

AGENDA
UWF Board of Trustees
Academic & Student Affairs Committee Meeting
New World Landing 600 S. Palafox, Pensacola, FL

Thursday, June 16, 2005

8:30 a.m.

Call to Order Chair Roy Smith

Roll Call

Chair's Greetings Chair Roy Smith

Approval of February 25, 2005 Minutes

Action Items

1. Implement B.S. in Electrical Engineering
2. Implement B.S. in Computer Engineering
3. Authorization for University Institutes & Centers
4. Enrollment and Degree Plan Submission
5. BOG Accountability Measures

Informational/Discussion Items

1. Delegation of Tenure
2. Academic Affairs Update

Dr. Sandra Flake, Provost

Other Business

Adjournment

MINUTES

UWF Board of Trustees Academic & Student Services Committee Meeting

Committee Chair Roy Smith called the meeting to order at 8:05 a.m. on Friday, February 25, 2005 in Room 704 in building 7 at the Fort Walton Beach campus.

Committee members present:

Pat Wentz
General Horner
Steve Russell

Also attending:

VP for Student Affairs, Dr. Debbie Ford
VP for Academic Affairs, Dr. Sandra Flake
Dr. Carl Backman
Dr. Ed Ranelli
Billy Colvin
Dr. Halonen
Jim Hurd
Kevin Rigby
Pam Northrup
Ralph Taylor
Erin Dziokonski
Erica Moore
Craig Martin
Cindy Massarelli

Approve Minutes of November 5, 2004

Motion by Trustee Russell
Second by Trustee Wentz
It carried unanimously.

Before moving to the next item on the agenda, Dr. Flake introduced guest Professor Mikiaki Morimoto from the Wakawama University.

Action item 1a: Academic Program Changes – Program Deletion – Master of Public Administration – Dr. Backman

Dr. Backman moved to item 1a on the agenda. The Board at the February 20th, 2004 meeting approved a request to implement the Master of Science Administration as a new degree program with one of the specializations Public Administration. At that time it was noted that a request for deletion as a stand alone of the Master of Public Administration would be coming when student's had a chance to complete the program, which they have. This action has been reviewed and approved by College Council, Academic Council and Faculty Senate.

Trustee Smith asked if it would require full board approval also?

Dr. Backman indicated yes it would and then he would notify the Division of Colleges and Universities in Tallahassee.

Action Item 1b: Program Revision – Athletic Training-Request for Limited Access

Dr. Backman indicates this is a request for designation of the specialization in Athletic Training Education program as limited access program. The program was given accreditation by the Commission on Accreditation of Allied Health Education Programs in April of last year. Accreditation stipulates when resources are limited, competitive admission is required to ensure students meet degree requirements. The university system has a means of formally recognizing programs with competitive admission requirements to limit the number of students. It stems from the accreditation stipulation, limited resources, limited clinical sites and faculty student ratio requirements. The request is for approval for designation of this program as limited access. It has been reviewed and approved by the College Council, the Academic Council and the Faculty Senate. The request requires approval by the Committee, the Board of Trustees and also the Board of Governors.

Trustee Smith reiterates that the limited resources such as faculty and sites available are the principal reasons.

Trustee Russell asked who is responsible for setting the number of enrollees.

Dr. Backman answered it is the department, Health and Leisure, using the accreditation standards to set the number and also have criteria included.

Trustee Wentz reiterates that it has been approved by Senate.

Action Item 1c: Request to Waive Requirement of Request to Explore & Plan B.S. in Computer Engineering & B.S. In Electrical Engineering

Dr. Backman indicates that this is a request to waive the requirement to submit the authorization to explore and plan prior to submitting the fully developed request to offer a new degree program for review thru the College Council, Faculty Senate and University Administration and then Board. There is precedence as UWF already has the program in place offered as a joint program since 1994 with the University of Florida. So it is not the issue of a feasibility study, since we already have the program. They want it to be free standing at the university and will be thru an accreditation review in 2006. The faculties involved are in the process of putting in the request for a free standing program.

Trustee Smith asked if it would be a degree in our own name then?

Dr. Backman said if the board approves the free standing program, effective Spring 2009 we would begin offering it in our own name. Most students in the program spend 4 ½ or 5 years at the university, so that is another reason why the early approach, because need to notify the students now of a change in 2009.

Trustee Smith asked if we can be assured of successful accreditation in 2006?

Dr. Backman said yes, the program now at the University of West Florida is separately accredited, so it was established in the last review. The intent is to not make much variation at all in the curriculum between now and when the program becomes free standing. Essentially moving everything that is UF ownership to UWF ownership.

Trustee Smith asked “no change in faculty requirements?”

Dr. Halonen said faculty requirements won't change.

Dr. Backman indicated this request would not go to the full board for approval, that this committee can approve this. The remaining request to implement new programs, if this is approved by the committee, goes to the full Board.

Dr. Backman indicated the remaining requests on the agenda are for approval of implementation of new programs. If approved by this committee, they also to go the full Board for approval.

Trustee Smith said OK and the group moved to 1.d.1.

**Action Item 1.d.1.: Approve Request to Implement a New Degree Program –
B.A. in Economics**

Dr. Backman explains this is a proposal presented jointly by the Colleges of Arts and Sciences and Business. It is suited to those seeking economics related careers in business management and administration, but not necessarily in the administrative side. Dr. Ranelli and Dr. Halonen can offer more information. We already have in the College of Business a Bachelor of Science and Business Administration with an emphasis in economics and that degree is oriented toward business administration. There are opportunities for those with degrees in economics that follow a more liberal arts model and this degree is being proposed to serve that market. We actually had authorization for this degree with the university opened, but decided not to offer it at that time. Student inventory indicates there is an interest and it is virtually no cost degree to the university because all of the courses already exist in both the economic program and the college of arts and science.

Trustee Smith asked if it would be the same student interest for each degree?

Dr. Ranelli offers explanation that students would take core courses and others in social sciences, history and other areas to perhaps prepare for areas like law school.

Trustee Smith asked what stage we are with this?

Dr. Backman states this is a request to implement.

Trustee Smith asked if we are confident of the demand, will it be sufficient?

Dr. Backman replied yes – and because it uses courses that already exist, it isn't exactly the same as creating a entire new program.

Trustee Smith asked if the faculty resources exist?

Dr. Backman said yes, unless of course the number of students increases.

Dr. Ranelli states that they can always offer the courses more frequently.

Dr. Backman - by way of the agenda - based on the recommendation from the committee at earlier meetings where we use to include the full request for implementation for the agenda, which takes up a whole notebook, what we have been doing with these is including an executive summary, which is what you see there, but the full documentation is available here if anyone is interested in seeing any of that.

Trustee Smith asked when the B.A. in Economics would be implemented?

Dr. Backman responded, Fall of 2005.

**Action Item 1.d.2.: Approve Request to Offer a New Degree Program –
B.S. in Health Science**

Dr. Backman explains that one of the initiatives the university has taken in response to community needs is enlarging the programs in the area of Health Science. The College of Arts and Sciences has proposed a new degree program for a Bachelor of Science in Health Science. This committee and the Board approved the request to explore back in November of last year and subsequent to that time, the faculty have put together the full proposal and have come forward asking for approval to implement. This program was developed using an advisory committee of some 20 members consisting of people from the junior colleges and other UWF units that were involved in health related programs. The intended audience are people working in the health care community. Those with AA degrees that want the baccalaureate. There are six different concentrations – psychology and health, medical information technology, medical ethics, health care administration, communication, and aging studies. These are oriented toward different types of jobs in the medical field. Dr. Halonen can answer questions about those programs.

Trustee Smith asked if there were accreditation issues here?

Dr. Halonen answered, no, because it is generic compared to nursing or med tech.

Trustee Smith clarifies that Nursing is of course independent.

Dr. Halonen concurs.

Trustee Smith stated that it was Dr. George Stewart that developed this.

Trustee Horner asked if this required the creation of new courses?

Dr. Halonen said no, that there are courses established now filling those areas.

Trustee Smith asked if there was sufficient demand?

Dr. Halonen said yes. She was involved with the advisory board who exhibited a great amount of synergy and are our best allies to bring in students.

Trustee Smith asked if we hire adjuncts from the hospital?

Dr. Halonen indicated yes. And that we have support from the hospitals.

Dr. Backman indicates that this touched several different departments within the university and Dr. Stewart is taking great care to interact with each of these departments.

Trustee Smith asked if it was housed in Arts and Sciences?

Dr. Backman said yes. This would be implemented in Fall 2005 and requires approval by the full Board.

**Action Item 1.d.3.: Approval Request to Offer a New Degree Program –
Master of Public Health (MPH)**

Dr. Backman explains that the Request to Explore and Plan the Master of Public Health was approved by the Committee at the November 2004 meeting. Subsequent to that time, the faculty in the College of Arts and Sciences has prepared the full Board of Trustee request and propose the program be approved for implementation in Fall 2005. This is also a program that has come forward based on recommendations from the community.

Dr. Stewart enters.

Trustee Smith asked what type of undergraduate degree seeking student would take this?

Dr. Backman states it is of interest to many areas of the health care community, particularly to those trying to advance within the health care community inside the administrative organizational type areas. This program would draw from people with a B.S. in Health Science, Nursing professions, medical technologists etc. from health care industry.

Dr. Stewart offers addition input that there is interest from physicians to broaden their knowledge. There are some in public health already who do not have the MPH and this is the universally recognized professional degree in public health. There's lots of employment opportunities in public health globally as well as nationally. The MPH is also appealing to nurses. So there is a big pool of folks coming to this program. Also the medical residency programs in the Army and Navy have said they want their people to take this program because an MPH is required of Navy and Army personnel in that program.

Trustee Smith asked if it would be offered only on the campus?

Dr. Stewart stated it was their hope to offer it thru distance learning later on. It is just locally now. But Dr. Sutton is currently working on some of the distance learning elements.

**Action Item 1.d.4.: Approval Request to Implement a New Degree Program –
M.Ed. In College Student Personnel Administration**

Dr. Backman states the original discussion of this program by the committee was in August of 2004 when it approved the waiver of the requirement to submit a Request to Explore and Plan – because this program already exists as a track within one of the masters degrees within the College of Professional Studies. It is a very viable program. Dr. Hurd is here and teaches in the program, as does Dr. Ford. What we are asking here, is to recognize the strength of the program, the fact is that as they go out to find a job in college personnel administration, it is to their advantage to have a degree that states that specifically. Since we are already engaged in offering the program, the resources are already in place.

Trustee Smith asked when this would be implemented?

Dr. Backman answered, Fall of 2005.

All “program additions” require approval by the full Board.

Item 1.c. – Approve request to waive Request to Explore and Plan – only requires the committee approval. The others including the program additions require full Board.

Trustee Smith calls for a motion on 1.c.

Motion by Trustee Horner
Second by Trustee Wentz
It carried unanimously.

Trustee Horner recommends that 1.a, 1.b, 1.d to go full Board.

All are in favor.

Informational Item 2.a. – Academic Affairs Update – Academic Program Goals

Dr. Flake is providing an update on Academic Programs in Academic Affairs. The reports will show progress re distance learning, business education and global markets and expanding on some of our other goals to increase our academic presence in the region. She has invited Dr. Pam Northrup, Director of the Academic Technology Center to give a presentation to show our progress. The Center had it's first birthday in December 2004. The focus is to a wider market thru high quality student oriented Distance Learning.

Dr. Northrup gives a power point presentation on what they have been doing in the past year and two months with Academic Technology and how it relates to the IT Strategic plan implemented by Dr. Cavanaugh – which shows a very strong desire to establish and fully implement distance learning on campus.

Dr. Northrup's presentation includes designing and implementing the program and marketing programs to Military, programs include oceanography, maritime studies, information engineering technology, environmental studies, GIS Certificate (Global Information Systems)-, currently only two institutions that offer GIS certificate on line, PDA field testing with the Coast Guard now, Environmental and GIS not fully implemented but will in Summer of this year, lots of interest, at the Graduate level – MSA kicks off fully this year – 5 tracks fully on line – Public Admin, Ed Admin, Criminal Justice, Healthcare Admin and Human Performance Technology, unique part of this program is take advantage of College of Business pre MBA core of courses so really give them strength, have 30-50 in core courses each semester, all fully on-line – do not have to come to campus – no internship at this time, no requirement of on site residence, found with IT program had 96% retention and those people got the same jobs or better, programs are interactive, there is special training for faculty, quality curriculum, 5 areas of excellence – institutional context, quality curriculum, faculty support, student support, mentoring and guidance; there is faculty stipend \$1,500.00 design and development and \$1,500.00 after they teach it the first time (comparable to other institutions), faculty very receptive, other 2 programs are Instructional Technology and Educational Training and Management Subspecialty, some encroachment from Troy, University of Phoenix, Compela, SMU on bases – there is competition; we have military advisor and military coordinator – this is an advantage Troy has had and we work hard to be complete, we have learned there is need for flexibility, meet service members' needs and global market programs, regional markets – 85% of distance learning are within 50 miles, student surveys show very positive results, learning achievements – differences – some areas don't work such as those with lab needs, but broad research shows there is no difference and sometime outcomes are better because instructor interacts more; new ARGUS learning system has really serviced that success and is very exciting, there is a comfort level, convenience that makes people motivated.

**Informational Item 2.b. – Academic Affairs Update – Okaloosa Partnership
UWF/UF/Choctawhatchee Joint Electrical
Engineering Program**

Dr. Flake states that another way we are moving forward is thru the partnership we have with Okaloosa County School district. She introduces some of the people we are partnering with, Ms. Cindy Massarelli, Principal of Choctawhatchee High School, students and faculty. Ms.

Massarelli's presentation included a brief history of her career up to becoming principal at Choctawhatchee High School 2 ½ years ago; she comments that she has said for years that the high schools look exactly the same as they did when she went to H.S. – 7 periods, offered basics, basket weaving 101 for electives, and those type things, so by time students becomes juniors or seniors they are bored with those types of things; it was time for change – first change she looked at was how they could offer different choices to students so they could begin to plan their career path, their college path, there technical path after H.S., she wanted their students to begin in the 8th and 9th grades to see the vast opportunities; when she was a guidance counselor and asked what path the students were interested in, she often heard “engineering”; students were not aware of the varied areas of engineering there were available; many of the student's parents were in that field and in talking with community members, finds the community is full of engineers and the community indicates there will be a need in this field; wanted to fill this need; Dr. Fuller and she looked into this area; UWF was ready to talk to them; this is a goldmine; it is their second year in existence; the students are ready academically for these advanced courses but notes that on the developmental level, they are still 14 to 16 year old High School students; began with 2 classes last year, this year we have 4, may need a waiting list as students and parents are excited, had summer classes last year because the students wanted it, she is a believer of the K-20 model, we start with the students in the 8th grade to prepare them to begin their engineering courses into programs at UWF or other universities and if they don't go into engineering, they have substantial electives for college level courses and are better students. Ms. Massarelli introduces those she says do all the work in this, Kevin Rigby, Choctawhatchee's professor employed thru UWF, and the students to share what they think of the program. She concludes that this program works to align curriculum so everyone is moving in the same direction – that is what the partnership does for them. Trustee Smith asked if this was for college credit and Ms. Massarelli states it is for high school credit, but they are working on getting college credit. Trustee Horner asked if Ft. Walton H. S. has the same program. Ms. Massarelli said no, they do not. Choctawhatchee is the only school to offer pre-engineering courses in H.S. in Okaloosa county. Kevin Rigby offers some further explanation concerning credit that they offer 4 credit hours articulation and hope is to work that up to 12- 15 hours that is transferable to any program. He thanks everyone, especially Dean Halonen and Ms Massarelli for their tenacity, leadership and organization in making this successful, he states he is only the facilitator; they started with 32 students – now have beautiful facilities and equipment – this year had 76 students, had 100 apply, have 62 returning from last year and they have 4.3 average GPA, ½ are IB students, this year they anticipate up to 200 kids applying and they are pushing for two summer classes this year; ½ of the student's parents have masters degrees or PhD in engineering and they support the program and that is why it is a success; working to allow flexible schedules, look at research and distance learning; only about four programs in the entire United States that does what they are doing; he gives a handout with the components of the program (*Attachment A*), and refers to website for more on their philosophy.

