP 13.1202), Early Childhood Education (CIP 13.1210), English Education (CIP 13.1305), Foreign and Second Language Education (CIP 13.1306),

Mathematics Education (CIP 13.1311), Reading Education (CIP 13.1315), Science Education (CIP 13.1316), and Social Science Education (CIP 13.1317).

The total number of credit hours required for completion of the proposed program in Curriculum and Instruction is 65. The curriculum includes 28 credit hours of core courses, 15 credit hours of major courses, and 24 credit hours of dissertation. All of the existing faculty and instructional resources will remain in place. Students enrolled in existing programs will have an option to transfer to the new program or train out under their existing program title. A letter of support was provided by Florida International University, which also offers Curriculum and Instruction.

The FSU Board of Trustees approved the consolidation program at its June 8, 2012. If approved by the Board of Governors, FSU will begin admissions into the new program starting spring 2013.

---

**Supporting Documentation Included:** Staff Analysis and Program Proposal

**Facilitators/Presenters:** FSU Representatives

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
STAFF ANALYSIS**

**Request:** School of Teacher Education Proposed Consolidation

**Institution:** Florida State University

**Staffed By:** Diana Barbu

**New Doctorate Program:** Ph.D. in Curriculum and Instruction

**CIP Code:** 13.0301

**Terminated Doctorate Programs:** Special Education (CIP 13.1001), Elementary Education (CIP 13.1202), Early Childhood Education (CIP 13.1210), English Education (CIP 13.1305), Foreign and Second Language Education (CIP 13.1306), Mathematics Education (CIP 13.1311), Reading Education (CIP 13.1315), Science Education (CIP 13.1316), and Social Science Education (CIP 13.1317).

The School of Teacher Education (STE) proposes to consolidate existing graduate degrees (10 independent masters, 10 independent specialist, and nine (9) independent doctoral) to a single masters, single specialist, and single doctoral degree, respectively. The consolidated degrees would each be titled Curriculum and Instruction (CIP 13.0301). Each current, independent degree (e.g., Elementary Education, English Education, Special Education) would thus be subsumed within each of the Curriculum and Instruction degrees as a major at the appropriate levels (Masters degree in Curriculum and Instruction; Educational Specialist Degree in Curriculum and Instruction; PhD Degree in Curriculum and Instruction).

The proposed curricula do not impact existing tracks leading to Master's level teacher certification. These curricula remain intact as currently approved by the Florida Department of Education and are subsumed within individual majors resulting from the proposed degree consolidations. The consolidation is also revenue neutral, with all faculty and instructional resources that currently exist in support of the multiple degree programs being used to implement the new program and its majors.

The goal of the School of Teacher Education is to create an inclusive pool of faculty possessing graduate faculty status. The school already has an adequate faculty body to implement and conduct the proposed consolidated degrees and their associated majors.

The proposal notes that students currently enrolled in any of the programs proposed for consolidation will be allowed to choose whether to continue with their current program or switch to the proposed program in Curriculum and Instruction. The proposed phase out date is August 1, 2015.

In addition to electronic communications, students and faculty will be invited to attend information sessions that will address their questions and concerns. According to the proposal a total of 26 faculty members will be impacted. Data from the State University System Database show that 278 students will be impacted by the consolidation (219 at beginning graduate level and 59 at advanced graduate level).

The 29 existing independent programs will be terminated effective December 01, 2012, with the phase-out date set for August 01, 2015. Admissions into the proposed program are expected to begin summer 2013.

(This page intentionally left blank.)

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
**Academic and Student Affairs Committee**  
June 21, 2012

**SUBJECT:** Bachelor of Science in Biology, Major in Medical Laboratory Science at the University of North Florida to exceed 120 credit hours to degree

---

**PROPOSED BOARD ACTION**

Consider the Bachelor of Science in Biology, Major in Medical Laboratory Science (CIP 26.0101) at the University of North Florida to exceed 120 credit hours to degree.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 8.014

**BACKGROUND INFORMATION**

The University of North Florida (UNF) is seeking approval for its major in Medical Laboratory Science under the Bachelor of Science in Biology program to exceed 120 credit hours to degree. The increase in credit hours is needed because the upper division of the program includes 65 semester hours of core didactic coursework and practicum required by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The program major has been created to fulfill a partnership agreement with local hospitals and must meet NAACLS standards in order to prepare graduates for employment.

The exception to 120 credit hours to degree will apply only to the Medical Laboratory Science major under the B.S. in Biology. The University intends to convert the major into a stand-alone degree program next year and the exception will then apply to the new program.

