The University of West Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
Master's Degrees

College Requesting Program: College of Professional Studies

Department Requesting Program: Graduate Education

Academic Specialty or Field: College Student Personnel Administration

Name of Program Requested: College Student Personnel Administration

Proposed Implementation Date: Fall 2005

Proposed Classification of Instruction Program (CIP) Code: CIP 13.1102

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.

<table>
<thead>
<tr>
<th>Projected Total Estimated Costs (from Table Three)</th>
<th>Student HDCT / FTE (from Table One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year of Implementation</td>
<td>$63,284.00</td>
</tr>
<tr>
<td>Second Year of Implementation</td>
<td></td>
</tr>
<tr>
<td>Third Year of Implementation</td>
<td></td>
</tr>
<tr>
<td>Fourth Year of Implementation</td>
<td></td>
</tr>
<tr>
<td>Fifth Year of Implementation</td>
<td>$63,284.00</td>
</tr>
</tbody>
</table>
I. PROGRAM DESCRIPTION
Describe the degree program under consideration, including its level, and emphases (including tracks or specializations).

The College Student Personnel program currently exists as a specialization in the Educational Leadership program. While the Educational Leadership program focuses largely on leadership in the K-12 sector, this program is designed for those interested in higher education administration, particularly in the various student affairs and student services areas. Program participants will prepare for careers involving organizational management, student development, leadership training, and administration. Per recommendations from the Council for the Advancement of Standards in Higher Education (CAS) the curriculum includes selected foundational studies; student development theory; student characteristics and effects of college on students; individual, group, and organizational interventions; organization and administration; and assessment, evaluation, and research. The program also includes substantial supervised practice.

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?

This program is concurrently being proposed for exploration, planning, implementation, and CCR changes, because it is an existing activity and will not require any faculty and/or resource changes. The goals for this program relate to the University mission statement in that the program is specifically designed to prepare young professionals to enter the field of higher education and to provide opportunities for working staff without the supporting academic background to expand and enhance their knowledge, skills, and values. The students completing our program should be well equipped to contribute to the quality of the higher education experience for students in a variety of settings.

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 impetus for the program came from the Division of Student Affairs. In a planning retreat 3 years ago (under the leadership of then Vice President Linda Dye) the division identified the creation of a student personnel master’s program as a top priority. It was felt that UWF offered unique opportunities for a professional preparation program and that it would attract a variety of graduate students. Student Affairs leadership working with the Dean and faculty of the College of Professional Studies began planning the program in Spring 2002. The program was initiated as a specialization track in Educational Leadership for Fall 2003. The program developers hoped to start
with 10 students in the program. Initial enrollment exceeded that goal. Based on feedback from students, faculty, and student affairs professional staff, it is believed that this specialization warrants revision to full program status which will rely less on the Educational Leadership core and allow the program to be more specifically tailored to the needs of the students in the major.

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.

National trends in higher education suggest a greater emphasis on collaboration between academic and student affairs. For example, the Southern Association for Colleges and Schools Reaccredidation specifically acknowledges this relationship. Other national publications (Learning Reconsidered, 2004; Powerful Partnerships: A Shared Responsibility for Learning, 1998) also support the continued need for academically prepared student affairs practitioners. The program coordinator currently has, on record, a list of 22 students either currently in the program or immediately interested in the program. Of these 22, five are UWF employees pursuing an advanced degree. In addition, the program coordinator has a list of students who have inquired into the program.

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.

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

There are a variety of professional associations within the student affairs field. Most of these provide resources for recruiting graduate students via listserves, web based postings, and placement centers at conferences. Additionally, the nature of the profession is that student affairs often come into contact with undergraduates who are interested in the field. It is anticipated that 12 students will graduate from the current program in Spring 2005. Most of these students will go into professional positions and will be the best recruiters available for our program. In addition, the University of West Florida as well as other institutions in our service area (PJC, OWC, USA, etc.) are likely to have staff in a variety of student service fields who would benefit from the degree program. Currently five of the students enrolled in or
applying for admission to the program are UWF staff. The Advisor Training Initiative planned by the SASS Office will likely (based on similar activities at other institutions) result in other staff pursuing the degree or at least taking related course work.