He has the student's introduce themselves – Erika Moore – sophomore – 2nd year in the engineering program: Erin Dziokonski – senior – 1st year in the program: Ralph Taylor – senior – 1st year in program: Craig Martin – junior – 3rd year in program. Trustee Horner asked, what do they hope to get out of this? Craig and Ralph replied - a better understanding of engineering, showed the various paths available, opened their eyes to a whole new profession. Erin's father works on base and she wanted to learn more about engineering and wants to be environmental

engineer, program gives taste of all the different fields and has subsequently decided she wants to do civil environmental engineering. Ericka shared that her father is with Lockheed Martin and her interests are math and science and this program shows her what she can do with that, what is out there, she is unsure of which area she wants to go into yet. Trustee Smith asked about the different levels – not open to only seniors – and asked if that presented any problems. The students reply, no, that with first year it is mainly freshman and it works into mentoring. Trustee Smith asked if this eliminated the senior year boredom. Ms. Massarelli said that this program does address that, it provides electives that help them after high school so they want to take them, want to be there – examples forensic science, aeronautical classes, etc. – may not end up in those fields, but they offer good solid electives so the students will be more successful in what they do choose to do. Kevin offers that this also benefits the university system, students come in with critical thinking skills and problem solving skills. Shares that Admiral Rickover is one of the most outstanding figures in engineering in this country – at that time there was a lack of engineers in this country and we are seeing the same thing today. The students share some of their reading items – “I Robot”, “Greatest Problem in the History of the World”, “Voodoo Science”. Ms. Massarelli reiterates the importance of critical thinking and critical thinking while you are reading, and the students like to read this kind of material. Trustee Smith asked if there are any other school districts showing interest? Ms. Massarelli said yes, had two schools call just this week to come see a lot of different things they are doing, pre-engineering being one of these. Milton H.S. is coming today to look at Choctawhatchee and also will have a H.S. from Tallahassee visiting soon. They plan to share the wealth.

Trustee Smith, Dr. Flake and the committee thank them all for sharing.

Other Business – None

No other business.

Adjournment: Adjourned at 9:20 a.m.

Respectfully submitted,
Vicki Knaack
Coordinator

UWF Board of Trustees
Academic and Student Affairs Committee
June 16, 2005

Issue: B.S. in Electrical Engineering

Proposed action: Approve Request to Offer a New Degree Program—B.S. in Electrical Engineering

Faculty in the College of Arts & Sciences have proposed the offering of a new degree program—B.S. in Electrical Engineering—and request approval to offer the program beginning Spring Semester 2009.

Background information:

The current cooperative agreement between the University of Florida and UWF for the offering of UF's B.S. in Electrical Engineering on the campus of UWF using UWF faculty is scheduled to expire at the end of calendar year 2008 with the expectation that the program will become a freestanding UWF program effective Spring Semester 2009. Because the program has proven to be quite viable, because there are students currently enrolled in the pre-engineering component of the program who will not be able to complete their studies prior to the expiration of the agreement, and because there is an accreditation review scheduled for 2006, it is important that authorization for a UWF program in electrical engineering be reviewed in a timely fashion.

The proposed program has been reviewed and approved by the Academic Council and Faculty Senate.

Supporting documentation: B.S. in Electrical Engineering—Request to Offer a New Degree Program: Executive Summary. Complete document is available at http://upic.uwf.edu/pubs/Files/BSEE_Request%20to%20Offer%20New%20Program%2015_051.doc.

Prepared by: Carl A. Backman (850) 474-2502

**The University of West Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY**

**Bachelor's Degrees*
(Cover Page)**

College Requesting Program: College of Arts & Sciences

Department Requesting Program: Electrical and Computer Engineering (ECE)

Academic Specialty or Field: Electrical Engineering

Name of Program Requested: Bachelor of Science in Electrical Engineering

Proposed Implementation Date: Spring 2009

Proposed Classification of Instruction Program (CIP) Code: 14.1001

The submission of this proposal constitutes a commitment by the Division of Academic Affairs, the appropriate College, and the Department that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Approved for Submission to the UWF Board of Trustees:

_____ Vice President for Academic Affairs, Date _____

_____ President, Date _____

Indicate the dollar amounts appearing as totals for the first and fifth years of implementation as shown in the appropriate summary columns in New Program Table Three. Provide headcount and FTE estimates of majors for years 1 through 5. Headcount and FTE estimates should be identical to those in New Program Table One.

	<u>Projected Total Estimated Costs* (from Table Three)</u>	<u>Student HDCT / FTE (from Table One)</u>
First Year of Implementation: 2002-03		_107_ / _66.40_
Second Year of Implementation: 2003-04		_106_ / _65.70_
Third Year of Implementation: 2004-05	_ \$982,808 _	_113_ / _70.10_
Fourth Year of Implementation: 2005-06		_118_ / _73.20_
Fifth Year of Implementation: 2006-07	_ \$1,015,952 _	_129_ / _80.00_

* for both electrical and computer engineering programs combined

I. PROGRAM DESCRIPTION

Describe the degree program under consideration, including its level, and emphases (including tracks or specializations).

It is intended that the BS programs in Electrical and Computer Engineering currently offered at UWF in cooperation with the University of Florida (UF), with UF awarding the degree, be converted to free-standing programs at UWF. These degree programs are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) through the University of Florida. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. Because UWF is not currently authorized to award either the BS in Electrical Engineering or the BS in Computer Engineering, it will be necessary for the UWF Board of Trustees to approve the offering of the programs.

Electrical Engineering is science-oriented and primarily concerned with all phases and development of the transmission and utilization of electric energy and intelligence. The study of electrical engineering is commonly divided into the academic areas of circuits, electronics, electromagnetics, electrical energy systems, communications, control, and computer engineering. Because of the extremely rapid growth and changes relating to the application of electrical engineering principles, the curriculum is designed to concentrate on a solid core of foundation courses. Fourteen hours of electives are included to permit a student to develop depth into selected subject area.

Electrical Engineers find career opportunities in a wide area of settings such as aerospace contractors, manufacturers of consumer electronics, telecommunications, energy distribution, and public-sector positions with federal, state, and local governments.

The program objectives for electrical engineering are:

1. Students will obtain a broad education necessary to understand the impact of electrical engineering solutions in a global and societal context consistent with the principles of sustainable development
2. Students will obtain an ability to analyze and solve electrical engineering problems in practice by applying knowledge of mathematics, science, and engineering. Modern engineering techniques, skills, and tools will be used, particularly recognizing the role that computers play in engineering.
3. Students will obtain an ability to identify, formulate, and solve novel electrical engineering problems. This includes the planning, specification, design, implementation, and operation of systems, components, and/or processes that meet performance, cost, time, safety, and quality requirements.
4. Students will obtain the ability to design and conduct scientific and electrical engineering experiments, and to analyze and interpret the resulting data.
5. Students will obtain a solid understanding of professional and ethical responsibility and recognition of the need for, and ability to engage in, perpetual learning.
6. Students will obtain an ability to communicate effectively - orally, in writing, and graphically.
7. Students will obtain an ability to function on multi-disciplinary teams, if possible.

Program Requirements

In addition to general University requirements, students seeking the B.S. in Electrical Engineering must meet the requirements listed below. A minimum course grade of “C” (2.0/4.0) or better is required in all electrical engineering courses and labs (EEL prefix), and in all computer science courses and labs (COT, CEN, CIS, CDA or COP prefix) prerequisites to other EEL and CS courses and labs.

A minimum grade of “C” (2.0/4.0) is also required on EEL 4914C, ENC 3240, STS 4321, all computer science courses, and any course transferred into the junior-senior years from another institution.

All graduating seniors must complete an exit interview with their adviser and submit a copy of their senior design report before graduating.

Effective fall 2005, students are required to have a laptop tablet PC. Students should check with the department for minimum hardware configurations.

General Studies (36 Hours)

It is recommended that students take a course in literature, ECO 2013, EUH 1001, PHI 2603, and Fine Arts or Behavioral Science.

Common Prerequisites (48 Hours)

State mandated common prerequisites must be completed prior to admission to the program. Courses in brackets indicate substitutes from Florida public community/junior colleges and universities.

+ ENC 1101	English Composition I	3
	[ENCX101]	
+ ENC 1102	English Composition II	3
	[ENC X102]	
+ CHM X045/L	General Chemistry I	4
	[CHM X045/L or CHS X440]	
+ MAC 2311	Analytic Geometry and Calculus I	4
	[MAC X311 or MAC X281]	
+ MAC 2312	Analytic Geometry and Calculus II	4
	[MAC X312 or MAC X282]	
+ MAC 2313	Analytic Geometry and Calculus III	4
	[MACX313 or MAC X283]	
+ MAP 2302	Differential Equations	3
	[MAPx302]	
+ PHY X048/L	University Physics I	4
	[PHY X048/L]	
+ PHY X049/L	University Physics II	4
	[PHY X049/L]	
+ XXXXXXXX	Humanities Courses	6
+ XXXXXXXX	Social Science Courses	6
+ XXXXXXXX	Humanities or Social Sciences	3
+ Indicates common prerequisites which can be used to satisfy General Studies requirements.		

Common prereqs from:

http://facts004.facts.usf.edu/cpp/transition/alpha_index_2004.htm

Special rules concerning the number of hours in the lower division are applicable to this program and may be found at

http://www.facts.org/PreCoreq_SW/PreCoreq2004/i_enginfo1.html

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

Lower-Division Electives (0 Hours)

Lower Division Electives (0 sh)

Major Courses (64 Hours)

EEL 3111	Circuits	3
EEL 3112	Circuits	3
EEL 3135	Discrete-Time Signals & Systems	3
EEL 3211	Basic Electric Energy Engineering	3
EEL 3303L	Electric Circuits Laboratory	1
EEL 3304	Electronic Circuits I	3
EEL 3396	Solid-State Electronic Devices	3
EEL 3472	Electromagnetic Fields & Applications I	3
EEL 3701	Digital Logic & Computer Systems	3
EEL 3701L	Digital Logic & Computer Systems	1
EEL 4304L	Electronics Laboratory	1
EEL 4306	Electronic Circuits II	3
EEL 4306L	Electronic Circuits II Laboratory	1
EEL 4514	Communication Systems & Components	3
EEL 4514L	Communication Lab	1
EEL 4657	Linear Control Systems	3
EEL 4657L	Linear Controls Lab	1
EEL 4744	Microprocessor Applications	3
EEL 4744L	Microprocessor Applications	1
EEL 4914C	Electrical Engineering Design	3
EEL 4834	C++ Programming for Electrical Engineers	3
EGN 4034	Professional Ethics	1
EEL Electives		14

Maximum of 3 sh in EEL 4949 and maximum of 4 sh in EEL 4905, and maximum of 7 sh in EEL 4905/4949 combination. EEL 4834 can not be used as an EEL elective. Consult the department for the current list of approved EEL elective courses.

Major-Related Courses (14 Hours)

EGM 2500	Engineering Mechanics - Statics	2
ENC 3240	Technical Writing	3
MAS 3105	Linear Algebra	3

STA 4321	Introduction to Mathematical Statistics I	3
Choose one:		
EGM 3401	Engineering Mechanics - Dynamics	3
EIN 4354	Engineering Economy	3

Upper-Division Electives (0 Hours)

Summary of Credit-Hour Requirements:

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	3
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	0
Major Courses	64
Major-Related Courses	14
Upper-Division Electives	0
Total Hours	129

II. INSTITUTIONAL MISSION

Is the proposed program listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation? How do the goals of the proposed program relate to the UWF mission statement as contained in the Partnership Strategic Plan?

The vision of the Department of Electrical and Computer Engineering is to be recognized in the State of Florida and the nation for its outstanding undergraduate teaching and outreach programs, and for the quality, character, and integrity of its graduates and faculty.

The mission of the Department of Electrical and Computer Engineering is to offer baccalaureate degree programs of excellence in electrical engineering and computer engineering that serve the needs of the West Florida region, the state, and the nation.

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are currently offered under a cooperative arrangement between the University of West Florida and the University of Florida. Both degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The engineering degree programs will be continuously updated to meet ABET accreditation requirements.

III. PLANNING PROCESS AND TIMETABLE

Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing UWF personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida since 1994. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. It appears that, for all intents and purposes, FTIC students entering in Fall 2005 will graduate with a UWF degree. It may also be the case that some of the FTIC students who entered in Fall 2004 fall in this category depending upon how long they take to complete their programs.

IV. ASSESSMENT OF NEED AND DEMAND

- A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in Northwest Florida; and summaries of prospective student inquiries.) Indicate potential employment options for graduates of the program. If similar programs exist in the Northwest Florida region, provide data that support the need for an additional program.**

UWF has been offering the electrical and computer engineering degrees under the UF-UWF co-operative agreement since 1994. The enrollment of the programs has grown from 46 students (in 1994) to 308 students (in Fall 204).

The UWF's enrollment in the B.S. in electrical and computer engineering programs placed us in the minority among other Florida SUS institutions, but our graduates continue contributing to the economic and manpower development of the Northwest Florida region. As UWF continues to grow and expand its student population base, it is likely that students will demand the same kind of engineering programs that can be found elsewhere. As such, it is an important way for UWF to remain competitive. Furthermore, as the university continues to attract a higher quality student population, more and more of these students will wish to pursue engineering due to the job market and growth. According to the US Federal Bureau of Labor Statistics 2001, the demand for electrical and computer engineering is expected to continue growing.

- B. Use UWF Table One A (baccalaureate) or UWF Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first 5 years of implementation, categorizing them according to their primary sources. In the narrative following Table One, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

UWF TABLE ONE (A) NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES

BACCALAUREATE DEGREE PROGRAM

NAME OF PROGRAM:

Electrical Engineering

CIP CODE: 14.1001

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2002	2003	2003	2004	2004	2005	2005	2006	2006	2007

SOURCE OF STUDENTS (Non-Duplicative Count in Any Given Year)	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within UWF	00	.0	00	.0	00	.0	00	.0	00	.0
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level	82	50.8	78	48.4	85	52.7	88	54.6	92	57.0
Florida community college transfers to the upper level	59	36.5	65	40.3	60	37.2	65	40.3	69	42.8
Transfers to the upper level from other Florida colleges/universities	4	2.5	4	2.5	6	3.7	6	3.7	7	4.3
Other (Transfers and Special Students Taking EE Courses)	15	9.3	19	11.8	19	11.8	20	12.4	21	13.0
TOTAL	160	99.1	166	103.0	170	105.4	179	111.0	189	117.1

Note: HC = Headcount of students in this major

FTE = Annualized Full-Time-Equivalent students taking courses offered by this major.

Annualized FTE's are calculated at 40 credit hours for undergraduate courses.

C. For all programs, indicate what steps will be taken to recruit and achieve a diverse student body in this program.

Academic advisors (both UAC and upper division) will be educated in the specific content, student learning outcomes, and career fields of the proposed program and asked to promote the program to a diverse student body.

Introduction to Engineering (EGN 1002) draws students representative of the diversity of the University, will be used as a forum to make students aware of the B.S. program in electrical engineering. Diverse guest speakers/lecturers working in fields common to Engineering will be invited to speak about career opportunities in EGN 1002.

Engineering faculty or the Department Chair will be available, as always, to speak at outreach activities: PJC pre-engineering students, departmental open-house, visiting local schools, promoting the academic competitions, involving middle and high school students in academic activities, career fairs, and visiting community colleges.

V. CURRICULUM

A. For all programs, provide expected specific learning outcomes, a sequenced course of study, and list the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum. For bachelor's programs, also indicate the number of credit hours for the major coursework, the number of credit hours required as prerequisites to the major (if applicable), and the number of hours available for electives.

ACADEMIC LEARNING COMPACTS

<http://www.uwf.edu/cutl/ALC/alc9.doc>

Content

- Recognize and apply concepts, principles and theories in the following areas:
 - mathematics, including differential and integral calculus, differential equations, linear algebra, and complex variables, discrete mathematics
 - core electrical and computer engineering topics: basic circuit analysis, signals and systems, and electronics, digital logic, and microprocessors
 - control systems, communications, electromagnetics, and electric power
 - discrete mathematics
 - probability and statistics
- Describe the interrelatedness of contemporary issues in a global and society context with electrical engineering solutions

Critical Thinking

- Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of electrical engineering
- Identify, formulate and solve novel electrical engineering problems
- Design and conduct scientific and electrical engineering experiments including analysis and interpretation of data

Communication

- Communicate effectively in writing electrical engineering topics.
- Convey technical material through oral presentations of electrical engineering topics.