If the Board of Governors approves the request, it would bring the program major into conformity with existing medical technology bachelor's degree programs in the State University System. UNF will implement the exception to 120 credit hours beginning in fall 2012.

---

**Supporting Documentation Included:** University Request

**Facilitators/Presenters:** Governor Tripp

(This page intentionally left blank.)



UNIVERSITY of  
NORTH FLORIDA

May 16, 2012

**MEMORANDUM**

To: R. E. LeMon, Associate Vice Chancellor  
Academic and Student Affairs

Richard Stevens, Director  
Academic and Student Affairs

From: <sup>NEW</sup> Mark Workman, Provost

Subject: Request for Limited Access Status and Exception to 120 Credit Hour  
Requirement

On March 20, 2012, the UNF Board of Trustees approved the College of Arts and Sciences – Biology department request to establish limited access status and to exceed 120 required credit hours for its newly created Medical Laboratory Sciences concentration associated with the B.S. in Biology degree program.

**Overview**

There is currently a national shortage of laboratory professionals and according to the U.S. Bureau of Labor and Statistics, it is projected that 81,000 technologists and technicians will be needed to replace retirees and 68,000 will be needed to fill new positions by 2014. This program will help address the growing local need for professional laboratory workers and provide UNF students with career training and job opportunities upon graduation.

MLS program development has been guided by a consortium of local hospital and laboratory professionals. Qualification for national certification and state licensure as a Medical Laboratory Scientist requires completion of academic science credits from a regionally accredited college or university and completion of a medical laboratory science training program accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). There are currently no other four year programs offering academic coursework for MLS in Northeast Florida. Several clinical laboratories are partnering with UNF to provide the required clinical laboratory training. UNF has initiated the NAACLS accreditation and the SACS substantive change processes.

The UNF MLS program will be a modified 3+1 program consisting of 126 credit hours. Biology majors who decide to select this concentration will apply to the UNF MLS program in the fall of their junior year. After acceptance into the MLS program, students will begin didactic

coursework in the spring and summer semesters. These courses will be taught by the UNF MLS Program Director and adjunct faculty currently working in the local hospitals. In their senior year of the program, students will complete their clinical experience at one of the UNF MLS clinical affiliates (e.g., Baptist Health, Mayo Clinic, and UF Shands Jacksonville). The clinical practicums will rotate students through many different areas of specialization. At the end of the program students will be eligible to sit for a national certification examination.

Given the University's desire to meet a community need in a timely manner, the program has initially been developed as a concentration within the Biology degree program. The Department of Biology within the College of Arts and Sciences will initiate the New Degree Program process with its submission of a Request to Plan on September 1, 2012.

***Limited Access Request***

The facilities, equipment, and personnel required to properly train these students are limited, and health care organizations with which we are affiliated can only accommodate a limited number of students at any given time. Listed below are the health care facilities that have made a commitment to train UNF MLS students and the number of students per year that they can accommodate.

<b>Clinical Affiliate</b>	<b>Student Spots</b>
Baptist Health Care	8
Mayo Clinic	6
Shands Jacksonville	6
St. Vincent's	2
Orange Park Medical Center	2
Department of Health State Lab	6
<b>Total</b>	<b>30</b>

The total number of students that can be accommodated by area hospitals is 30 per year. Because this clinical experience is a requirement for licensure and completion of the program, we wish to limit access to the program to only those students that we are able to place in a clinical laboratory.

***Request to Exceed 120 semester hours***

In order to be in compliance with the NAACLS curriculum requirements, the upper division portion of the Medical Laboratory Science program is comprised of 65 semester hours of core didactic coursework and practicum (see attached program of study). UNF is requesting approval to exceed the 120 credit hour limit by 5 semester hours, bringing the total number of hours required for this specific concentration to 125 credits.

The following comparisons show that many of the currently accredited programs exceed 120 credit hours. Our request to increase the credits hours for the proposed concentration to 125 credit hours is in line with other programs.

**Total Number of      Highest Level of**



**University Programs in the State of Florida  
Required**

***Credits***

**Math**

University of West Florida	129	College Algebra
University of Central Florida	126	College Algebra
Florida Gulf Coast University	123	College Algebra

**National University Programs**

Michigan State University	136	Calculus
University of Arkansas	124	College Algebra
University of Auburn at Montgomery	140	Pre Calculus
Georgia Health Sciences University	125	College Algebra
Armstrong Atlantic University	123	College Algebra
Northern Illinois University	131	College Algebra
University of Illinois at Springfield	123	College Algebra
Eastern Kentucky University	128	College Algebra
University of Maryland	123	College Algebra
University of North Carolina Chapel Hill	121	College Algebra

If you have any questions, please do not hesitate to contact me.