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.

Program Outcomes - College Student Personnel Administration Program

1. Students will be able to summarize and apply student development theory to the practice of college student personnel administration.
2. Students will be able to describe the history of higher education in general and specifically the history of student affairs administration.
3. Students will be able to recognize the interrelationships within and between student affairs units and other functional areas.
4. Students will be able to relate how student affairs fits into the organizational and governance structure of the university and how student affairs contributes to the mission of the academy.
5. Students will formulate and explain a personal professional philosophy.
6. Students will be practically competent and will demonstrate applied competencies such as decision-making, time management, planning, budgeting, program implementation and management, and program evaluation.
7. Students will be able to track and understand the implications of changing student characteristics.
8. Students will employ a variety of communication skills including formal and informal verbal communication, informal writing, professional writing, and scholarly writing.
9. Students will be able to interpret, analyze, and apply to practice key legal issues related to student affairs and higher education.
10. Students will identify the variety of professional associations, publications, and conferences applicable to the profession.
11. Students will be vocationally competent by demonstrating attitudes, skills, and behaviors essential to professional employment.
12. Students will be able to assess and describe the general and specific effects of college on students.
13. Students will be able to use appropriate strategies to influence individual, group, and organizational development in college students and their environments.
14. Students will identify and discuss issues and trends in higher education organization and administration.
15. Students will employ essential program assessment and research skills.
16. Students will demonstrate an awareness of and concern for community, diversity, and individual differences.
17. Students will demonstrate an interest in collaboration and partnerships with other professionals and faculty.
18. Students will join into a mentoring/coaching relationship with a professional practitioner.

Course Sequencing

Required courses (24 semester hours)
1. EDF 6404 Educational Statistics I
2. EDF 6475 Qualitative Research Methods in Education or EDG 6286 Applied Program Evaluation
3. EDH 5040 The American College Student: Theories and Trends
4. EDH 6634 Introduction to College Student Personnel
5. EDH 6405 Legal Issues in Higher Education
6. EDH 6xxx Survey of Literature in College Student Personnel
7. EDH 6xxx Finance and Governance in Higher Education
8. EDH 6948 Internship in Higher Education

Electives (from the following recommended list or other advisor approved graduate level courses) (12 semester hours)

1. EDF 6481 Educational Research
2. EDG 5250 Principles of Curriculum Development
3. EDG 6335 Advanced Instructional Design and Product Design
4. EDG 6791 Multi Cultural Education
5. PAD 6335 Strategic Mgmt for Public and Non Profit Organization
6. PAD 6227 Public Budgeting
7. PCO 6216 Theories of Individual Counseling (prerequisites required)
8. PCO 6246 Theories of Group Counseling (prerequisite: PCO 6216)
9. MAN 5047 Team Building
10. MAN 5116 Management of Diversity
11. MAN 6156 Management and Organizational Behavior
12. Or other appropriate graduate level coursework approved by the advisor

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

N/A

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

Required courses (24 semester hours)
• EDF 6404 Educational Statistics I -- Designed as an entry level course in statistics and covers both descriptive and inferential statistical techniques to solve applied research problems. Emphasis is also placed on using statistical software packages and will cover the most widely used statistical procedures in education.

• EDF 6475 Qualitative Research Methods in Education -- Enables graduate students to comprehend and apply new research paradigms, strategies, and techniques to better understand social change and cultural settings. Qualitative research concepts, theories, and methods offer an empirical basis to explore nonnumeric data. Students will experience and practice a variety of qualitative applied research techniques designed to enhance learning.

• EDF 6286 Applied Program Evaluation (option to EDG 6475) -- Provides an introduction to program evaluation design, development, and implementation. Students will become familiar with a wide range of evaluation strategies, as well as how to interpret, use and communicate formative and summative evaluation results. These skills will be practiced through an applied research focus on using qualitative and quantitative data collection and analysis strategies to develop organizational accountability systems.