Project Management

- Function effectively on multi-disciplinary teams
- Deliver electrical engineering results that meet performance standards for cost, safety, and quality

Integrity/Ethics

- Describe the ethical and professional responsibilities of the electrical engineer
- Make and defend ethical judgments in keeping with professional standards of electrical engineering
- Profess commitment to life-long learning to satisfy the ABET accreditation requirement.

Student Program Outcomes

The electrical engineering curriculum is designed to yield thirteen outcomes which are in consistent with the

ABET Accreditation requirements for program outcomes (see below shaded). Each upper division course within the curriculum contributes to at least one of these outcomes. A student must demonstrate each outcome achievement in at least two courses to satisfy the graduation requirements.

#	Electrical Engineering Program Outcomes
1.	Recognize and apply concepts, principles and theories of mathematics through differential and integral calculus, and advanced topics in differential equations, linear algebra, and complex variables.
2.	Recognize and apply concepts, principles and theories of core electrical engineering topics: basic circuit analysis, signals and systems, electronics, digital logic, microprocessors, control systems, communications, electromagnetics, and electric power
3.	Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of electrical engineering problems.
4.	Apply knowledge of mathematics, science, and engineering to the analysis of electrical engineering problems.
5.	Design and conduct scientific and electrical engineering experiments, as well as to analyze and interpret data.
6.	Recognize and apply concepts, principles and theories in probability and statistics, including electrical engineering applications.
7.	Identify, formulate, and solve novel electrical engineering problems, including the planning, specification, design, implementation, and operation of systems, components, and/or processes that meet performance, cost, time, safety, and quality requirements.
8.	Function effectively on multi-disciplinary teams.
9.	Describe the ethical and professional responsibilities of the electrical engineer. Make and defend ethical judgments in keeping with professional standards.
10.	Communicate effectively in writing and convey technical material through oral presentation of electrical engineering topic and interaction with an audience.
11.	Describe the interrelatedness of contemporary issues in a global and society context with electrical engineering solutions.
12.	Justify the need for engaging in life-long learning in electrical engineering.
13.	Recognize and apply concepts, principles and theories of discrete mathematics.

ABET Criterion 3. Program Outcomes and Assessment

<http://www.abet.org>

Although institutions may use different terminology, for purposes of Criterion 3, program outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that student acquire in their matriculation through the program.

Each program must formulate program outcomes that foster attainment of the program objectives articulated in satisfaction of Criterion 2 of these criteria. There must be processes to produce these outcomes and an assessment process, with documented results, that demonstrates that these program outcomes are being measured and indicates the degree to which the outcomes are achieved. There must be evidence that the results of this assessment process are applied to the further development of the program.

Engineering programs must demonstrate that their students attain:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multi-disciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

In addition, an engineering program must demonstrate that its students attain any additional outcomes articulated by the program to foster achievement of its education objectives.

B. For bachelor's programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the FBOE policy of a 120 maximum.

Total number of credit hours does exceed 120.

Lower Level: 51 credits Upper level: 78 credits Total: 129 credits

The State-wide articulation requirement for pre-engineering programs requires only 48 credits of lower division courses. The current UF electrical engineering program requires a total of 126 credits (excluding ENC 1001 and ENC 1002) which include only 15 credits of general education. UWF requires 18 credits of general education. In order to retain the UF electrical engineering curriculum while adding the UWF requirements, we will need to add ENC 1001, ENC 1002, and 3-credits for UWF general education requirements. That will bring the total requirements to $126 + 9 = 135$ credits. The UWF students under the UF/UWF Joint Program graduate from UF with only 15 credits of general education (see Dr. Dimsdale's memo dated: June 24, 1999).

A request on February 1, 2005 was made to the UWF Provost to give a special consideration to engineering students by waiving the additional 3 credits for UWF general education requirement until 2010 during the transition period. If this request is approved, the General Chemistry II or Biology or a new course on Practical Aspects of Engineering Design will be added to the electrical and computer engineering programs. This will allow us to deliver an engineering curriculum that would still be similar to the UF curriculum while including ENC 1101 and 1102 with 129 credits for UWF native students.

With the administratively-granted waiver, the humanities and social requirements will be in consistent with the State-wide common pre-requisites and this will allow room for a lower division elective or a new course on Practical Aspects of Engineering Design as shown below without exceeding the total 129 hours.

Summary of Credit-Hour Requirements with administratively-granted waiver

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	0
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	3
Major Courses (64 Hours)	64
Major-Related Courses	14
Upper-Division Electives	0
Total Hours	129

C. Provide a one or two sentence description of each required or elective course.

Students will have 3 credits of CS upper division elective to develop depth in CS area.

Students will have 11 credits of EEL upper division electives to broaden and develop depth in electrical engineering sub-specialties.

D. For bachelor's programs, list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the FBOE. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

Common Prerequisites (48 Hours)

Listed in Section I.

E. For bachelor's programs, if the Department intends to seek formal Limited Access status for the proposed program, provide a rationale which includes an analysis of diversity issues with respect to such a designation.

Limited Access status is not sought.

VI. UWF CAPABILITY

A. How does the proposed program specifically relate to existing UWF strengths such as programs of distinction, other academic programs, and/or institutes and centers?

As noted previously, the B.S. program in electrical engineering is transferring the existing B.S. degree in electrical engineering from UF and uses the same resource base. It is also closely integrated (through the provision of recommended minors) with several excellent programs in the College of Arts and Sciences (as noted in the proposed curriculum detailed in Section V of this document).

Those students who wish to gain work experience while studying will have the opportunities for Co-Op placements and career-oriented networking. Up to 3 credits of co-op credits can be applied to the meet the degree requirements.

B. If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize progress toward implementing the recommendations.

BOR Program Review: The B.S. computer and electrical engineering programs underwent the BOR Program Review in 2000.

ABET Accreditation Program Review:

The B.S. electrical and computer engineering programs underwent the general program review in fall 2000 for the first time as a separate program in conjunction with all other programs in the UF College of Engineering. The BS in computer engineering was accredited by ABET for first time a separate degree program within UF College of Engineering, effective fall 2001. The electrical and computer engineering degree programs were reaccredited in 2003 after a focused visit in Spring 2003. The next general review is scheduled in fall 2006 along with other UF engineering programs.

C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an analysis of the feasibility of providing all or a portion of the proposed program through distance learning technologies. Include an assessment of the UWF's technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities or community colleges. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.

The lecture courses for the degree program will primarily be delivered through high-tech distance-learning classrooms on the Pensacola and FWB campuses. The labs will continue to be taught in the traditional mode in Pensacola and FWB. Feasibility discussions are underway in the ECE faculty about developing lecture courses completely online.

D. Assessment of Current and Anticipated Faculty

1. Use UWF Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. If the proposal is for a graduate degree, append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.

See UWF Table Two (next page)

2. Also, use UWF Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the

table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.

See UWF Table Two (next page)

No new faculty will be needed to initiate the program. An existing search is underway to fill a faculty position, effective fall 2005. We may project the need for an additional faculty member by 2009 to cover anticipated growth in the B.S. in electrical engineering programs as well as increasing enrollments in Pensacola and FWB campus. We may expand the program to other UWF location(s) or facilities through other high-tech classrooms(s).

3. Use UWF Table Two to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the 5th year of implementation, assuming that the program is approved. (Note: this total will carry over to UWF Table Three's fifth year summary of faculty positions.)
See UWF Table Two.

UWF TABLE TWO

FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR *Computer and Electrical Engineering*

Faculty CODE (see below)	Faculty Name or "New Hire"	Academic Discipline/Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program (Third Year)	5th Year Workload in Proposed Program (portion of Person-year)
				Contract Status (tenure?)	Highest Degree Granted		
A	Bataineh	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gilbar	Engineering	Lecturer	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gorman	Engineering	Assoc. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Harrell	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Khabou	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Manseur	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Mathews	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Millard	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Rashid	Engineering	Professor	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Weber	Engineering	Instructor	12 Mo.	M.S.	Fall 2005	.25 EE; .25 CE
B	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
C	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year		Proposed Source of Funding for Faculty			TOTAL 5th Year Workload by Budget Classification	

A	Current General Revenue	Existing Faculty -- Regular Line	4.75 EE; 4.75 CE
B	Current General Revenue	New Faculty -- To Be Hired on Existing Vacant Line	.50 EE; .50 CE

C	New General Revenue	New Faculty -- To Be Hired on a New Line	.50 EE; .50 CE
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D	Contracts & Grants	Existing Faculty -- Funded on Contracts & Grants	.00
E	Contracts & Grants	New Faculty -- To Be Hired on Contracts & Grants	.00

Overall Total for 5th Year	5.75 EE; 5.75 CE = 11.5
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E. Assessment of Current and Anticipated Resources

1. **In narrative form, assess current facilities and resources available for the proposed program in the following categories:**

a. **Library volumes (Provide the total number of volumes available in this discipline and related fields.)**

The John C. Pace Library has an excellent collection of books in electrical engineering and related fields. Current holdings include 30,397 titles with over 18% of the total holdings (print and electronic) having been published during the past five years. The holdings, listed by Library of Congress classification number in the attached table, are sufficient to support a Bachelor of Science degree in Electrical and Computer Engineering.

b. **Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at UWF.)**

The University of West Florida Libraries subscribe to almost 5,200 serials including 2,100 in print format, 1,292 in print format with online access, and 1,735 in electronic format. In addition, the library has access to many more journals in full-text through aggregator indexes provided by companies such as WilsonWeb (*Applied Science and Technology Index, Wilson Science Complete*), ProQuest (*Computing, Telecommunications Database*), and Elsevier (*Inspec*). For engineering indexes such as *Electronics and Communications Abstracts* or *Solid State and Superconductivity Abstracts* which do not provide full-text access, the library uses SFX, a finding tool which identifies whether the library has full-text access through some other means, such as *ScienceDirect*, or has a print or electronic subscription to the journal.

A summary sheet has been prepared providing serials information specifically related to Electrical and Computer Engineering, as follows:

- The total number of journal subscriptions currently received by UWF in print or electronic format which support the Electrical and Computer Engineering curriculum – 75 in Engineering and an additional 77 in related fields for a total of 152 titles.
- A listing by title of major journals in Engineering and related fields available at UWF
- The primary indexing/abstracting services available and whether they provide full-text journal access
- A sample of titles for which UWF does not have a print or electronic subscription, but for which full-text access is available

The summary is complemented by a more complete listing of those Engineering titles to which the UWF Libraries have subscriptions. This list shows the price paid for each UWF subscription for a three year period. Those titles which do not have costs associated with them are part of a bundled package (Elsevier, Kluwer, Wiley Interscience) to which we have electronic access. Those titles are received as electronic subscriptions through a consortium purchase with other Florida state university libraries.

c. **Describe classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary and currently available for the proposed program.**

The program will use the existing high-tech classrooms, the laboratory facilities and office space in Pensacola and FWB. One new faculty will be needed to transfer the electrical and computer engineering programs to UWF in 2007.

d. Equipment

No new or increased equipment needs are anticipated to the electrical engineering program to UWF.

e. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)

The ECE gives 14 to 16 scholarships of worth\$ 8,000 each year. The sources are:

Gulf Power Endowment for Engineering Education
MTI Educational Endowment
National Defense Association
Engineering Alumni Scholarship
Schmitt, Dell & Associates Scholarship
Pace Scholarship

f. Internship sites

Students have the opportunities for co-op assignments and internships through local companies in Northwest Florida and in other regions of Florida. Up to 3 co-op credits can be applied to meet the degree requirements.

2. Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on UWF's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (UWF Table Three), and the source of funding indicated. UWF Table Three requires the display of Instruction and Research (I&R) costs only, unless expected enrollment in the new program is high enough to impact non I&R costs, such as library staffing, university support, and student services.

No new or significantly increased need for facilities or resources at this time, other than the standard cost allocations reflected in UWF Table Three.

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED

A. Budget

1. Assuming no special appropriation or UWF allocation for initiation of the program, how would resources within the College and Department be shifted to support the new program?

All of the exiting faculty members and office-staff are UWF employees. The Director, Dr. M. H. Rashid, who is a UF employee, will become a UWF faculty (with tenure). UWF pays Director's salary and benefits to UF. The transfer of the electrical engineering program from UF to UWF will not require a major realignment of existing resources

2. Use UWF Table Three to display dollar estimates of both current and new resources for the proposed program for the first through the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program.

See UWF Table Three.

UWF TABLE THREE
**COSTS FOR
 PROPOSED PROGRAM**

**Computer and Electrical
 Engineering (Combined Budget)**

THIRD YEAR 2004-2005				FIFTH YEAR 2006-2007			
GENERAL REVENUE		CONTRACTS		GENERAL REVENUE		CONTRACTS	
CURRENT	NEW	& GRANTS	SUMMARY	CURRENT	NEW	& GRANTS	SUMMARY

INSTRUCTION & RESEARCH

POSITIONS (FTE)

FACULTY	9.5	2.0	0	11.5	11.5	0	0	11.5
STAFF	2.0	.0	0	2.0	2.0	0	0	2.0
TOTAL	11.5	2.0	0	13.5	13.5	0	0	13.5

SALARY RATE

FACULTY	516,667	146,760	0	663,427	663,427	0	0	663,427
STAFF	53,003	0	0	53,003	53,003	0	0	53,003
TOTAL	569,670	146,760	0	716,430	716,430	0	0	716,430

I&R

SALARIES & BENEFITS	701,537	190,788	0	892,325	892,325	0	0	892,325
OTHER PERSONNEL SERVICES	22,750	0	0	22,750	27,750	0	0	27,750
EXPENSES	30,000	0	0	30,000	35,000	0	0	35,000
EQUIPMENT	0	0	0	0	15,000	0	0	15,000
TECHNOLOGY	0	0	0	0	2,500	0	0	2,500
LEARNING RESOURCES	0	0	0	0	1,000	0	0	1,000
SPECIAL	0	0	0	0	0	0	0	0
TOTAL I&R	754,287	190,788	0	945,075	973,575	0	0	973,575

NON-I&R

OTHER ACTIVITIES

LIBRARY STAFFING	7,020	0	0	7,020	7,884	0	0	7,884
UNIV SUPPORT	17,550	0	0	17,550	19,710	0	0	19,710
FINANCIAL AID	4,388	0	0	4,388	4,928	0	0	4,928
STUDENT SVCS	8,775	0	0	8,775	9,855	0	0	9,855
TOTAL OTHER ACTIVITIES	37,733	0	0	37,733	42,377	0	0	42,377

SUMMARY

792,020	190,788	0	982,808	1,015,952	0	0	1,015,952
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3. Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.

Significant external resources do not appear to be available at this time.

B. Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc.

Since the program will use the curriculum identical to the existing UF curriculum, there will no impact on other programs and departments in transferring the electrical and computer engineering programs to UWF.

VIII. COMMUNITY COLLEGE ARTICULATION

For undergraduate programs, describe in detail plans for articulation with area community colleges.

The State-wide articulation for pre-engineering program stipulates the lower courses for transfer from the Florida Community Colleges to an engineering program. The ECE department will continue to work with the local community colleges for transfer credits, course scheduling student advising.

IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS

List the accreditation agencies and learned societies that would be concerned with the proposed program. Does the department or program anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program accredited? If not, why?

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida. These degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The accreditation will transfer to the UWF degree programs. The engineering degree programs will be continuously updated to meet the ABET accreditation requirements.

X. PRODUCTIVITY

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course-load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

See attached Vitas of Engineering faculty (Appendix A) for information concerning productivity in teaching, research, and service.

Table E shows the number of graduates of the UF/UWF Joint Program. The graduates of the UWF/UF Joint Programs have been hired by companies such as Sprint, Boeing, Motorola,

Texas Instruments, Proctor & Gamble, to name a few of the well known companies. The starting salary for recent graduates of the department is in the \$35,000 to \$50,000 range. Most of our graduates are work for companies in Northwest Florida and Florida (see Table F).