Attachment

- c: Ms. Shawn Brayton  
Dr. Jeff Coker  
Dr. Barbara Hetrick

(This page intentionally left blank.)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Limited Access Status for the Bachelor of Science in Biology, Major in Medical Laboratory Science, at the University of North Florida

---

**PROPOSED BOARD ACTION**

Consider Limited Access Status for the Bachelor of Science in Biology, Major in Medical Laboratory Science, at the University of North Florida, CIP Code 26.0101.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

**BACKGROUND INFORMATION**

The University of North Florida requests Limited Access status for the major in Medical Laboratory Science under the Bachelor of Science in Biology. This action is requested because of limited instructional facilities for the clinical experience required for completion of the program and licensure. The program major has been created to fulfill a partnership agreement with local hospitals that will provide clinical facilities for instruction. Proposed minimum admission standards into the program are a minimum 2.75 GPA, a minimum C grade in prerequisite courses, a personal statement, and a group interview. These requirements will not affect the ability of Florida College System associate of arts degree program graduates to compete for program space.

The limited access status will apply only to the Medical Laboratory Science major under the B.S. in Biology. The University intends to convert the major into a stand-alone degree program next year and limited access status will then apply to the new program.

If approved, UNF plans to implement Limited Access Status, effective fall 2012.

---

**Supporting Documentation Included:** University Request

**Facilitators/Presenters:** Governor Tripp

(This page intentionally left blank.)

**Board of Governors, State University System of Florida**  
 Limited Access Program Request  
 Reference: BOG Regulation 6.001, Admissions

<b>University:</b>	University of North Florida	<b>Degree(s) offered:</b>	Bachelor Science
<b>Program:</b>	Biology major: Medical Laboratory Sciences concentration	<b>Six digit CIP code:</b>	26.0101

**1. Will the entire program be limited access or only a specific track?**

Only a track.

**2. If only a track is limited access, please specify the name of the track**

The Medical Laboratory Sciences concentration of the Biology major.

**3. How many students will the program plan to accommodate?**

**Fall** 30                      **Spring** 0                      **Academic Year Total** 30

**4. When do you propose to initiate limited access?**

Fall 2012

**5. What is the justification for limiting access?**

Medical laboratory science is an attractive career for college graduates with science degrees. Over the past several decades, closure of medical laboratory science training programs combined with increased demand for trained personnel have resulted in a nationwide shortage of qualified medical technologists to staff clinical laboratories. Qualifications for national certification and state licensure as a Medical Laboratory Scientist (also referred to as Medical Technologist) in Florida requires completion of academic science credits from a regionally accredited college or university and completion of a clinical laboratory training program accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). A requirement of this training is two semesters in clinical rotations in area hospitals and health care facilities under the supervision of qualified experts in fields such as hematology, medical microbiology, phlebotomy, etc. The facilities, equipment, and personnel required to properly train these students is limited, and health care organizations with which we are affiliated can only accommodate a limited number of students at any given time. Listed below are the health care facilities that have made a commitment to train UNF MLS students and the number of students per year that they can accommodate.

<b>Clinical Affiliate</b>	<b>Student Spots</b>
Baptist Health Care	8
Mayo Clinic	6
Shands Jacksonville	6
St. Vincent's	2
Orange Park Medical Center	2

Department of Health State Lab	6
<b>Total</b>	<b>30</b>

Therefore, the total number of students that can be accommodated by area hospitals is 30 per year. Because this clinical experience is a requirement for licensure and completion of the program, we wish to limit access to the program to only those students that we are able to place in a clinical laboratory and thus successfully complete the program.

**6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.**

Admission will be based on criteria listed below. Each of the four criteria will be scored using a rubric developed by the Program Director and the Biology faculty members. Each applicant will receive a composite score that is the sum of the scores for the four criteria. Admission into the program will be offered to the 30 students with the highest composite score. Applicants from the Florida State College System will have equal access to the program as the requirements will be clearly posted online and made available to internal and external advisors.

- 1) Minimum 2.75 GPA
- 2) Successful completion with a minimum grade of C of the following prerequisites:

BSCX010C General Biology I with lab  
 BSCX011C General Biology II with lab  
 MCB2010C Microbiology with lab,  
 BSCX085C Human Anatomy & Physiology I with lab  
 BSCX086C Human Anatomy & Physiology II with lab,  
 PCB3023C Molecular & Cellular Biology with lab,  
 CHMX045/CHMX045L General Chemistry I with lab  
 CHMX046/CHMX046L General Chemistry II with lab  
 CHMX210/CHMX210L Organic Chemistry I with lab  
 CHMX211/CHMX211L Organic Chemistry II with lab  
 STA2014 Elementary Statistics for Health and Social Sciences.