• EDH 5040 The American College Student: Theories and Trends -- Studies the characteristics of American college students, the effects of the college experience on their learning and personal development, learning and motivation theories that relate to the college student, and critical trends and learning issues for student affairs practitioners related to student services and student development. Will also provide opportunities to practice professional skills.

• EDH 6634 Introduction to College Student Personnel -- Development of higher education in United States, current institutions, their practices and possible future trends.

• EDH 6405 Legal Issues in Higher Education -- Designed to provide students with overview of the legal issues involving the profession of student affairs in higher education. Through course instruction, the study of legal briefs, and assigned test readings, students will gain a basic understanding of the legal issues and principles that confront student affairs professionals. Not designed to provide legal training or advice.

• EDH 6xxx Survey of Literature in College Student Personnel -- A seminar style survey of seminal books articles, and other publications in the field of college student personnel services (student affairs and services leadership and administration).

• EDH 6xxx Finance and Governance in Higher Education – Designed to provide students with a theoretical and practical overview of concepts related to models of finance and governance in Higher Education.
• EDH 6948 Internship in Higher Education -- Supervised field study for applying specific knowledge and skills in one or more positions in higher education.

Electives (from the following recommended list or other advisor approved graduate level courses) (12 semester hours)

• EDF 6481 Educational Research -- Develops skills for evaluating and for conducting applied research studies in an appropriate area of emphasis. Includes strategies of research appropriate for particular area of emphasis and methods appropriate for those strategies. Students are required to select a problem, perform a review of the research literature, plan a research study, and write a research proposal.
• EDG 5332 Principles of Instructional Design & Product Development - Selected concepts from communication, motivation, learning theory, and principles of instructional design are examined as a basis for developing instruction. Students develop a learning package utilizing a theoretically based design.
• EDG 6335 Advanced Instructional Design and Product Design -- Analyzes, synthesizes, and evaluates instructional and learning theories and principles, taking into account a variety of situations and individual differences of learners. Develops a design and development plan and produces related materials accounting for various models of instructional design.
• EDG 6791 Multi Cultural Education -- Designed to acquaint students with basic concepts of multiculturalism including theoretical orientations to (1) the study of race and ethnicity in the United States; (2) race and ethnicity in American institutions; 3) race and ethnicity in popular culture and communities; and (4) the future of race and ethnic relations and the impact on teaching and learning in a pluralistic society.
• PAD 6335 Strategic Mgmt for Public and Non Profit Organization -- An examination of the rationale and methods of strategic management applied to the planning processes of public and nonprofit organizations.
• PAD 6227 Public Budgeting -- Detailed study of various budgeting systems and the political processes and environment that impact upon them. Extensive practical work in budget preparation.
• PCO 6216 Theories of Individual Counseling (prerequisites required) -- Overview of major contemporary theoretical approaches to individual counseling and psychotherapy.
• PCO 6246 Theories of Group Counseling (prerequisite: PCO 6216) -- Overview of major contemporary theoretical approaches to group counseling and psychotherapy.
• MAN 5047 Team Building -- Teaches team building concepts experientially. Each student will be expected to demonstrate a theoretical understanding of group dynamics, be able to apply
this knowledge within a task group and function as a group facilitator.

- MAN 5116 Management of Diversity -- Roles, behaviors, career paths, motivational strategies, obstacles, and collegial reaction to managing diversity within the labor force are an integral aspect of the course. Personal assessment of communication styles and diversity in management styles are provided. Discussions focus on diversity awareness and strategies to enhance productivity through team effort. Emphasis on proactive steps to integrate a diverse workforce toward a more productive unit.

- MAN 6156 Management and Organizational Behavior -- Appreciation and understanding of the field of organizational behavior and its application in managing human and other resources. Emphasizes understanding individual behavior (motivation, self-awareness, leadership, etc.) and group dynamics (decision-making, group development and work) plus conflict, climate, learning styles, power, stress, process/content, human rights and quality. Utilizes experiential learning methodologies and other appropriate designs.