Table E: No. of Graduates (BSEE/BSCEN/Dual*)

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 (fall 2004)	Total
10	18	22	19	28/1	6/2/1	1 3/4/4	9/3/6	15/1/8	9/2/3	180

* Dual receives two separate degrees: BSEE & BSCEN

Table F: Alumni Employers and No. of Alumni (on record) from the UWF/UF Joint Program*

Company Name	Alumni	Company Name	Alumni
A+ Network Systems So. CO/Metrocall Pensacola, FL	1	Microsystems, Ft. Walton Beach, FL	1
Advanced Data Links/Rockwell Int'l. IA	1	Motorola, Fort Worth, TX	1
Advanced Engr. & Res. Assoc., Pensacola, FL	1	N.A.W. Research Ctr., Patuxent River Naval Station, MD	3
Aerospace Systems Division, Melbourne, FL	1	Navy Comp. Tele. Station, Corry Station, Pensacola, FL	2
Alabama Power, AL	1	Naval Coastal Sys. Center, Panama City, FL	2
Applied Research	1	Network Sys. Co., Pensacola, FL	1
Armstrong Electric Co. Inc. Pensacola, FL	1	Nortel-Northern Telecom, TX	2
AST, Inc. Pace, FL	1	Packard Hughes, Foley, AL	1
Axiohm, Inc., Ithica, NY	1	Pall Corporation	1
Bellsouth, Pensacola, FL	2	Raytheon Systems Co., St.Petersburg, FL	1
Boeing Defense & Space Group, WA	1	Schmidt, Dell, Cook & Assoc., Pensacola, FL	2
Civil Service, Eglin AFB, FL	13**	Scientific App. Inter. Corp. MD	1
Coleman Research Corp. Crestview, FL	1	Siemens Westinghouse, Orlando, FL	1
Control System Research, Crestview, FL	1	Sverdrup, Ft. Walton Beach, FL	2
Dell	1	Tad. Comm., Pensacola, FL	1
Direct2 Data Tech, Lake Mary, FL	1	Texas Instruments, Dallas, TX	1
Energy Operations, Inc. St. Francisville, LA	1	Tracor/Marconi Ser. Inc., Ft. Walton Beach, FL	1
GE Industrial	1	TSI	1
Gulf Power, Pensacola, FL	1	U.S. Air Force, Eglin AFB	9**
Harris/Aerospace Systems Div. Melbourne, FL	2	U.S. Army, Crestview, FL	1
HAS Consulting Group	1	UWF	2
Humber Consultants, Ft. Walton Beach, FL	1	Veridian	1
IBM Corp., Rochester, NY	1	TOTAL	86
IDT Metric System	1	Total Employed in West Florida Region	54*
Klocke & McLaughlin Consultants, Ft. Walton Beach, FL	1	Total Employed in State of Florida	62
Matrox Tech. Inc., Boca Raton, FL	1	Total Employed Outside of Florida	24
Manufacturing Technology, Inc. Ft. Walton Beach, FL	7		
Mettler-Toledo Inc., N.C.	1		

* Note: 54 out of 86 graduates (on record) work for companies in the West Florida region and 62 in Florida.

** 22 (=13+9) graduates are working at the Eglin AFB, FL

Appendix A

Engineering Faculty

Faculty Name

Dr. Mohannad Batanieh
Dr. Dale H. Harrell
Dr. Thomas Gilbar
Dr. Steve Gorman
Dr. Mohamed A. Khabou
Dr. Rachid Manseur
Dr. Cherian P. Mathews
Dr. Muhammad H Rashid
Dr. Xuemin Millard
Mr. W. Weber

XI. HISTORY

Provide a history page at the end of the proposal document to display approvals at each level.

Approved to Explore and Plan:

Dean (COB) _____ Approved _____ Date: _____

Dean (CAS) _____ Approved _____ Date: _____

Faculty Senate _____ Approved _____ Date: _____

Provost _____ Approved _____ Date: _____

President _____ Approved _____ Date: _____

BOT A&SA Committee _____ Approved _____ Date: _____

Approved to Implement:

Dean (COB) _____ Date _____

Dean (CAS) _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

BOT _____ Date _____

FBOE Reporting and Approvals:

Bachelor's and Master's Programs Reported to the FBOE: _____

Specialist and Doctoral Programs Submitted to FBOG: _____

Specialist and Doctoral Programs Approved by FBOG: _____

Licensure Programs approved by Legislature: _____

Implementation and Reporting:

Term Implemented: _____

One-Year Report Presented to Board of Trustees: _____

Three-Year Report Presented to Board of Trustees: _____

Five-Year Program Review Presented to Board of Trustees: _____

UWF Board of Trustees
Academic and Student Affairs Committee
June 16, 2005

Issue: B.S. in Computer Engineering

Proposed action: Approve Request to Offer a New Degree Program—B.S. in Computer Engineering

Faculty in the College of Arts & Sciences have proposed the offering of a new degree program—B.S. in Computer Engineering—and request approval to offer the program beginning Spring Semester 2009.

Background information:

The current cooperative agreement between the University of Florida and UWF for the offering of UF's B.S. in Computer Engineering on the campus of UWF using UWF faculty is scheduled to expire at the end of calendar year 2008 with the expectation that the program will become a freestanding UWF program effective Spring Semester 2009. Because the program has proven to be quite viable, because there are students currently enrolled in the pre-engineering component of the program who will not be able to complete their studies prior to the expiration of the agreement, and because there is an accreditation review scheduled for 2006, it is important that authorization for a UWF program in electrical engineering be reviewed in a timely fashion.

The proposed program has been reviewed and approved by the Academic Council and Faculty Senate.

Supporting documentation: B.S. in Computer Engineering—Request to Offer a New Degree Program: Executive Summary. Complete document is available at http://upic.uwf.edu/pubs/Files/BSCEN_Request%20to%20Offer%20New%20Program%202_15_051.doc.

Prepared by: Carl A. Backman
(850) 474-2502

**The University of West Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY**

**Bachelor's Degrees*
(Cover Page)**

College Requesting Program: College of Arts & Sciences

Department Requesting Program: Electrical and Computer Engineering (ECE)

Academic Specialty or Field: Computer Engineering

Name of Program Requested: Bachelor of Science in Computer Engineering

Proposed Implementation Date: Spring 2009

Proposed Classification of Instruction Program (CIP) Code: 14.0901

The submission of this proposal constitutes a commitment by the Division of Academic Affairs, the appropriate College, and the Department that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Approved for Submission to the UWF Board of Trustees:

_____ Vice President for Academic Affairs, Date _____

_____ President, Date _____

Indicate the dollar amounts appearing as totals for the first and fifth years of implementation as shown in the appropriate summary columns in New Program Table Three. Provide headcount and FTE estimates of majors for years 1 through 5. Headcount and FTE estimates should be identical to those in New Program Table One.

	<u>Projected Total Estimated Costs* (from Table Three)</u>	<u>Student HDCT / FTE (from Table One)</u>
First Year of Implementation: 2002-03		_107_ / _66.40_
Second Year of Implementation: 2003-04		_106_ / _65.70_
Third Year of Implementation: 2004-05	_ \$982,808 _	_113_ / _70.10_
Fourth Year of Implementation: 2005-06		_118_ / _73.20_
Fifth Year of Implementation: 2006-07	_ \$1,015,952 _	_129_ / _80.00_

* for both electrical and computer engineering programs combined

I. PROGRAM DESCRIPTION

Describe the degree program under consideration, including its level, and emphases (including tracks or specializations).

It is intended that the BS programs in Electrical and Computer Engineering currently offered at UWF in cooperation with the University of Florida (UF), with UF awarding the degree, be converted to free-standing programs at UWF. These degree programs are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) through the University of Florida. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. Because UWF is not currently authorized to award either the BS in Electrical Engineering or the BS in Computer Engineering, it will be necessary for the UWF Board of Trustees to approve the offering of the programs.

Computer engineering deals with the body of knowledge that forms the theoretical and practical basis for the storage, retrieval, processing, analysis, recognition, and display of information. This area also includes the design and implementation of computer systems and peripheral devices for information handling and engineering applications. The computer engineering curriculum provides a balance of hardware, software, and computer theory and applications with a basic background in electrical engineering. Seventeen hours of electives are included to permit a student to delve deeply into selected subject matter.

The objective of the program leading to the degree of Bachelor of Science in Computer Engineering is to provide students with a strong theoretical and practical background in computer hardware and software, along with the engineering analysis, design, and implementation skills necessary to work between the two. A computer engineer is someone with the ability to design a complete computer system - from its circuits to its operating system to the algorithms that run on it. Although it is valid to look at software and hardware separately, a computer engineer must take a more holistic approach. If an electronic device is to be called a computer, it must produce mathematically meaningful results. Similarly, any useful theory of computing must be physically realizable. The synthesis of theory and algorithms, which must take place before any useful computing can be achieved, is the job of the computer engineer. To produce such engineers is the mission of this program.

Computer engineers find career opportunities in a wide variety of companies or organizations involving the design, development, building, testing, and operation of computer systems. Computer engineers deal with both hardware and software (programming) problems. In designing a computer system, computer engineers must decide how much of the computer logic to put into hardware and how much to put into software. The work of the computer engineers and computer scientists is closely related. Computer engineers tend to be more involved with the computer hardware, whereas computer scientists tend to be more involved with the computer software and less emphasis on hardware.

Program Requirements

In addition to general University requirements, students seeking the B.S. in Computer Engineering must meet the requirements listed below. A minimum course grade of "C" (2.0/4.0) or better is required in all electrical engineering courses and labs (EEL prefix), and in all computer science courses and labs (COT, CEN, CIS, CDA or COP prefix) prerequisites to other EEL and CS courses and labs.

A minimum grade of “C” (2.0/4.0) is also required on EEL 4914C, ENC 3240, all computer science courses, and any course transferred into the junior-senior years from another institution.

All graduating seniors must complete an exit interview with their adviser and submit a copy of their senior design report before graduating.

Effective fall 2005, students are required to have a laptop tablet PC. Students should check with the department for minimum hardware configurations.

General Studies (36 Hours)

It is recommended that students take a course in literature, ECO 2013, EUH 1001, PHI 2603, and Fine Arts or Behavioral Science.

Common Prerequisites (48 Hours)

State mandated common prerequisites must be completed prior to admission to the program. Courses in brackets indicate substitutes from Florida public community/junior colleges and universities.

+ ENC 1101	English Composition I	3
	[ENCX101]	
+ ENC 1102	English Composition II	3
	[ENC X102]	
+ CHM X045/L	General Chemistry I	4
	[CHM X045/L or CHS X440]	
+ MAC 2311	Analytic Geometry and Calculus I	4
	[MAC X311 or MAC X281]	
+ MAC 2312	Analytic Geometry and Calculus II	4
	[MAC X312 or MAC X282]	
+ MAC 2313	Analytic Geometry and Calculus III	4
	[MACX313 or MAC X283]	
+ MAP 2302	Differential Equations	3
	[MAPx302]	
+ PHY X048/L	University Physics I	4
	[PHY X048/L]	
+ PHY X049/L	University Physics II	4
	[PHY X049/L]	
+ XXXXXXXX	Humanities Courses	6
+ XXXXXXXX	Social Science Courses	6
+ XXXXXXXX	Humanities or Social Sciences	3

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

Common prereqs from:

http://facts004.facts.usf.edu/cpp/transition/alpha_index_2004.htm

Special rules concerning the number of hours in the lower division are applicable to this program and may be found at

http://www.facts.org/PreCoreq_SW/PreCoreq2004/i_enginfo1.html

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

Lower-Division Electives (0 Hours)

Lower Division Electives (0 sh)

Major Courses (66 Hours)

CEN 3031	Introduction to Software Engineering	3
CIS 3020	Introduction to CIS	3
COP 3530	Data Structure and Algorithms	3
COP 4600	Operating Systems	3
COT 3100	Applications of Discrete Structures	3
EEL 3111	Circuits	3
EEL 3112	Circuits	3
EEL 3135	Discrete-Time Signals & Systems	3
EEL 3303L	Electric Circuits Laboratory	1
EEL 3304	Electronic Circuits I	3
EEL 3396	Solid-State Electronic Devices	3
EEL 3701	Digital Logic & Computer Systems	3
EEL 3701L	Digital Logic & Computer Systems	1
EEL 4304L	Electronics Laboratory	1
EEL 4712	Digital Design	3
EEL 4712L	Digital Design Lab	1
EEL 4713	Digital Computer Architecture	3
EEL 4713L	Digital Computer Architecture/Lab	1
EEL 4744	Microprocessor Applications	3
EEL 4744L	Microprocessor Applications/Lab	1
EEL 4914C	Electrical Engineering Design	3
EGN 4034	Professional Ethics	1
EEL 4834	C++ Programming for Electrical Engineering	3
EEL Electives		11

Maximum of 3 sh in EEL 4949 and maximum of 4 sh in EEL 4905, and maximum of 7 sh in EEL 4905/4949 combination). EEL 4834 can not be used as an EEL elective.

Consult the Department for the current list of approved EEL Elective courses.

Major-Related Courses (12 Hours)

MAS 3105 Linear Algebra	3
ENC 3240 Technical Writing	3
STA 4321 Introduction to Mathematical Statistics I	3
ECE/CS electives	3

Consult the department for the current list of approved ECE and CS electives courses

Upper-Division Electives (0 Hours)

Summary of Credit-Hour Requirements:

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	3
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	0
Major Courses	66
Major-Related Courses	12
Upper-Division Electives	0
Total Hours	129

II. INSTITUTIONAL MISSION

Is the proposed program listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation? How do the goals of the proposed program relate to the UWF mission statement as contained in the Partnership Strategic Plan?

The vision of the Department of Electrical and Computer Engineering is to be recognized in the State of Florida and the nation for its outstanding undergraduate teaching and outreach programs, and for the quality, character, and integrity of its graduates and faculty.

The mission of the Department of Electrical and Computer Engineering is to offer baccalaureate degree programs of excellence in electrical engineering and computer engineering that serve the needs of the West Florida region, the state, and the nation.

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are currently offered under a co-operative arrangement between the University of West Florida and the University of Florida. Both degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The engineering degree programs will be continuously updated to meet ABET accreditation requirements.

III. PLANNING PROCESS AND TIMETABLE

Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing UWF personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida since 1994. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. It appears that, for all intents and purposes, FTIC students entering in Fall 2005 will graduate with a UWF degree. It may also be the case that some of the FTIC students who entered in Fall 2004 fall in this category depending upon how long they take to complete their programs.

IV. ASSESSMENT OF NEED AND DEMAND

- A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in Northwest Florida; and summaries of prospective student inquiries.) Indicate potential employment options for graduates of the program. If similar programs exist in the Northwest Florida region, provide data that support the need for an additional program.

UWF has been offering the electrical and computer engineering degrees under the UF-UWF co-operative agreement since 1994. The enrollment of the programs has grown from 46 students (in 1994) to 308 students (in Fall 204).

The UWF's enrollment in the B.S. in electrical and computer engineering programs placed us in the minority among other Florida SUS institutions, but our graduates continue contributing to the economic and manpower development of the Northwest Florida region. As UWF continues to grow and expand its student population base, it is likely that students will demand the same kind of engineering programs that can be found elsewhere. As such, it is an important way for UWF to remain competitive. Furthermore, as the university continues to attract a higher quality student population, more and more of these students will wish to pursue engineering due to the job market and growth. According to the US Federal Bureau of Labor Statistics 2001, the demand for electrical and computer engineering is expected to continue growing.

- B. Use UWF Table One A (baccalaureate) or UWF Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first 5 years of implementation, categorizing them according to their primary sources. In the narrative following Table One, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

UWF TABLE ONE A NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES

BACCALAUREATE DEGREE PROGRAM

NAME OF PROGRAM:

Computer Engineering

CIP CODE: 14.0901

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
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ACADEMIC YEAR	2002	2003	2003	2004	2004	2005	2005	2006	2006	2007
SOURCE OF STUDENTS (Non-Duplicative Count in Any Given Year)	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within UWF	00	.0	00	.0	00	.0	00	.0	00	.0
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level	55	34.1	50	31.0	55	34.1	58	36.0	63	39.1
Florida community college transfers to the upper level	35	21.7	41	25.4	39	24.2	42	26.0	45	27.9
Transfers to the upper level from other Florida colleges/universities	3	1.9	13	8.1	4	2.5	8	5.0	10	6.2
Other (Transfers and Special Students Taking CE Courses)	14	8.7	2	1.24	15	9.3	10	6.2	11	6.8
TOTAL	107	66.4	106	65.7	113	70.1	118	73.2	129	80.0

Note: HC = Headcount of students in this major
FTE = Annualized Full-Time-Equivalent students taking courses offered by this major.
Annualized FTE's are calculated at 40 credit hours for undergraduate courses.