- 3) A personal statement describing career goals and laboratory experience
- 4) A group interview with the Program Director and another Biology faculty member

7. **Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?**

The figures below illustrate the gender and ethnic breakdown of the undergraduate Medical Laboratory Sciences program applicants.

The UNF Medical Laboratory Sciences program was approved through the University faculty governance process in fall 2011 with an implementation date of fall 2012. Therefore, the only data we have represent potential applicants. All students are female, and more than half (approximately 57%) of the students currently in the program are from minority populations. The proposed limited access is not anticipated to impact the current diversity as all of the current students met the criteria listed above, and other programs in the state with similar criteria to limit access have shown no significant change in race and gender profiles over the past several years.

Strategies to promote diversity include recruiting efforts (printed materials, presentations etc.) at high schools with high minority representation and Historically Black Colleges. The program will be promoted at the National Pan-Hellenic Council to attract African American males and females. We will also seek grant funding to develop an academy in laboratory science at the high school level in Duval and St. Johns county to attract minority students. Additionally, admission decisions will be based on academic grades rather than test scores, which may show racial, cultural, economic, and gender biases.

**Ethnicity of potential applicants as of February 2012**

Am. Indian	0%
Asian/PI	29%
Black	14%
Hispanic	14%
Nonres. Alien	0%
Not Reported	0%
White	43%
Total	100%

**Gender of potential applicants as of February 2012**

FEMALE	100%
MALE	0%
Total	100%

8. **Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.**

Graduates of Medical Laboratory Sciences programs are in very high demand. It is estimated that there will be need for more than 10,000 additional medical technologists nationwide in the next decade. The genesis of this program was a result of the need and desire on the part of Jacksonville area health care facilities to have a local program that

would produce well-trained medical technologists. As a reflection of this need, three of these health care facilities, Baptist Health Care, Mayo Clinic Jacksonville, and Shands Jacksonville contributed funds to hire a Program Director for the MLS program.

The factor that limits the size of this program is the number of students that our clinical affiliates can accommodate rather than departmental or institutional resources. As a result, resources cannot be reallocated to address this limitation. We will pursue relationships with additional clinical affiliates to accommodate more students. As additional commitments are secured, we will be able to expand the program.

Request Initiated by:	<i>Barbara Helrick</i>
EEO Officer's Signature:	<i>Cheryl Gonzalez</i>
Provost's Signature:	<i>Mark E. Hill</i>

Send the completed form to:

*Dr. Dorothy J. Minear  
Sr. Associate Vice Chancellor, Academic and Student Affairs  
Board of Governors  
State University System of Florida  
325 West Gaines Street, Suite 1614  
Tallahassee, Florida 32399-1950*



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Limited Access Status for the Bachelor of Arts/Bachelor of Science in Global Business at the University of South Florida – St. Petersburg

---

**PROPOSED COMMITTEE ACTION**

Consider Limited Access Status for the Bachelor of Arts/Bachelor of Science in Global Business at the University of South Florida – St. Petersburg, CIP Code 52.1101.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

**BACKGROUND INFORMATION**

The University of South Florida, St. Petersburg campus, requests Limited Access status for the new Bachelor of Arts/Bachelor of Science in Global Business. This action is requested in order to align with the required student-faculty ratio needed program accreditation standard, and because of limited faculty and instructional facilities on the St. Petersburg campus.

Proposed minimum admission standards into the program are an overall 2.5 college grade point average (GPA), a C- grade in each prerequisite college courses with a cumulative 2.0 GPA in all prerequisites, and 60 semester credit hours or an A.A. degree or equivalent. These requirements will not affect the ability of Florida College System associate of arts degree program graduates to compete for program space.

Existing state university baccalaureate degree programs in the 52.1101 CIP code are approved as limited access. If approved by the Board of Governors, USF plans to implement Limited Access Status for the Global Business baccalaureate program, effective immediately.

---

**Supporting Documentation Included:** University Request

**Facilitators/Presenters:** Governor Tripp

(This page intentionally left blank.)

**Board of Governors, State University System of Florida**  
**Limited Access Program Request**  
Reference: BOG Regulation 6.001, Admissions

<b>University:</b>	University of South Florida St. Petersburg	<b>Degree(s) offered:</b>	BA/BS
<b>Program:</b>	Global Business	<b>Six digit CIP code:</b>	52.1101

1. Will the entire program be limited access or only a specific track?

The Global Business is a new proposed major within the College of Business and as is the case with the other seven existing majors would be limited access.