C. For all programs, indicate what steps will be taken to recruit and achieve a diverse student body in this program.

Academic advisors (both UAC and upper division) will be educated in the specific content, student learning outcomes, and career fields of the proposed program and asked to promote the program to a diverse student body.

Introduction to Engineering (EGN 1002) draws students representative of the diversity of the University, will be used as a forum to make students aware of the B.S. program in electrical engineering. Diverse guest speakers/lecturers working in fields common to Engineering will be invited to speak about career opportunities in EGN 1002.

Engineering faculty or the Department Chair will be available, as always, to speak at outreach activities: PJC pre-engineering students, departmental open-house, visiting local schools, promoting the academic competitions, involving middle and high school students in academic activities, career fairs, and visiting community colleges.

V. CURRICULUM

A. For all programs, provide expected specific learning outcomes, a sequenced course of study, and list the total number of credit hours for the degree. Degree programs in the science and

technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum. For bachelor's programs, also indicate the number of credit hours for the major coursework, the number of credit hours required as prerequisites to the major (if applicable), and the number of hours available for electives.

ACADEMIC LEARNING COMPACTS

<http://www.uwf.edu/cutl/ALC/alc9.doc>

Content

- Recognize and apply concepts, principles and theories in the following areas:
 - mathematics, including differential and integral calculus, differential equations, linear algebra, and complex variables, discrete mathematics
 - core electrical and computer engineering topics: basic circuit analysis, signals and systems, and electronics, digital logic, and microprocessors
 - digital design, data structure, operating systems, computer hardware and software,
 - interaction between hardware and software
 - discrete mathematics
 - probability and statistics
- Describe the interrelatedness of contemporary issues in a global and society context with computer engineering solutions

Critical Thinking

- Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of computer engineering
- Identify, formulate and solve novel computer engineering problems
- Design and conduct scientific and electrical and computer engineering experiments including analysis and interpretation of data

Communication

- Communicate effectively in writing electrical and computer engineering topics.
- Convey technical material through oral presentations of computer engineering topics.

Project Management

- Function effectively on multi-disciplinary teams
- Deliver computer engineering results that meet performance standards for cost, safety, and quality

Integrity/Ethics

- Describe the ethical and professional responsibilities of the computer engineer
- Make and defend ethical judgments in keeping with professional standards of computer engineering
- Profess commitment to life-long learning to satisfy the ABET accreditation requirement.

Student Program Outcomes

The computer engineering curriculum is designed to yield fifteen outcomes which are in consistent with the

ABET Accreditation requirements for program outcomes (see below shaded). Each upper division course within the curriculum contributes to at least one of these outcomes. A student must demonstrate each outcome achievement in at least two courses to satisfy the graduation requirements.

#	Computer Engineering Program Outcomes
1.	Recognize and apply concepts, principles and theories of mathematics through differential and integral calculus, and advanced topics in differential equations, linear algebra, and complex variables
2.	Recognize and apply concepts, principles and theories of core computer engineering topics: basic circuit analysis, signals and systems, electronics, digital logic, microprocessors, digital design, computer architecture, data structure, software engineering, and operating systems.
3.	Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of computer engineering problems
4.	Apply knowledge of mathematics, science, and engineering to the analysis of computer engineering problems
5.	Design and conduct scientific and computer engineering experiments, as well as to analyze and interpret data
6.	Recognize and apply concepts, principles and theories in probability and statistics, including computer engineering applications
7.	Identify, formulate, and solve novel computer engineering problems, including the planning, specification, design, implementation, and operation of systems, components, and/or processes that meet performance, cost, time, safety, and quality requirements
8.	Function effectively on multi-disciplinary teams
9.	Describe the ethical and professional responsibilities of the computer engineer. Make and defend ethical judgments in keeping with professional standards.
10.	Communicate effectively in writing and convey technical material through oral presentation of computer engineering topics and interaction with an audience
11.	Describe the interrelatedness of contemporary issues in a global and society context with computer engineering solutions
12.	Justify the need for engaging in life-long learning in computer engineering
13.	Recognize and apply concepts, principles and theories of discrete mathematics
14.	Recognize and apply concepts, fundamental theory and practice of computer science and electrical engineering, as it applies to computer hardware and software, and identify the interaction between hardware and software
15.	Describe and apply all the elements required to design a complete computer system (hardware and software)

Although institutions may use different terminology, for purposes of Criterion 3, program outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that student acquire in their matriculation through the program.

Each program must formulate program outcomes that foster attainment of the program objectives articulated in satisfaction of Criterion 2 of these criteria. There must be processes to produce these outcomes and an assessment process, with documented results, that demonstrates that these program outcomes are being measured and indicates the degree to which the outcomes are achieved. There must be evidence that the results of this assessment process are applied to the further development of the program.

Engineering programs must demonstrate that their students attain:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multi-disciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

In addition, an engineering program must demonstrate that its students attain any additional outcomes articulated by the program to foster achievement of its education objectives.

B. For bachelor's programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the FBOE policy of a 120 maximum.

Total number of credit hours does exceed 120.

Lower Level: 51 credits Upper level: 78 credits Total: 129 credits

The State-wide articulation requirement for pre-engineering programs requires only 48 credits of lower division courses. The current UF electrical engineering program requires a total of 126 credits (excluding ENC 1001 and ENC 1002) which include only 15 credits of general education. UWF requires 18 credits of general education. In order to retain the UF electrical engineering curriculum while adding the UWF requirements, we will need to add ENC 1001, ENC 1002, and 3-credits for UWF general education requirements. That will bring the total requirements to $126 + 9 = 135$ credits. The UWF students under the UF/UWF Joint Program graduate from UF with only 15 credits of general education (see Dr. Dimsdale's memo dated: June 24, 1999).

A request on February 1, 2005 was made to the UWF Provost to give a special consideration to engineering students by waiving the additional 3 credits for UWF general education requirement until 2010 during the transition period. If this request is approved, the General Chemistry II or Biology or a

new course on Practical Aspects of Engineering Design will be added to the electrical and computer engineering programs. This will allow us to deliver an engineering curriculum that would still be similar to the UF curriculum while including ENC 1101 and 1102 with 129 credits for UWF native students.

With the administratively-granted waiver, the humanities and social requirements will be in consistent with the State-wide common pre-requisites and this will allow room for a lower division elective or a new course on Practical Aspects of Engineering Design as shown below without exceeding the total 129 hours.

Summary of Credit-Hour Requirements with administratively-granted waiver

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	0
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	3
Major Courses (64 Hours)	66
Major-Related Courses	12
Upper-Division Electives	0
Total Hours	129

C. Provide a one or two sentence description of each required or elective course.

Students will have 3 credits of CS upper division elective to develop depth in CS area.

Students will have 11 credits of EEL upper division electives to broaden and develop depth in electrical engineering sub-specialties.

D. For bachelor's programs, list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the FBOE. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

Common Prerequisites (48 Hours)

Listed in Section I.

E. For bachelor's programs, if the Department intends to seek formal Limited Access status for the proposed program, provide a rationale which includes an analysis of diversity issues with respect to such a designation.

Limited Access status is not sought.

VI. UWF CAPABILITY

A. How does the proposed program specifically relate to existing UWF strengths such as programs of distinction, other academic programs, and/or institutes and centers?

As noted previously, the B.S. program in computer engineering is transferring the existing B.S. degree in computer engineering from UF and uses the same resource base. It is also closely integrated

(through the provision of recommended minors) with several excellent programs in the College of Arts and Sciences (as noted in the proposed curriculum detailed in Section V of this document).

Those students who wish to gain work experience while studying will have the opportunities for Co-Op placements and career-oriented networking. Up to 3 credits of co-op credits can be applied to meet the degree requirements.

B. If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize progress toward implementing the recommendations.

BOR Program Review: The B.S. computer and electrical engineering programs underwent the BOR Program Review in 2000.

1. Introduce more technical electives into the curriculum: At least two technical electives are offered in every semester.
2. EGN 4034 – Professional Engineering is required for electrical and computer engineering.
3. The ECE department will work on addressing how well their unique programmatic goals and objectives were met: in the next self-study report for the forthcoming ABET visit in fall 2006.

ABET Accreditation Program Review:

The B.S. electrical and computer engineering programs underwent the general program review in fall 2000 for the first time as a separate program in conjunction with all other programs in the UF College of Engineering. The BS in computer engineering was accredited by ABET for first time a separate degree program within UF College of Engineering, effective fall 2001. The electrical and computer engineering degree programs were reaccredited in 2003 after a focused visit in Spring 2003. The next general review is scheduled in fall 2006 along with other UF engineering programs.

C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an analysis of the feasibility of providing all or a portion of the proposed program through distance learning technologies. Include an assessment of the UWF's technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities or community colleges. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.

The lecture courses for the degree program will primarily be delivered through high-tech distance-learning classrooms on the Pensacola and FWB campuses. The labs will continue to be taught in the traditional mode in Pensacola and FWB. Feasibility discussions are underway in the ECE faculty about developing lecture courses completely online.

D. Assessment of Current and Anticipated Faculty

1. Use UWF Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. If the proposal is for a graduate degree, append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.

See UWF Table Two (next page)

2. **Also, use UWF Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.**

See UWF Table Two (next page)

No new faculty will be needed to initiate the program. An existing search is underway to fill a faculty position, effective fall 2005. We may project the need for an additional faculty member by 2009 to cover anticipated growth in the B.S. in computer engineering programs as well as increasing enrollments in Pensacola and FWB campus. We may expand the program to other UWF location(s) or facilities through other high-tech classrooms(s).

3. Use UWF Table Two to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the 5th year of implementation, assuming that the program is approved. (Note: this total will carry over to UWF Table Three's fifth year summary of faculty positions.)
See UWF Table Two.

UWF TABLE TWO

FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR *Computer and Electrical Engineering*

Faculty CODE (see below)	Faculty Name or "New Hire"	Academic Discipline/Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program (Third Year)	5th Year Workload in Proposed Program (portion of Person-year)
				Contract Status (tenure?)	Highest Degree Granted		
A	Bataineh	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gilbar	Engineering	Lecturer	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gorman	Engineering	Assoc. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Harrell	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Khabou	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Manseur	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Mathews	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Millard	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Rashid	Engineering	Professor	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Weber	Engineering	Instructor	12 Mo.	M.S.	Fall 2005	.25 EE; .25 CE
B	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
C	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year		Proposed Source of Funding for Faculty			TOTAL 5th Year Workload by Budget Classification	

A	Current General Revenue	Existing Faculty -- Regular Line	4.75 EE; 4.75 CE
B	Current General Revenue	New Faculty -- To Be Hired on Existing Vacant Line	.50 EE; .50 CE

C	New General Revenue	New Faculty -- To Be Hired on a New Line	.50 EE; .50 CE
---	---------------------	--	----------------

D	Contracts & Grants	Existing Faculty -- Funded on Contracts & Grants	.00
E	Contracts & Grants	New Faculty -- To Be Hired on Contracts & Grants	.00

Overall Total for 5th Year			5.75 EE; 5.75 CE = 11.5
----------------------------	--	--	-------------------------

E. Assessment of Current and Anticipated Resources

1. In narrative form, assess current facilities and resources available for the proposed program in the following categories:

a. Library volumes (Provide the total number of volumes available in this discipline and related fields.)

The John C. Pace Library has an excellent collection of books in electrical engineering and related fields. Current holdings include 30,397 titles with over 18% of the total holdings (print and electronic) having been published during the past five years. The holdings, listed by Library of Congress classification number in the attached table, are sufficient to support a Bachelor of Science degree in Electrical and Computer Engineering.

b. Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at UWF.)

The University of West Florida Libraries subscribe to almost 5,200 serials including 2,100 in print format, 1,292 in print format with online access, and 1,735 in electronic format. In addition, the library has access to many more journals in full-text through aggregator indexes provided by companies such as WilsonWeb (*Applied Science and Technology Index, Wilson Science Complete*), ProQuest (*Computing, Telecommunications Database*), and Elsevier (*Inspec*). For engineering indexes such as *Electronics and Communications Abstracts* or *Solid State and Superconductivity Abstracts* which do not provide full-text access, the library uses SFX, a finding tool which identifies whether the library has full-text access through some other means, such as *ScienceDirect*, or has a print or electronic subscription to the journal.

A summary has been prepared as part of the full proposal providing serials information specifically related to Electrical and Computer Engineering, as follows:

- The total number of journal subscriptions currently received by UWF in print or electronic format which support the Electrical and Computer Engineering curriculum – 75 in Engineering and an additional 77 in related fields for a total of 152 titles.
- A listing by title of major journals in Engineering and related fields available at UWF
- The primary indexing/abstracting services available and whether they provide full-text journal access
- A sample of titles for which UWF does not have a print or electronic subscription, but for which full-text access is available

The summary is complemented by a more complete listing of those Engineering titles to which the UWF Libraries have subscriptions. This list shows the price paid for each UWF subscription for a three year period. Those titles which do not have costs associated with them are part of a bundled package (Elsevier, Kluwer, Wiley Interscience) to which we have electronic access. Those titles are received as electronic subscriptions through a consortium purchase with other Florida state university libraries.

c. Describe classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary and currently available for the proposed program.

The program will use the existing high-tech classrooms, the laboratory facilities and office space in Pensacola and FWB. One new faculty will be needed to transfer the electrical and computer engineering programs to UWF in 2007.

d. Equipment

No new or increased equipment needs are anticipated to the electrical engineering program to UWF.

e. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)

The ECE gives 14 to 16 scholarships of worth \$ 8,000 each year. The sources are:

- Gulf Power Endowment for Engineering Education
- MTI Educational Endowment
- National Defense Association
- Engineering Alumni Scholarship
- Schmitt, Dell & Associates Scholarship
- Pace Scholarship

f. Internship sites

Students have the opportunities for co-op assignments and internships through local companies in Northwest Florida and in other regions of Florida. Up to 3 co-op credits can be applied to meet the degree requirements.

2. Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on UWF's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (UWF Table Three), and the source of funding indicated. UWF Table Three requires the display of Instruction and Research (I&R) costs only, unless expected enrollment in the new program is high enough to impact non I&R costs, such as library staffing, university support, and student services.

No new or significantly increased need for facilities or resources at this time, other than the standard cost allocations reflected in UWF Table Three.

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED

A. Budget

1. Assuming no special appropriation or UWF allocation for initiation of the program, how would resources within the College and Department be shifted to support the new program?

All of the exiting faculty members and office-staff are UWF employees. The Director, Dr. M. H. Rashid, who is a UF employee, will become a UWF faculty (with tenure). UWF pays Director's salary and benefits to UF. The transfer of the computer engineering program from UF to UWF will not require a major realignment of existing resources

2. Use UWF Table Three to display dollar estimates of both current and new resources for the proposed program for the first through the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program.

See UWF Table Three.

UWF TABLE THREE
COSTS FOR
PROPOSED PROGRAM

**Computer and Electrical
Engineering (Combined Budget)**

THIRD YEAR 2004-2005				FIFTH YEAR 2006-2007			
GENERAL REVENUE		CONTRACTS		GENERAL REVENUE		CONTRACTS	
CURRENT	NEW	& GRANTS	SUMMARY	CURRENT	NEW	& GRANTS	SUMMARY

INSTRUCTION & RESEARCH

POSITIONS (FTE)

FACULTY	9.5	2.0	0	11.5	11.5	0	0	11.5
STAFF	2.0	.0	0	2.0	2.0	0	0	2.0
TOTAL	11.5	2.0	0	13.5	13.5	0	0	13.5

SALARY RATE

FACULTY	516,667	146,760	0	663,427	663,427	0	0	663,427
STAFF	53,003	0	0	53,003	53,003	0	0	53,003
TOTAL	569,670	146,760	0	716,430	716,430	0	0	716,430

I&R

SALARIES & BENEFITS	701,537	190,788	0	892,325	892,325	0	0	892,325
OTHER PERSONNEL SERVICES	22,750	0	0	22,750	27,750	0	0	27,750
EXPENSES	30,000	0	0	30,000	35,000	0	0	35,000
EQUIPMENT	0	0	0	0	15,000	0	0	15,000
TECHNOLOGY	0	0	0	0	2,500	0	0	2,500
LEARNING RESOURCES	0	0	0	0	1,000	0	0	1,000
SPECIAL	0	0	0	0	0	0	0	0
TOTAL I&R	754,287	190,788	0	945,075	973,575	0	0	973,575

NON-I&R

OTHER ACTIVITIES

LIBRARY STAFFING	7,020	0	0	7,020	7,884	0	0	7,884
UNIV SUPPORT	17,550	0	0	17,550	19,710	0	0	19,710
FINANCIAL AID	4,388	0	0	4,388	4,928	0	0	4,928
STUDENT SVCS	8,775	0	0	8,775	9,855	0	0	9,855
TOTAL OTHER ACTIVITIES	37,733	0	0	37,733	42,377	0	0	42,377

SUMMARY

792,020	190,788	0	982,808	1,015,952	0	0	1,015,952
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3. **Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.**

Significant external resources do not appear to be available at this time.