2. If only a track is limited access, please specify the name of the track \_

N/A

3. How many students will the program plan to accommodate?

Year 1—28

Year 2—29

Year 3—31

4. When do you propose to initiate limited access?

Fall 2012 or upon program implementation

5. What is the justification for limiting access?

The Global Business degree program at the University of South Florida St. Petersburg is being proposed as a new major within the College of Business. The existing majors (Accounting, Economics, Entrepreneurship, Finance, Information Systems Management, Management, and Marketing) have previously been approved for limited access.

As a professional degree, the College of Business maintains that increased admission standards are necessary to accommodate students within the limited resources available in regard to faculty and classrooms. It also matches our commitment for maintaining the standards established in meeting the accreditation requirements for the Association to Advance Collegiate Schools of Business (AACSB).

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.

#### LIMITED ACCESS:

The College of Business is an upper-level, limited access college, which means that it has admission requirements in addition to those of the University in general.

#### ADMISSION REQUIREMENTS:

- 6.1. Before declaring a major in the College of Business, students must satisfy the following criteria:
  - a. Minimum of 60 semester hours of college credit earned.
  - b. Minimum of 2.5 cumulative grade point average on all college-level work completed and a minimum of 2.0 on all credit hours attempted at USF, including any prior to renewal.
  - c. Completion of the following State Mandated Common Prerequisites (or equivalents) with a grade of C- or higher in each course and an overall 2.0 GPA:
    - ACG X021 Financial Accounting (or ACG X001 & ACG X011)
    - ACG X071 Managerial Accounting
    - CGS X100 Computers in Business (or acceptable substitute)
    - ECO X013 Principles of Macroeconomics
    - ECO X023 Principles of Microeconomics
    - MAC X233 Business Calculus
    - STA X023 Introductory Statistics or QMB X100
  - d. In computing entry grade point average all business and economics course taken for S or U grades will be converted to C or F, respectively.
- 6.2. Students working toward meeting the limited access criteria will be permitted to enroll in all foundation courses in Business except GEB 4890, provided they have completed 60 semester hours and have met course prerequisites.
- 6.3. A minimum score of 550 on paper and pencil or 213 on computerized TOEFL is required, when applicable.
- 6.4. Students must be admitted to the College of Business at least one term before their anticipated graduation date.

#### EQUAL ACCESS FOR FLORIDA COMMUNITY COLLEGE AA DEGREE GRADUATES

Florida public junior/community college students enrolled in an Associate of Arts degree program should normally complete the general education requirements and the State Mandated Common Prerequisites at the junior/community college. Thus, there should be no negative impact on any applicant based upon the admissions standards described above.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

As a new proposal, we currently have no demographics to report on the major. Provided below, however, is the race and gender profiles of the existing majors within the College of Business.

<b>Undergraduate, Ethnicity by Gender</b>						
<b>2010/2011</b>						
<b>Ethnicity</b>	<b>Number of Students</b>	<b>% of Total</b>	<b>Female</b>		<b>Male</b>	
			<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>African-American</b>	<b>98</b>	<b>7%</b>	<b>42</b>	<b>6%</b>	<b>56</b>	<b>7%</b>
<b>Asian/Pacific Islander</b>	<b>114</b>	<b>8%</b>	<b>46</b>	<b>6%</b>	<b>68</b>	<b>9%</b>
<b>Hispanic</b>	<b>139</b>	<b>9%</b>	<b>57</b>	<b>8%</b>	<b>82</b>	<b>11%</b>
<b>Non-Resident Alien</b>	<b>18</b>	<b>1%</b>	<b>9</b>	<b>1%</b>	<b>9</b>	<b>1%</b>
<b>Native-American</b>	<b>4</b>	<b>0%</b>	<b>3</b>	<b>0%</b>	<b>1</b>	<b>0%</b>
<b>Unknown</b>	<b>29</b>	<b>2%</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>White Non-Hispanic</b>	<b>1094</b>	<b>73%</b>	<b>562</b>	<b>78%</b>	<b>531</b>	<b>71%</b>
<b>Grand Total</b>	<b>1496</b>	<b>100%</b>	<b>719</b>	<b>100%</b>	<b>747</b>	<b>100%</b>



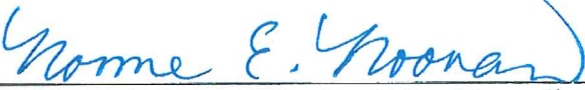
As presented in the overall proposal for the major in Global Business, diversity was given considerable attention. Below is an excerpt from that proposal which suggests that this major should attract a higher percentage of minority participation than other business disciplines:

“Our intent is to actively promote this degree program in local and regional minority communities through cooperation with local and regional Chambers of Commerce and other organizations, at recruitment efforts at local and regional high schools, during orientation programs, and at other on-campus community events.