- B. **Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc.**

Since the program will use the curriculum identical to the existing UF curriculum, there will no impact on other programs and departments in transferring the electrical and computer engineering programs to UWF.

VIII. COMMUNITY COLLEGE ARTICULATION

For undergraduate programs, describe in detail plans for articulation with area community colleges.

The State-wide articulation for pre-engineering program stipulates the lower courses for transfer from the Florida Community Colleges to an engineering program. The ECE department will continue to work with the local community colleges for transfer credits, course scheduling student advising.

IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS

List the accreditation agencies and learned societies that would be concerned with the proposed program. Does the department or program anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program accredited? If not, why?

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida. These degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The accreditation will transfer to the UWF degree programs. The engineering degree programs will be continuously updated to meet the ABET accreditation requirements.

X. PRODUCTIVITY

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course-load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

Vitas of Engineering faculty are available for information concerning productivity in teaching, research, and service.

Table E shows the number of graduates of the UF/UWF Joint Program. The graduates of the UWF/UF Joint Programs have been hired by companies such as Sprint, Boeing, Motorola, Texas Instruments, Proctor & Gamble, to name a few of the well known companies. The starting salary for recent graduates of the department is in the \$35,000 to \$50,000 range. Most of our graduates are work for companies in Northwest Florida and Florida (see Table F).

Table E: No. of Graduates (BSEE/BSCEN/Dual*)

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 (fall 2004)	Total
10	18	22	19	28/1	6/2/1	1 3/4/4	9/3/6	15/1/8	9/2/3	180

* Dual receives two separate degrees: BSEE & BSCEN

Table F: Alumni Employers and No. of Alumni (on record) from the UWF/UF Joint Program*

Company Name	Alumni	Company Name	Alumni
A+ Network Systems So. CO/Metrocall Pensacola, FL	1	Microsystems, Ft. Walton Beach, FL	1
Advanced Data Links/Rockwell Int'l. IA	1	Motorola, Fort Worth, TX	1
Advanced Engr. & Res. Assoc., Pensacola, FL	1	N.A.W. Research Ctr., Patuxent River Naval Station, MD	3
Aerospace Systems Division, Melbourne, FL	1	Navy Comp. Tele. Station, Corry Station, Pensacola, FL	2
Alabama Power, AL	1	Naval Coastal Sys. Center, Panama City, FL	2
Applied Research	1	Network Sys. Co., Pensacola, FL	1
Armstrong Electric Co. Inc. Pensacola, FL	1	Nortel-Northern Telecom, TX	2
AST, Inc. Pace, FL	1	Packard Hughes, Foley, AL	1
Axiohm, Inc., Ithica, NY	1	Pall Corporation	1
Bellsouth, Pensacola, FL	2	Raytheon Systems Co., St.Petersburg, FL	1
Boeing Defense & Space Group, WA	1	Schmidt, Dell, Cook & Assoc., Pensacola, FL	2
Civil Service, Eglin AFB, FL	13**	Scientific App. Inter. Corp. MD	1
Coleman Research Corp. Crestview, FL	1	Siemens Westinghouse, Orlando, FL	1
Control System Research, Crestview, FL	1	Sverdrup, Ft. Walton Beach, FL	2
Dell	1	Tad. Comm., Pensacola, FL	1
Direct2 Data Tech, Lake Mary, FL	1	Texas Instruments, Dallas, TX	1
Energy Operations, Inc. St. Francisville, LA	1	Tracor/Marconi Ser. Inc., Ft. Walton Beach, FL	1
GE Industrial	1	TSI	1
Gulf Power, Pensacola, FL	1	U.S. Air Force, Eglin AFB	9**
Harris/Aerospace Systems Div. Melbourne, FL	2	U.S. Army, Crestview, FL	1
HAS Consulting Group	1	UWF	2
Humber Consultants, Ft. Walton Beach, FL	1	Veridian	1
IBM Corp., Rochester, NY	1	TOTAL	86
IDT Metric System	1	Total Employed in West Florida Region	54*
Klocke & McLaughlin Consultants, Ft. Walton Beach, FL	1	Total Employed in State of Florida	62
Matrox Tech. Inc., Boca Raton, FL	1	Total Employed Outside of Florida	24
Manufacturing Technology, Inc. Ft. Walton Beach, FL	7		
Mettler-Toledo Inc., N.C.	1		

* Note: 54 out of 86 graduates (on record) work for companies in the West Florida region and 62 in Florida.
** 22 (=13+9) graduates are working at the Eglin AFB, FL

Appendix A

Engineering Faculty

Faculty Name

Dr. Mohannad Batanieh
Dr. Dale H. Harrell
Dr. Thomas Gilbar
Dr. Steve Gorman
Dr. Mohamed A. Khabou
Dr. Rachid Manseur
Dr. Cherian P. Mathews
Dr. Muhammad H Rashid
Dr. Xuemin Millard
Mr. W. Weber

XI. HISTORY

Provide a history page at the end of the proposal document to display approvals at each level.

Approved to Explore and Plan:

Dean (COB) _____ Approved _____ Date: _____

Dean (CAS) _____ Approved _____ Date: _____

Faculty Senate _____ Approved _____ Date: _____

Provost _____ Approved _____ Date: _____

President _____ Approved _____ Date: _____

BOT A&SA Committee _____ Approved _____ Date: _____

Approved to Implement:

Dean (COB) _____ Date _____

Dean (CAS) _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

BOT _____ Date _____

FBOE Reporting and Approvals:

Bachelor's and Master's Programs Reported to the FBOE: _____

Specialist and Doctoral Programs Submitted to FBOG: _____

Specialist and Doctoral Programs Approved by FBOG: _____

Licensure Programs approved by Legislature: _____

Implementation and Reporting:

Term Implemented: _____

One-Year Report Presented to Board of Trustees: _____

Three-Year Report Presented to Board of Trustees: _____

Five-Year Program Review Presented to Board of Trustees: _____

Agenda Action Item 4

UWF Board of Trustees Academic & Student Affairs Committee June 16, 2005

Issue: Authorization for University Institutes and Centers

Proposed action: Approve presidential authorization of University Institutes and Centers

Background information: The State University System's revised policy on institutes and centers allows the Board of Trustees to designate the president as the authorizing official for University Institutes and Centers: Each university president or provost, if so designated by the trustees, may grant authorization for the development and implementation of university institutes and centers." Policy Guideline # PG 04.07.27, page 5. UWF seeks that designation from the board so that it can complete the development of university internal policies and procedures for institutes/centers required by the Policy Guideline.

Supporting documentation: (1) Policy Guideline # PG 04.07.27
(4) Application Template for a University Institute/Center

Prepared by: Sandra M. Flake; Sandra VanderHeyden (850) 474-2035

**Format and Guidelines for Institutes/Centers
Form 1A – Signature Page**

Template for a State of Florida Institute/Center Proposal

[Redacted]
(Name of the Proposed Institute/Center)

[Redacted]
(Proposed Implementation Date)

The submission and signing of a proposal to initiate a State of Florida institute/center constitutes a commitment by the university(ies) to ensure that the institute/center’s activities support the stated mission(s) and goals of the institution(s).

Internal UWF Signatures:

[Redacted]

Host University Submitting Proposal Date

Signature

John C. Cavanaugh, President Date

[Redacted]

Name of Institute/Center

Signature

Sandra M. Flake, Provost Date
Academic Affairs

[Redacted]

Proposed Implementation Date

Signature

Richard S. Podemski, Date
Associate Vice President for Research

[Redacted]

Associated Discipline (2-digit CIP)

Signature

[Redacted], Dean Date
College of [Redacted]

Signature

[Redacted] Director Date
Proposed Institute/Center (if known)

Signature

[Redacted], Chair Date
University of West Florida Board of Trustees

OTHER SUS PARTICIPATING MEMBERS

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Attachments:

- Proposal (Concept Paper) for State of Florida Institute/Center (Template)
- Institute/Center Data Information Sheet (Template)
- Draft of Memorandum of Understanding with each Collaborative Partner Template)
- Concept Paper for State of Florida Institute (Template)

State of Florida Institute/Center Data Information
Form 2

Directory Information		
I/C Name: [REDACTED]		
I/C Code: [REDACTED]	University: of West Florida	I/C TYPE State of Florida Institute/Center
I/C Director: [REDACTED]		Discipline(s) (2-digit CIP code(s)) [REDACTED]
I/C Address: [REDACTED]		
I/C Telephone: ([REDACTED]) [REDACTED] Suncom: [REDACTED]		I/C E-mail Address: [REDACTED]
I/C Fax: ([REDACTED]) [REDACTED] Suncom: [REDACTED]		I/C Website Address: [REDACTED]
Affiliated Institutions: [REDACTED]		
Mission and Areas of Focus		
[REDACTED]		
Key Terms (Areas of Focus)	[REDACTED]	

Estimated Expenditures for FY:
Form 3

Key Code: 	Name of Proposed Institute/Center 				
Prepared by: 	Date: 	Telephone: E-mail: 			
Estimated Expenditures for the Institute/Center	FISCAL YEAR: 				
	Budgetary Unit: 				E&G or None
	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Total Expenditures:	\$ 	\$ 	\$ 	\$ 	\$
Positions and Rate: (indicate w/decimal 0.0)	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Faculty Positions (FTE in Person Years)	 	 	 	 	
A&P and USPS Positions (FTE in Person Years)	 	 	 	 	
Total Positions (FTE in Person Years)	 	 	 	 	

TEMPLATE
APPLICATION FOR A STATE OF FLORIDA
INSTITUTE OR CENTER

[REDACTED]
Name of Proposed State of Florida Institute or Center

[REDACTED]
Name of Host Institution
Other SUS Participating Members
[REDACTED]

- I. Mission of the State of Florida Institute or Center:

- II. Guidelines for Appointing, Funding, Supervising, and Evaluating the Director of the State of Florida Institute or Center:

- III. Criteria for Appointments to the Institute/Center Advisory Board
 - A. Term
 - B. Roles
 - C. Authority

- IV. Expectations for the Administrative and Logistical Support for the Institute/Center *(include expectations regarding the reimbursement, if any, to the host university for direct costs of administrative services rendered by the university to the institute/center)*


- V. Procedures for Recommending Increases/Decreases in the Appropriation of State Funds for the Institute/Center

- VI. Specifications for Processing of Contracts and Grants (including the percentage of overhead funds to be returned to the institute/center, if any)

- VII. Expectations for the Cyclic Review of the Institute/Center and other Planning and Expectations for its Operations

(Refer to DCU PG.04.07.27 Policy Guideline to Establish Policies and Procedures for approving, Classifying, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System <http://research.uwf.edu/Policies.htm>)

TEMPLATE
THE UNIVERSITY OF WEST FLORIDA
APPLICATION FOR A UNIVERSITY
INSTITUTE OR CENTER
CONCEPT PAPER


Name of Proposed State of Florida Institute or Center
The University of West Florida
Name of Host University

- I. Rationale/Mission of the State of Florida Institute or Center:
 - a. Rationale (expressed need for focused study in the area represented by the institute/center.
 - b. Degree to which the proposal supports the mission, goals, and objectives of:
 - i. The University.
 - ii. The affiliated College(s).
 - iii. The affiliated Department(s) and
 - iv. Other Institutes/Centers at UWF.

- II. Degree to which the institute/center mission, goals and objectives provide opportunities for:
 - a. Instructional faculty in fields associated with the institute/center to maintain and expand their expertise in the field.
 - b. Students to participate in, and otherwise benefit from, the activities of the institute/center;
 - c. Assisting the external community in resolving problems and otherwise attending to community needs; and
 - d. Enhancing the research capabilities of the University.

- III. Feasibility of implementation including:
 - a. appropriateness of the organizational structure;
 - b. availability of funding;
 - c. availability of staff (faculty and support); and
 - d. availability of space and equipment.

- IV. Potential for the institute/center to generate external funding.

- V. Uniqueness (i.e., non-duplication of existing functions.

(Refer to UWF Policy and Procedures for Approving, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System <http://research.uwf.edu/Policies.htm>)

Institutes and Centers	
Policy / Purpose:	To establish policies and procedures for approving, classifying, operating, reviewing, and disbanding institutes and centers in the State University System.
Impacts:	State universities sponsoring or seeking to create institutes and centers
Authority:	Article IX, Sec. 7, Florida Constitution Rule: 6C-3.001, FAC BOG Resolutions: Rule adoption, Jan. 7, 2003 ; Master Powers & Duties, Oct. 22, 2003
New:	<ul style="list-style-type: none"> • Replaces CM-C-07.00-01/99, Institutes and Centers • Institute and center type categories have been replaced with new designations. • The Council of Academic Vice Presidents is charged with developing guidelines for State of Florida institute and center proposals and cyclic reviews. • The operation of a State of Florida institute or center shall be guided by a Memorandum of Understanding among participating universities. • Each institution shall develop and publish clearly defined guidelines consistent with System policies for establishing, operating, evaluating/reviewing, and disbanding university institutes and centers. • Annual reporting guidelines have been revised.
Approved by:	
Contact:	
R.E. LeMon, PhD, Vice Chancellor Bill Edmonds, Director of Education Research Allen Joseph , Educational Policy Analyst Office of Academic and Student Affairs (ASA) Division of Colleges and Universities (DCU) Florida Department of Education 325 West Gaines Street, Suite 1614 Tallahassee, Florida 32399-0400 SUNCOM 205-0467, Local 245-0467	
Date Signed:	Effective Date:
7/27/2004	7/27/2004

Introduction

Definition

Institutes and centers are university entities established to coordinate intra- and interinstitutional research, service, and/or educational/training activities that supplement and extend existing instruction, research, and service at the universities. In some cases, institutes and centers are established to provide the infrastructure needed to coordinate support activities across the State University System (e.g., Florida Center for Library Automation, University Press).

Exclusions

There are entities that use the term “Institute” or “Center” in their titles, as well as some other service units, which are excluded from this policy. Examples of these units include the Institute of Food and Agricultural Sciences (IFAS); the University of Florida Health Sciences Center; the University of South Florida Health Sciences Center; the Florida State University Health Sciences Center; the Florida Mental Health Institute; and university advising, student health, computing, and certain other centers. However, entities such as IFAS and the health sciences centers may have institutes or centers under their purview that are covered by the policies referenced in this document.

Designations

Institutes and Centers are classified as either (1) State of Florida institutes or centers or (2) University institutes or centers.

State of Florida Institutes and Centers

Characteristics of a State of Florida Institute or Center

- Has a statewide mission.
- Includes two or more State universities.
- Must be approved by the Florida Board of Governors.
- Has a Memorandum of Understanding among the presidents or their designees from all participating universities and the Chancellor or designee that specifies the host institution and outlines operational procedures for the institute or center.
- Has an advisory board with membership as designated in the Memorandum of Understanding.
- Has a separate unit account in the host university’s operating budget.
- May spend State funds appropriated to the institute or center according to Legislative and/or university decisions.
- May spend “other” funds (e.g., fees; contracts and grants—including private, federal, and State contracts and grants not appropriated through the Educational and General budget entity).

Establishment of a State of Florida Institute or Center

For a new State of Florida institute or center, university personnel shall prepare and submit a proposal (per guidelines approved by the Council of Academic Vice Presidents) to the Office of Academic and Student Affairs in the Division of Colleges and Universities. The proposal shall include a draft of the proposed Memorandum of Understanding, which has been approved by the board of trustees at the host university. The proposal shall be considered by the Council of Academic Vice Presidents for recommendation to the State University Presidents Association. The Chancellor shall consider the recommendation of the State University Presidents Association in requesting approval from the Board of Governors and in requesting Legislative funding. Any State of Florida institute or center must receive full approval from the Florida Board of Governors prior to implementation.

Operation of a State of Florida Institute or Center

For each State of Florida institute or center, the Memorandum of Understanding shall contain, at a minimum:

- (1) the name of the State of Florida institute or center;
- (2) the identification of a university as the host institution and other SUS participating members;
- (3) the mission of the State of Florida institute or center;
- (4) guidelines for appointing, funding, supervising, and evaluating the director of the State of Florida institute or center;
- (5) the criteria for appointments to the institute or center's advisory board, including terms, roles, and authority;
- (6) expectations for the administrative and logistical support for the institute or center, including expectations regarding the reimbursement to the host university for direct costs of administrative services rendered by the university to the institute or center;
- (7) procedures for recommending increases/decreases in the appropriation of State funds for the institute or center;
- (8) specifications for the processing of contracts and grants, including the percentage of overhead funds to be returned to the institute or center; and
- (9) expectations for the cyclic review of the institute or center and other planning and expectations for its operation.

State of Florida Institute and Center Reporting and Evaluation/Review Requirements

State of Florida institutes and centers shall be reviewed based on criteria and procedures established by the Council of Academic Vice Presidents. At a minimum, the reviews shall include an assessment of each institute or center's progress against

defined goals and objectives within the context of the institute or center's statewide mission and the Florida Board of Governor's Strategic Plan. Each review shall include an evaluation of performance-based outcomes. The review also shall include an assessment of the return on investment of State dollars, if applicable. Additional criteria for the review of a given institute or center may be contained in the Memorandum of Understanding. External consultants may be used in the review process. Issues to be addressed during the review may include the need for continuation of the institute or center; possible changes in mission or organizational structure; budget reduction or expansion; and/or a recommended change of classification from a State of Florida institute or center to a university institute or center. At a minimum, the Council of Academic Vice Presidents shall review each State of Florida institute or center every five years.

Disbanding a State of Florida Institute or Center

State of Florida institutes and centers shall be disbanded at the recommendation of the Council of Academic Vice Presidents and upon the approval of the Board of Governors. In the event that a disbanded institute/center has been funded by the Legislature, the university must provide documentation to ensure that Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.

University Institutes and Centers

Characteristics of a University Institute or Center

- Generally is established by a single university; in some instances, additional institutions may participate, in which case one institution is designated as the host university.
- May expend State funds appropriated to the institute or center according to Legislative and/or university decisions.
- May expend "other" funds (e.g., fees; contracts and grants—including private, federal, and State contracts and grants not appropriated through the Educational and General budget entity).

Establishment and Operation of a University Institute or Center

Each institution shall develop and publish clearly defined guidelines consistent with System policies for establishing, operating, evaluating/reviewing, and disbanding university institutes and centers. A current copy of university guidelines shall be on file in the Office of Academic and Student Affairs in the Division of Colleges and Universities. **Each university president or provost, if so designated by the trustees, may**

grant authorization for the development and implementation of university institutes and centers.

University Institute and Center Evaluation/Review Requirements

In the written university policies submitted to the Division of Colleges and Universities, each university shall include guidelines for the periodic review of university institutes and centers. At a minimum, each review should include an assessment of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, the university's mission, and the Florida Board of Governor's Strategic Plan. The review also should include an assessment of the return on investment of State dollars, if applicable. A formal review shall be conducted at least every seven years to determine if a university institute or center should be continued, should be classified as inactive, should be discontinued, or should apply for classification as a State of Florida institute or center.

Disbanding a University Institute or Center

When a university institute or center is disbanded, the university shall notify the Office of Academic and Student Affairs in the Division of Colleges and Universities. If a disbanded institute or center has been funded by the Legislature, the university must provide documentation to ensure that Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.

Initial Reporting Requirements for All Institutes and Centers

The host university shall provide the following basic descriptive, contact, and fiscal information to the [Office of Academic and Student Affairs in the Division of Colleges and Universities](#) upon the establishment of each institute or center so that the information may be maintained in the Division's statewide database and on its [Web site](#).

- The name of the institute or center.
- The name of the host university.
- The primary discipline(s) with which the institute or center is affiliated.
- An indication of whether the institute or center receives a specific appropriation from the Legislature.
- The name of the director of the institute or center.
- Contact information, including the mailing address; telephone and fax numbers; the institute or center's Web site; and the e-mail address for the director.
- A list of institutions of higher education affiliated with the institute or center.
- The mission of the institute or center.
- Key terms that identify the primary foci of the institute or center.

- Estimated total funds to be expended by the institute or center in the next fiscal year (or current year, if mid-year proposal) by funding source (State Appropriation to the State University System, Contracts and Grants, Fees for Services, and Private & Other Funds) and by entity (Education and General, IFAS, Health Sciences Center).
- Estimated total positions to be allocated to the institute or center for the next fiscal year (or current year, if mid-year proposal) by funding source and type of position.

Annual Reporting Requirements for All Institutes and Centers

No later than September 30 of each year, each provost or his or her designee shall review the inventory of authorized institutes and centers to determine the accuracy of information that is maintained by the Division of Colleges and Universities. Additionally, a report of actual and estimated expenditure and position data, as well as evaluation/review information, shall be [submitted](#) for all institutes and centers that are approved for all or part of a given fiscal year (July 1-June 30):

- Total funds expended during the previous fiscal year (July 1-June 30) by funding source (State Appropriation to the State University System, Contracts and Grants, Fees for Services, and Private & Other Funds) and by entity (Education and General, IFAS, Health Sciences Center).
- Total positions during the previous fiscal year (July 1-June 30) by funding source and type of position.
- The date of the last evaluation/review.

**Format and Guidelines for Institutes/Centers
Form 1B – Signature Page**

**The University of West Florida
Template for a University Institute/Center Proposal**

[Redacted]
(Name of the Proposed Institute/Center)

[Redacted]
(Proposed Implementation Date)

The submission and signing of a proposal to initiate a State of Florida institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

[Redacted]

Name of Department Hosting Center

Signature

John C. Cavanaugh, President Date

[Redacted]

Name of Institute/Center

Signature

Sandra M. Flake, Provost, Date
Academic Affairs

[Redacted]

Proposed Implementation Date

Signature

Richard Podemski, Date
Associate Vice President for Research

[Redacted]

Associated Discipline (2-digit CIP)

Signature

[Redacted], Dean Date
College of [Redacted]

Signature

[Redacted] Director Date
Proposed Institute/Center (if known)

Signature

[Redacted], President Date
UWF Faculty Senate

Signature

[Redacted], Chair of Department Date
Hosting Institute/Center (if known)

Attachments:

- Institute/Center Data Information Sheet (Template)
- Memorandum of Understanding with each Collaborative Department (Template)
- Proposal (Concept Paper) for University Institute/Center (Template)

University Institute/Center Data Information
Form 2

Directory Information			
I/C Name: [REDACTED]			
I/C Code: [REDACTED]	University: of West Florida	I/C TYPE University Institute/Center	
I/C Director: [REDACTED]		Discipline(s) (2-digit CIP code(s)) [REDACTED]	
I/C Address: [REDACTED]			
I/C Telephone: ([REDACTED]) [REDACTED]		Suncom: [REDACTED]	I/C E-mail Address: [REDACTED]
I/C Fax: ([REDACTED]) [REDACTED]		Suncom: [REDACTED]	I/C Website Address: [REDACTED]
Affiliated Departments: [REDACTED]			
Mission and Areas of Focus			
[REDACTED]			
Key Terms (Areas of Focus)		[REDACTED]	

Estimated Expenditures for FY:
Form 3

Key Code: 	Name of Proposed Institute/Center 				
Prepared by: 	Date: 	Telephone: E-mail: 			
Estimated Expenditures for the Institute/Center	FISCAL YEAR: 				
	Budgetary Unit: E&G or None				
	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Total Expenditures:	\$ 	\$ 	\$ 	\$ 	\$
Positions and Rate: (indicate w/decimal 0.0)	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Faculty Positions (FTE in Person Years)	 	 	 	 	
A&P and USPS Positions (FTE in Person Years)	 	 	 	 	
Total Positions (FTE in Person Years)	 	 	 	 	

TEMPLATE
THE UNIVERSITY OF WEST FLORIDA
APPLICATION FOR A UNIVERSITY
INSTITUTE OR CENTER
MEMORANDUM OF UNDERSTANDING

[REDACTED]
Name of Proposed University Institute or Center

[REDACTED]
Name of Host Department
Other Participating Departments
[REDACTED]

- I. Mission of the University Institute or Center:

- II. Guidelines for Appointing, Funding, Supervising, and Evaluating the Director of the University Institute or Center:

- III. Criteria for Appointments to the Institute/Center Advisory Board
 - A. Term
 - B. Roles
 - C. Authority

- IV. Expectations for the Administrative and Logistical Support for the Institute/Center *(include expectations regarding the reimbursement, if any, to the host department for direct costs of administrative services rendered by the department to the University institute/center)*

- V. Procedures for Recommending Increases/Decreases in the Appropriation of State Funds for the Institute/Center

- VI. Specifications for Processing of Contracts and Grants (including the percentage of overhead funds to be returned to the institute/center, if any)

- VII. Expectations for the Cyclic Review of the Institute/Center and other Planning and Expectations for its Operations

(Refer to DCU PG.04.07.27 Policy Guideline to Establish Policies and Procedures for approving, Classifying, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System <http://research.uwf.edu/Policies.htm>)

DRAFT OF

THE UNIVERSITY OF WEST FLORIDA
DIVISION OF ACADEMIC AFFAIRS
OFFICE OF RESEARCH

PROCEDURES FOR
APPROVING, CLASSIFYING, OPERATING, REVIEWING, AND
DISBANDING OF
OF INSTITUTES AND CENTERS

(Submitted to Faculty Senate 6/9/1999
Proposed Revision based on DCU PG 04.07.27)

Institutes and centers are important components that contribute in a significant way to the achievement of the University's mission. It is in these organizations that the core research and training competencies of the University are focused. That focus adds value to students, other faculty, and the broader community within which the University operates. Institutes and centers facilitate the dissemination of knowledge in both training and research contexts. The transfer of basic research results through knowledge and technological development is a cornerstone of the research aspect of our institutes and centers. That knowledge and technology transfer is important in enhancing the economic, educational, scientific, and social well being of our region and society. These policy guidelines recognize the value that institutes and centers provide. Institute and center formation and development is recognized as a mission critical activity at the University.

The policy is based on the requirements of the Florida Department of Education Division of Colleges and Universities (DCU) Office of Academic and Student Affairs as outlined in the DCU Policy Guideline 04.07.27 (available on the UWF website at <http://research.uwf.edu/InstitutesCenters/default.htm>). This Policy Guideline provides a description of the characteristics and requirements regarding (1) a **State of Florida Institute or Center** and (2) a **University Institute or Center**. These guidelines apply to all research and service institutes/centers at the University. There are entities that use the term "institute" or "center" in their name which are excluded from this policy such as Academic Technology Center, advising centers, Center for Fine and Performing Arts, Center for University Teaching and Learning, International English Center, etc. These excluded units occupy a service or strictly supportive academic function.

All other institutes/centers, whose mission is reflected in the paragraph above, are classified, reviewed, and operated under the guidelines below.

A. Establishment of New Institutes and Centers

The individual or department proposing the establishment of a new institute/center shall:

1. Prepare a concept paper describing the purposes and activities of the proposed institute/center for review and approval through the college and academic division planning process. The concept paper should identify how the proposed

institute/center fits in with established priorities of the department, college, and university.

2. (a) Prepare an application for establishment of the institute/center using the outline contained in PG 04.07.27 (Attachment A, Policy Guideline to Establish Policies and Procedures for Approving, Classifying, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System) for (1) **a State of Florida Institute or Center** or (2) **a University Institute or Center**.

The application for a **State of Florida Institute or Center** will include: UWF I&C Form 1A (Cover Page), UWF I&C Form 2 (Directory Information), UWF I&C Form 3 (Estimated Expenditures for the Institute/Center) and Attachments of (1) Concept Paper; (2) Draft of Memorandum of Understanding, and Legislative Budget Request (if applicable).

The application for a **University Institute or Center** will include: UWF I&C Form 1B (Cover Page), UWF I&C Form 2 (Directory Information), UWF I&C Form 3 (Estimated Expenditures for the Institute/Center) and Attachment of Concept Paper.

(b) In addition to the information pertaining to the name of the proposed institute/center director, type, discipline affiliation, other university affiliations, mission, organization, staff, facilities, and budget, as required in the above cited documents, proposals must also include:

- (1.) Identification of the types and qualifications of individuals and/or organizations which might be formally affiliated with the institute/center other than employees of the institute/center.
- (2.) Identification of the manner in which undergraduate and graduate students will benefit from establishment of the institute/center.
- (3.) Identification of the expected outcomes and assessment measures to be used in evaluating the effectiveness of the proposed institute/center.

3. Secure approval of the appropriate College Council and Dean.
4. Secure approval of the Associate Vice President (AVP) for Research and the Director of Sponsored Research who will coordinate review of the proposal by the Scholarly and Creative Activities Committee and provide the approved proposal to the Faculty Senate for information and comment.
5. The AVP will present the proposal for approval of the Provost and President.
6. Upon approval as outlined above, the Provost/President will:
 - a. in the case of a **University institute/center proposal**, execute University approval on behalf of the Board of Trustees and forward to the State University System (SUS) Office of Academic Affairs; or

- b. in the case of a **State of Florida institute/center proposal**, submit the proposal for consideration of the Board of Trustees and upon their approval to the SUS Office of Academic Affairs. The request is then submitted for approval of the Division of Colleges and Universities (DCU) as provided in the DCU Policy Guideline with a draft Memorandum of Understanding between the host institution and other SUS participating members.

B. Proposals to establish institutes/centers will be reviewed against the following criteria:

1. Rationale (i.e. expressed need for focused study in the area represented by the institute/center).
2. Degree to which the proposal supports the mission, goals and objectives of:
 - a. the University;
 - b. the affiliated College(s);
 - c. the affiliated Department(s); and
 - d. other Institutes/Centers at UWF.
3. Degree to which the institute/center mission, goals and objectives provide opportunities for:
 - a. faculty in fields associated with the institute/center to maintain and expand their expertise in the field;
 - b. students to participate in, and otherwise benefit from, the activities of the institute/center;
 - c. assisting the internal and external communities in resolving problems and otherwise attending to community needs; and
 - d. Enhancing the research capabilities of the University.
4. Feasibility of implementation including:
 - a. appropriateness of the organizational structure;
 - b. availability of funding;
 - c. availability of staff (faculty and support); and
 - d. availability of space and equipment.
5. Potential for the institute/center to generate external funding.
6. Uniqueness (i.e. non-duplication of existing functions).

C. Proposal to Change Institute/Center Type

Any request to change the type of an institute/center must follow the procedures identified in Section A above.

D. Procedures for Review and Disbanding of Institutes and Centers

1. A **State of Florida Institute or Center** shall be reviewed based on the criteria and procedures established by the Council of Academic Vice Presidents.
2. A **University Institute or Center** will be reviewed in conjunction with the DCU periodic review of related disciplines but not less than at least once every five years. Institutes/centers will provide an updated application as described in Sections A and B above specifically addressing any changes which have occurred within the review period and supply a copy of the annual reports submitted to the DCU during the past five years and as part of the academic planning process through the appropriate chair, dean, and vice president. The major purpose of this review is to provide a recommendation as to whether the institute or center should be retained at current levels of funding, retained with enhancement, retained with reduction, or disbanded.
 - a. The review will include consideration of the:
 - 1) continued relevance of mission (purpose and activities);
 - 2) degree to which annual and long-term objectives have been achieved; and
 - 3) degree to which external funding has been secured to fund institute/center activities.

ANNUAL REPORTS

1. The University's inventory of institutes/centers will be maintained by the University of West Florida Office of Research.
2. Annual reports as required by CM-July 27, 2004 will be submitted to the UWF Office of Research.
3. The Office of Research will assemble the University's annual report for submission to the DCU by the President through the Provost's Office.

Revised: 5/26/05
CAB/SVH/:mcr

UWF Board of Trustees Meeting
Academic & Student Affairs Committee
June 16, 2005

Issue: UWF Enrollment Plan

Proposed Action: Approval of Plan

Background Information: An important part of the SUS Strategic Planning Process each year is for the universities to update their enrollment and degree plans and to submit them to the Division of Colleges and Universities (DCU) for inclusion in the SUS Enrollment and Degree Plan. The UWF Division of Academic Affairs has been working with the Planning Office to update this year's enrollment and degree plans by discipline and by year, extended through year 2015-2016. These detailed enrollment and degree plans will be submitted to you for approval prior to their submission to the DCU in October.