We are confident that exposure to international education will increase students’ culturally sensitivity. Given Florida’s proximity to Central America, the Caribbean, and Latin America, we expect this degree program to have a special appeal for Hispanic students, a growing demographic at USFSP.”

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

Business degree graduates are generally in high demand. Based upon national trends the major in Global Business should generate considerable student interest.

<b>Request Initiated by:</b>	 Dr. Maling Ebrahimpour, Dean, College of Business USF St. Petersburg
<b>EEO Officer's Signature:</b>	 Dr. Marvin "Ted" Williams, Associate Vice President
<b>Provost's Signature:</b>	 Dr. Norine E. Noonan, Regional Vice Chancellor for Academic Affairs

Send the completed form to: Dr. Dorothy J. Minear  
 Senior Associate Vice Chancellor, Academic and Student Affairs  
 Board of Governors  
 State University System of Florida  
 325 West Gaines Street, Suite 1602  
 Tallahassee, Florida 32399-1950

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Termination of the Florida Center for Library Automation as an Academic Infrastructure Support Organization

---

**PROPOSED COMMITTEE ACTION**

Consider Termination of the Florida Center for Library Automation as an Academic Infrastructure Support Organization

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 10.014

**BACKGROUND INFORMATION**

The Board of Governors approved the Florida Center for Library Automation (FCLA) as an Academic Infrastructure Support Organization (AISO) in November 2009. The 2012 Legislature created the Florida Virtual Campus by eliminating four existing state funded postsecondary education support organizations and transferring many of their responsibilities to the new entity; one of the four organizations eliminated is FCLA, which will cease to exist as a separate entity on June 30, 2012. The Florida Virtual Campus will be a cross-sector organization that is jointly governed at the state level by the Florida College System and the State University System and will provide services to both delivery systems.

Because FCLA will not exist past June 30, 2012, termination as an AISO is necessary. Board of Governors Regulation 10.014 provides that AISOs may be terminated at the recommendation of the Council of Academic Vice Presidents (CAVP) and upon the approval of the Board. At its June 1, 2012, meeting, the CAVP recommended termination. If approved by the Board of Governors, the termination of AISO status for FCLA will be effective July 1, 2012.

---

**Supporting Documentation Included:** None

**Facilitators/Presenters:** Governor Tripp

(This page intentionally left blank.)



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Technology Performance Funding Pilot created by House Bill 7135

---

**PROPOSED COMMITTEE ACTION**

Consider for approval factors for ranking universities that apply for the Technology Performance Funding Pilot created by House Bill 7135

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1011.905 (1) (c), Florida Statutes

**BACKGROUND INFORMATION**

The 2012 Legislature passed and the Governor signed House Bill 7135 creating a pilot project to implement performance funding for a select category of degree programs associated with computer science and information technology. For each year of the pilot, up to \$15 million dollars will be awarded to university department(s) based upon a ranking system and factors described in newly created s. 1011.905, Florida Statutes - Performance funding for state universities.

Two factors are established in statute; each representing 25 percent of the total ranking score for an applicant university. The remaining 50 percent of a university's score must be based on factors determined by the Board of Governors which relate to increasing the probability that graduates who have earned degrees in the programs identified on a targeted program list will be employed in high-skill, high-wage, and high-demand employment.

The supporting documentation outlines four types of partnerships which have been identified as factors that lead to stronger industry/university relationships and that provide direct workforce linkages to students and graduates from degree programs on the targeted programs list. If approved, these will become the factors that will determine 50 percent of a university's rank score.

---

**Supporting Documentation Included:** Operational Plan

**Facilitators / Presenters:** Governor Tripp

(This page intentionally left blank.)

**State University System of Florida  
Information Technology Program Performance Funding Pilot  
2012 - 2013 Application**

**UNIVERSITY:** \_\_\_\_\_

**PROGRAM DEPARTMENT(S):** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
(President or Assignee)

**OVERVIEW:** Each scoring section of the application includes a formula for calculating a score. The section scores for each applicant university will be ranked against all other applicants with the highest score being ranked number 1, the next highest score ranked number 2, etc. The section ranking will be used to calculate the total rank score. To determine the total rank score for each university applicant, the rank scores for Sections 1, 2, and 3 (with (i) programs and (ii) students scored separately) will be added together. By doing this, each will represent 25% of the total rank score.

$$\text{Total Rank Score} = \text{Section 1 rank score} + \text{Section 2 rank score} + \text{Section 3. i. rank score} + \text{Section 3. ii. rank score}$$

The university applicant with the lowest total rank score will be the top ranked applicant at number one (1). The university with the second lowest score will be ranked number 2; the next will be ranked number 3; and so forth. In the case of a tie, each university will be ranked at the same level. Individual departments within a university will not be ranked and regardless of how many departments may be involved in offering the targeted programs, each university can receive only one award based upon the university ranking.