FTE Enrollment Plans for the upcoming year, 2006-2007, will be used by the DCU to determine enrollment levels (the enrollment growth issue) to be requested in the Legislative Budget Request. The steady increase in FTE's and Headcount over the years represent our best estimates of potential growth while challenging us to reach for new levels of enrollment over time. The UWF Enrollment Plan for FTE's and for Headcount is presented to you for approval. Please note that the Board of Governors will use only the FTE projections to support their Enrollment Growth Issue in the 2006-2007 SUS Legislative Budget Request.

Supporting Documentation: UWF Enrollment Plan by Site and by Level for 2005-2006 through 2015-2016

Prepared by: Jerry Norris (850) 474-2211 jnorris@uwf.edu

The University of West Florida - Planned Enrollment (FTE's and HC) Thru 2015-2016

Proposed by Jerry Norris

Updated: 4-1-2005

Planned Enrollment Growth

The University of West Florida - Full-Time-Equivalent Students (FTE's)

Sites	Levels	Actual	Actual	Actual	Actual	Actual	Planned FTE's										
		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FTE Students																	
Pensacola - Main																	
	Lower FTEs	1,563	1,726	1,786	1,917	1,938	2,002	2,088	2,182	2,285	2,397	2,519	2,652	2,798	2,958	3,129	3,316
			10.5%	3.4%	7.3%	1.1%	3.3%	4.3%	4.5%	4.7%	4.9%	5.1%	5.3%	5.5%	5.7%	5.8%	6.0%
	Upper FTEs	2,355	2,560	2,593	2,687	2,769	2,851	2,958	3,085	3,225	3,378	3,540	3,720	3,920	4,140	4,380	4,642
			8.7%	1.3%	3.6%	3.1%	3.0%	3.8%	4.3%	4.5%	4.7%	4.8%	5.1%	5.4%	5.6%	5.8%	6.0%
	Grad I FTEs	457	484	468	477	465	480	498	520	545	572	602	634	669	707	748	793
			5.9%	-3.3%	2.0%	-2.5%	3.2%	3.8%	4.4%	4.8%	5.0%	5.2%	5.3%	5.5%	5.7%	5.8%	6.0%
	Grad II FTEs	73	83	86	63	58	61	67	72	77	82	88	94	100	106	113	120
			13.8%	3.6%	-26.5%	-7.9%	5.2%	9.8%	7.5%	6.9%	6.5%	7.3%	6.8%	6.4%	6.0%	6.6%	6.2%
	Total Pensacola Main	4,447	4,853	4,932	5,144	5,230	5,394	5,611	5,859	6,132	6,429	6,749	7,100	7,487	7,911	8,370	8,871
	Percent Change - Pensacola Main		9.1%	1.6%	4.3%	1.7%	3.1%	4.0%	4.4%	4.7%	4.8%	5.0%	5.2%	5.5%	5.7%	5.8%	6.0%
Fort Walton Beach/Eglin																	
	Lower FTEs	1	2	3	2	2	2	2	3	3	3	3	4	4	5	5	5
			190.9%	25.0%	-33.3%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	33.3%	0.0%	25.0%	0.0%	0.0%
	Upper FTEs	264	318	361	355	385	410	442	478	516	551	587	624	656	689	724	767
			20.5%	13.5%	-1.7%	8.5%	6.5%	7.8%	8.1%	7.9%	6.8%	6.5%	6.3%	5.1%	5.0%	5.1%	5.9%
	Grad I FTEs	126	133	112	82	65	75	87	101	118	136	156	172	188	207	228	251
			5.5%	-15.7%	-26.8%	-20.7%	15.4%	16.0%	16.1%	16.8%	15.3%	14.7%	10.3%	9.3%	10.1%	10.1%	10.1%
	Grad II FTEs	46	36	32	19	16	17	22	25	27	30	33	37	41	46	51	57
			-20.9%	-12.1%	-40.6%	-15.8%	6.3%	29.4%	13.6%	8.0%	11.1%	10.0%	12.1%	10.8%	12.2%	10.9%	11.8%
	Total FWB/Eglin	437	490	508	458	468	504	553	607	664	720	779	837	889	947	1,008	1,080
	Percent Change - FWB/Eglin		12.1%	3.7%	-9.8%	2.2%	7.7%	9.7%	9.8%	9.4%	8.4%	8.2%	7.4%	6.2%	6.5%	6.4%	7.1%
UWF - Total All																	
	Lower FTEs	1,564	1,729	1,789	1,919	1,940	2,004	2,090	2,185	2,288	2,400	2,522	2,656	2,802	2,963	3,134	3,321
			10.6%	3.5%	7.3%	1.1%	3.3%	4.3%	4.5%	4.7%	4.9%	5.1%	5.3%	5.5%	5.7%	5.8%	6.0%
	Upper FTEs	2,619	2,878	2,954	3,042	3,154	3,261	3,400	3,563	3,741	3,929	4,127	4,344	4,576	4,829	5,104	5,409
			9.9%	2.6%	3.0%	3.7%	3.4%	4.3%	4.8%	5.0%	5.0%	5.3%	5.3%	5.5%	5.7%	6.0%	6.0%
	Grad I FTEs	583	617	580	559	530	555	585	621	663	708	758	806	857	914	976	1,044
			5.8%	-6.0%	-3.6%	-5.2%	4.7%	5.4%	6.2%	6.8%	6.8%	7.1%	6.3%	6.3%	6.7%	6.8%	7.0%
	Grad II FTEs	119	119	118	82	74	78	89	97	104	112	121	131	141	152	164	177
			0.4%	-1.2%	-30.3%	-9.8%	5.4%	14.1%	9.0%	7.2%	7.7%	8.0%	8.3%	7.6%	7.8%	7.9%	7.9%
	Total All	4,883	5,343	5,440	5,602	5,698	5,898	6,164	6,466	6,796	7,149	7,528	7,937	8,376	8,858	9,378	9,951
	Percent Change - All		6.0%	9.4%	1.8%	3.0%	3.5%	4.5%	4.9%	5.1%	5.2%	5.3%	5.4%	5.5%	5.8%	5.9%	6.1%

The University of West Florida - Headcount Students (HC)																	
Sites	Levels	Actual	Actual	Actual	Actual	Actual	Planned Headcounts										
		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Headcount Students																	
Pensacola - Main (Note: The numbers for Pensacola - Main represent students who take more than 50% of their courses on the Pensacola Main Campus.)																	
Undergraduates/Special		6,546	6,330	6,812	7,427	7,592	7,863	8,196	8,561	8,968	9,406	9,878	10,388	10,956	11,566	12,247	12,978
			-3.3%	7.6%	9.0%	2.2%	3.6%	4.2%	4.5%	4.8%	4.9%	5.0%	5.2%	5.5%	5.6%	5.9%	6.0%
Master's/Specialists		920	735	786	800	929	966	997	1,041	1,088	1,143	1,201	1,265	1,335	1,411	1,494	1,583
			-20.1%	6.9%	1.8%	16.1%	4.0%	3.2%	4.4%	4.5%	5.1%	5.1%	5.3%	5.5%	5.7%	5.9%	6.0%
Doctoral		127	139	152	123	148	158	170	183	195	208	223	238	253	269	286	304
			9.4%	9.4%	-19.1%	20.3%	6.8%	7.6%	7.6%	6.6%	6.7%	7.2%	6.7%	6.3%	6.3%	6.3%	6.3%
Total Pensacola - Main		7,593	7,204	7,750	8,350	8,669	8,987	9,363	9,785	10,251	10,757	11,302	11,891	12,544	13,246	14,027	14,865
			-5.1%	7.6%	7.7%	3.8%	3.7%	4.2%	4.5%	4.8%	4.9%	5.1%	5.2%	5.5%	5.6%	5.9%	6.0%
Fort Walton Beach/Eglin (Note: The numbers for FWB/Eglin/Other represent students who take 50% or more of their courses at the FWB/Eglin/Other Campus.)																	
Undergraduates/Special		595	1,490	1,146	849	764	810	872	944	1,019	1,088	1,158	1,234	1,298	1,363	1,437	1,523
			150.4%	-23.1%	-25.9%	-10.0%	6.0%	7.7%	8.3%	7.9%	6.8%	6.4%	6.6%	5.2%	5.0%	5.4%	6.0%
Master's/Specialists		252	335	270	209	121	142	166	193	225	260	292	322	352	388	429	472
			32.9%	-19.4%	-22.6%	-42.1%	17.4%	16.9%	16.3%	16.6%	15.6%	12.3%	10.3%	9.3%	10.2%	10.6%	10.0%
Doctoral		77	105	99	101	57	61	78	88	95	106	117	131	145	162	179	199
			36.4%	-5.7%	2.0%	-43.6%	7.0%	27.9%	12.8%	8.0%	11.6%	10.4%	12.0%	10.7%	11.7%	10.5%	11.2%
Total FWB/Eglin		924	1,930	1,515	1,159	942	1,013	1,117	1,225	1,339	1,454	1,567	1,687	1,795	1,913	2,045	2,194
			108.9%	-21.5%	-23.5%	-18.7%	7.6%	10.2%	9.7%	9.3%	8.6%	7.8%	7.7%	6.4%	6.6%	6.9%	7.3%
UWF Total - All (Note: These figures represent the total, non-duplicated headcount for UWF.)																	
Undergraduates/Special		7,141	7,822	7,958	8,275	8,356	8,673	9,068	9,505	9,987	10,494	11,036	11,622	12,254	12,929	13,684	14,501
			9.5%	1.7%	4.0%	1.0%	3.8%	4.6%	4.8%	5.1%	5.1%	5.2%	5.3%	5.4%	5.5%	5.8%	6.0%
Masters/Specialists		1,172	1,070	1,056	1,009	1,050	1,108	1,163	1,234	1,313	1,403	1,493	1,587	1,687	1,799	1,923	2,055
			-8.7%	-1.3%	-4.5%	4.1%	5.5%	5.0%	6.1%	6.4%	6.9%	6.4%	6.3%	6.3%	6.6%	6.9%	6.9%
Doctoral		204	244	251	224	205	219	248	271	290	314	340	369	398	431	465	503
			19.6%	2.9%	-10.8%	-8.5%	6.8%	13.2%	9.3%	7.0%	8.3%	8.3%	8.5%	7.9%	8.3%	7.9%	8.2%
Totals - Headcounts		8,517	9,136	9,265	9,508	9,611	10,000	10,479	11,010	11,590	12,211	12,869	13,578	14,339	15,159	16,072	17,059
All Campuses		4.1%	7.3%	1.4%	2.6%	1.1%	4.0%	4.8%	5.1%	5.3%	5.4%	5.4%	5.5%	5.6%	5.7%	6.0%	6.1%

UWF Board of Trustees Meeting
Academic & Student Affairs Committee
June 16, 2005

Issue: Board of Governor's Accountability Measures –
UWF Targets for 2012-2013

Proposed Action: Approval

Background Information: The BOG Strategic Planning Committee and DCU Staff have been developing accountability measures related to the four SUS Strategic Planning Goals. There are seven measures, as follows:

Measure One:	Graduation Rates
Measure Two:	Degrees Awarded
Measure Three:	Baccalaureate Degrees Awarded in Targeted Areas
Measure Four:	Minority Baccalaureate Production
Measure Five:	Licensure Pass Rates
Measure Six:	Academic Learning Compacts
Measure Seven:	World-Class Academic and Research Programs

The universities have been requested to set targets for 2012-2013 for four of the Measures: One, Four, Five, and Seven.

Attached is a worksheet demonstrating the four Accountability Measures and recommended UWF targets for 2012-2013. The UWF Cabinet and Staff set these targets based on historical background information and on anticipated activities over the next several years. Please approve these targets for submission to the BOG.

Supporting Documentation: BOG Accountability Measures – UWF Targets for 2012-2013

Prepared by: Jerry Norris (850) 474-2211 jnorris@uwf.edu

Measure One: Graduation Rates

			Cohort by Entering Year (Full-time students)									UWF Comments
	Performance Index	Peer Average	US Average (1997-2001)	1995-1999 Cohort	1996-2000 Cohort	1997-2001 Cohort	1998-2002 Cohort	1999-2003 Cohort	2000-2004 Cohort	2003-2007 Target	2009-2013 Target	
Four-Year for FTIC												
	20%	14%	34%	19%	23%	16%	21%	20%	18%	19%	23%	UWF six year average = 20%. UWF will strive to accomplish its highest performance of 23% by 2012-2013, exceeding the performance index.
Six-Year for FTIC												
	38%	44%	56%	35%	38%	37%	40%	39%	41%	42%	44%	UWF six year average = 38%. UWF will strive to accomplish its Peer Avg of 44% by 2012-2013, exceeding its performance index.
AA-Transfer Two-Year												
	38%			37%	37%	34%	41%	41%	39%	40%	41%	UWF six year average = 38%. UWF will strive to accomplish its highest year % at 41% through 2012-2013, exceeding its performance index.
AA-Transfer Four-Year												
	68%			67%	64%	70%	66%	72%	75%	72%	75%	UWF six year average = 69%. UWF will strive to maintain its highest year of 75% through 2012-213, exceeding its performance index.

Measure Two: Degrees Awarded (To be based on degree/enrollment plans)

Measure Three: Baccalaureate Degree Production in Targeted Areas (To be based on degree/enrollment plans)

Measure Four: Minority Baccalaureate Production

<u>Baccalaureate Degrees</u>	Performance Index	Peer Average	US Average	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2006-2007 Target	2012-2013 Target	UWF anticipates a near steady-state in Black enrollment, and a slight increase in Hispanic Enrollment, meeting or exceeding its performance index.
Total Under-Represented Minority	12%			11%	10%	13%	13%	12%	13%	13.5%	14.0%	
Black, Non-Hispanic	8%			7%	6%	8%	9%	8%	8%	8.0%	8.0%	
Hispanic	3%			3%	4%	3%	3%	3%	3%	3.5%	4.0%	

Measure Five: Licensure Pass Rate

	Performance Index	Florida Average (2003-2004)	US Average (2003-2004)	2002-2003	2003-2004					2006-2007 Target	2012-2013 Target	UWF will set this target just above the Florida average until we get more experience with this new program and until a performance index has been established.
Nursing (NCLEX)		83%	87%	N/A	N/A						85%	
	Performance Index	Florida Average	US Average	1999-2000	2000-2001	2001-2002	2002-2003			2006-2007 Target	2012-2013 Target	

Agenda Informational Item 1

UWF Board of Trustees
Academic & Student Affairs Committee
June 16, 2005

Issue: Delegate tenure

Proposed action: Informational

Background information: At the last Board meeting, the Board requested follow-up on whether the Board could delegate to the President the authority to approve tenure. In short, the Board may not. Pursuant to Florida Administrative Code rule **6C-5.940 Tenure and Permanent Status**, a Board of Governor's rule. The pertinent part follows: *(1) Faculty tenure shall be administered consistent with the following provisions:*

(i) The recommendation of an employee for tenure shall signify that the Chief Administrative Officer is satisfied the employee will continue to make significant professional contributions to the University and the academic community. Upon recommendation by the Chief Administrative Officer and approval by the Board, tenure shall be awarded.

(j) With sufficient justification, tenure may also be recommended by the Chief Administrative Officer and approved by the Board at the time of initial appointment or prior to the sixth year of tenure-earning service.

Note, under the Rule, the President, as Chief Administrative Officer, acts as the person recommending tenure and signifying that he/she is satisfied with the qualifications of the individuals, and the Board of Governors (BOG) then must approve that recommendation. When the boards of trustees (BOTs) replaced the BOG as the employer, that duty to approve the tenure was devolved from the BOG to the BOTs. The BOT cannot delegate this authority to the President, as the President would then be both making the recommendation and approving his own recommendation. The UWF Board of Trustees, in its role as the employer, should be approving the recommendation.

Supporting documentation: None

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Agenda Informational Item 2

UWF Board of Trustees
Academic & Student Affairs Committee
June 16, 2005

Issue: Academic Affairs Goals—Follow-up Reports

Proposed action: Information on Faculty Recruitment and Retirement

Background information: The Provost will provide periodic updates on the Academic Affairs divisional goals approved by the Board of Trustees.

Supporting documentation: None

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