The Financial Disclosure information will not be scored, but it is a required section of the application. This section establishes baseline funding for the department(s) that offer the targeted programs so that the university and Board office can verify compliance with s. 1011.905(3)(a) which states, "the funds may not be used to supplant funding for the degree programs described in paragraph (1)(a)." The financial data will also be used in the evaluation of the performance funding pilot project to determine its effectiveness and sustainability. Each university receiving an award is responsible for determining the distribution formula among multiple degree program departments and must provide that information to the Board of Governors.

**Section 1 - Twenty-five percent of a state university's score shall be based on the percentage of employed graduates who have earned degrees in five program areas outlined in statute: computer and information science; computer engineering; information systems technology; information technology; and management information systems.**

DIRECTIONS: Use the Florida Education and Training Placement Information Program (FETPIP) data provided (currently 2010-11) to determine the number of employed graduates. Although FETPIP data has limitations, it provides a uniform method of measurement for all universities. To determine the University's percent score for Section 1, the number of all graduates in all programs at all levels who are found employed will be divided into the number of graduates at all levels from the targeted program list provided who are found employed.

$$\text{Section 1 score} = \frac{\text{Total number of 2010 – 2011 graduates at all levels from all of the targeted program areas who are employed}}{\text{Total number of 2010 – 2011 graduates all levels who are employed}} * 100$$

EXAMPLE: 1,000 graduates were found employed, of which 300 graduated from a program on the targeted list to equal 30% of all graduates found employed. Therefore, 30% becomes the number for calculating Section 1 ranking.

**SECTION 1 PERCENT SCORE = \_\_\_\_\_**

**Section 2 - Twenty-five percent of a state university's score shall be based on the percentage of graduates who have earned baccalaureate degrees in the programs in the targeted list and who have earned industry certifications in a related field from a Florida College System institution or state university prior to graduation.**

DIRECTIONS: Use the provided list of targeted industry certifications to calculate rankings for Section 2. The list is derived from the 2011-2012 Final Perkins IV Technical Skill Attainment Inventory (By College Credit Program) list that is used by the Florida College System. The University must identify baccalaureate graduates from programs on the targeted list who also earned a targeted industry certificate while enrolled at a Florida college or state university. Provide documentation that the certificate was earned and the date it was awarded.

For each year of the pilot, the number of baccalaureate graduates from the previous academic year that earned a baccalaureate degree on the targeted program list will be divided into the number who also earned a certificate on the targeted industry certification list. A student who earns multiple industry certifications may only be counted as one graduate.

$$\text{Section 2 score} = \frac{\text{Number of baccalaureate 2010 – 2011 graduates from the targeted program list who earned a targeted industry certification}}{\text{Total number of 2010 – 2011 graduates from the targeted program list}} * 100$$

*EXAMPLE: 200 baccalaureate graduates in 2011-2012 earned degrees on the targeted program list, but only 10 of those also earned industry certification to equal 5% of all targeted baccalaureate graduates. Therefore, 5% becomes the number for calculating Section 2 ranking.*

**SECTION 2 PERCENT SCORE = \_\_\_\_\_**

***Section 3 - Fifty percent of a state university's score shall be based on factors determined by the Board of Governors which relate to increasing the probability that graduates who have earned degrees in the programs described in Section 1 will be employed in high-skill, high-wage, and high-demand employment.***

**DIRECTIONS:** The following four types of partnerships have been identified as factors that lead to stronger industry/university relationships and that provide direct workforce linkages to students and graduates from degree programs on the targeted programs list. Each will be scored in two parts; the number of existing programs on June 31, 2012 and the number of students who have participated in the programs for the past two academic years (2010-11 and 2011-12).

**(a) Cooperative Education -** For the purpose of this criterion, cooperative education is defined as a degree program that combines classroom study with paid work experience directly related to a student's academic major over multiple semesters, typically with the same employer. Such a program is designed to help students gain understanding of the conceptual underpinnings of their academic major while gaining real work experience and competencies, earning credit towards the degree for both activities.

- i. **Programs:** List all industry/agency-related cooperative education agreements associated with each of the programs in the targeted program list. NUMBER \_\_\_\_\_
- ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in the identified cooperative education programs over the past two academic years, including those currently enrolled at all levels.  
NUMBER \_\_\_\_\_

**(b) Internships -** For the purpose of this criterion, internships are defined as academic courses that allow students to apply classroom theory in a practical work setting. They may be paid or unpaid and generally are one semester in length. Internships that are part of a scholarship program listed under subsection (d) may not be included in this subsection.

i. **Programs:** List all formal industry/agency-related internships associated with the programs designated in the targeted program list. NUMBER \_\_\_\_\_

ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in any such internship over the past three academic years, including those currently enrolled at all levels. NUMBER \_\_\_\_\_

**(c) Collaborative Partnerships with Business and Industry** - For the purpose of this criterion, collaborative partnerships are defined as joint agreements between the university (department) and one or more corporations to provide instruction and/or research in a realistic work environment. Typically this type of collaboration would involve the industry partner providing student access to state of the art equipment and facilities, collaborating on the curriculum design, and/or providing personnel to serve as adjunct faculty or co-researchers with university faculty.

i. **Programs:** List all industry/agency-related collaborative partnerships associated with the programs designated by six-digit Classification of Instructional Program (CIP) associated with this legislative award competition. NUMBER \_\_\_\_\_

ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in any such collaborative partnerships for either instruction or research over the past three academic years, including those currently enrolled at all levels. NUMBER \_\_\_\_\_

**(d) Industry Employment Scholarship Programs** - For the purpose of this criterion, industry employment scholarship programs are defined as scholarships that provide a guarantee of employment upon graduation or that offer paid summer internship opportunities in the related industry as a part of the scholarship program.

i. **Programs:** List all industry employment scholarships available to students enrolled in the degree programs from the targeted programs list. NUMBER \_\_\_\_\_

ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in any such scholarships over the past three academic years, including those currently enrolled at all levels. NUMBER \_\_\_\_\_

Sum the number of industry related programs identified in subsections 3 (a).i., (b).i., (c).i., and (d).i., to arrive at a numerical score that will constitute 25% of the total rank score for the application.

Sum the number of students identified in subsections (a).ii., (b).ii., (c).ii., and (d).ii., to arrive at a numerical score that will constitute 25% of the total rank score for the application.

$$\text{Section 3. i. score} = (\text{a}).\text{i.} + (\text{b}).\text{i.} + (\text{c}).\text{i.} + (\text{d}).\text{i.}$$

$$\text{Section 3. ii. score} = (\text{a}).\text{ii.} + (\text{b}).\text{ii.} + (\text{c}).\text{ii.} + (\text{d}).\text{ii.}$$

*EXAMPLE: A university identifies 3 cooperative programs, 6 internships, no collaborative partnerships, and one scholarship related to the targeted program list for a total score of 10. The university also documents that over a three year period 9 students participated in the cooperative programs, 26 students participated in the internships, no students participated in collaborative partnerships, and two students received the scholarship for a total score of 37. Therefore 10 becomes the number for calculating 25% of the ranking for Section 3i/Programs and 37 becomes the number for calculating the remaining 25% of Section 3ii/Students.*

**SECTION 3. i. NUMERIC SCORE = \_\_\_\_\_**

**SECTION 3. ii. NUMERIC SCORE = \_\_\_\_\_**

### **Financial Disclosure**

(This part of the application will not be scored, but it is required)

As a component of the performance funding application process, each University will be required to submit operating budget reports for the past three years and a proposed operating budget report for the upcoming year for each department represented in the application with qualifying degree programs. The report will be used to evaluate the following:

- Verify compliance with s. 1011.905(3)(a) which states, “the funds may not be used to supplant funding for the degree programs described in paragraph (1)(a).”
- Trends or changes in the amount of revenues allocated by the University to the department(s) and the amount of expenditures incurred by the department(s) for the last three fiscal years. An explanation may be required if substantial changes between fiscal years are material in nature or if other questionable activities are prevalent;
- Beginning and ending fund balances of the department(s) for the past three years;
- Total number of FTE positions by department (ex. faculty, adjunct faculty, administrative staff, etc.);

The operating budgets should report financial data using traditional revenue and expenditure categories such as, but not limited to, miscellaneous receipts, interest earnings, salaries and benefits, other capital outlay, etc. In addition, the total number of full-time and part-time positions should be reported as well.

DRAFT



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 21, 2012**

**SUBJECT:** Student Affairs Reports and Updates

---

**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Not applicable

**BACKGROUND INFORMATION**

Time permitting, Dr. Maribeth Ehasz, Chair of the State University System (SUS) Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses.

In addition, Governor Cortez Whatley, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2012.

---

**Supporting Documentation Included:**

None

**Facilitators / Presenters:**

Dr. Maribeth Ehasz, Chair, SUS Council  
for Student Affairs

Governor Cortez Whatley

(This page intentionally left blank.)