- Or other appropriate graduate level coursework approved by the program advisor.

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 FBOG. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

N/A

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.

N/A

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?

The Student Affairs and Graduate Education Divisions are committed to this program and will continue providing essential pre-service work experience in the form of graduate assistants and internship sites for students in this program.

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.

N/A
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.

This program will rely on mostly traditional course delivery methods but individual courses may be suitable for online presentation.

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.

   The course work specific to the program is currently taught by part-time faculty who are also professional practitioners in the University’s student affairs division. We anticipate that this will remain the same for the next five years.

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.

   N/A

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.)

   Workloads should not change.
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.)

A survey by the UWF Library staff of select related subject areas identified 26,668 total volumes in the UWF library system inventory. 3,595 of these were published since 1998. An additional 1,497 titles are available electronically (netLibrary). The full text of this report is available upon request.

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

The UWF Library staff identified 13 current serial subscriptions specific to higher education with an additional 160 subscriptions for education-general. In addition abstracting and full text services are available from 8 sources.

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

Existing classrooms in the College of Professional Studies complex and elsewhere has already been and will continue to be utilized for this program. No faculty offices will be required since the primary faculty are already housed in other areas.

d. Equipment

No special equipment is required.

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

Current funding for assistants is provided by the employing department. A small allocation for out of state waivers is provided to student affairs directly by enrollment services.

f. Internship sites

Internships will continue to be hosted in various student affairs and student services offices on campus at UWF and at other colleges and universities at no cost to UWF.
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.

Since this program has, in fact, already functioned for one year it is not anticipated that any additional resources will be associated with the CIP change. The program (as a specialization) has already proven that it is capable of generating fundable FTEs.

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?

There should be no shifted resources or new budgetary needs. However, as the program continues to generate fundable FTEs, it is anticipated that proportional resources will be allocated to compensate instructors, provide funds for scholarships or waivers, and provide support for professional activities.

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.

Currently, professional staff members within the division of student affairs are working without additional compensation on this program. It is anticipated that the shift described above would result in resources becoming available from generated revenue to cover the costs by year 5.

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.

N/A

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

None anticipated.
VIII. COMMUNITY COLLEGE ARTICULATION

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

N/A

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?

This program will not be subject to any accreditation standards beyond those imposed by the Southern Association of Colleges and Schools (SACS) for any graduate program. There is no corresponding undergraduate program.

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.

Because the core courses are taught by Student Affairs personnel, the productivity is distributed throughout the Student Affairs Division. At the individual course level, productivity is high, exceeding 15 students per section at the graduate course level.

XI. HISTORY

Provide a history page at the end of the proposal document to display approvals at each level (see page 19 of this document).

Attached

*Note: The Florida Board of Governors uses a different format for requests to implement new specialist and doctoral degree programs. Contact the Associate Vice President for Academic Affairs for forms to use for specialist and doctoral degree programs.
# UWF Table One B

## Number of Anticipated Majors from Potential Sources

### Graduate Degree Program

**Name of Program:** College Student Personnel Administration  
**CIP Code:** 13.1102

<table>
<thead>
<tr>
<th>Source of Students (Non-Duplicative Count in Any Given Year)</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
<th>HC</th>
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<th>HC</th>
<th>FTE</th>
<th>HC</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>Students who transfer from other graduate programs within the university</td>
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<td>1</td>
<td>0.75</td>
<td>1</td>
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<td>6</td>
<td>8</td>
<td>6</td>
<td>8</td>
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<tr>
<td>Individuals who graduated from preceding degree programs at other SUS universities</td>
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<td>5</td>
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<td>5</td>
<td>3.75</td>
<td>5</td>
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<tr>
<td>Individuals who graduated from preceding degree programs at non-SUS Florida colleges and universities</td>
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<td>Additional in-state residents</td>
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<td>Additional foreign residents</td>
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<td>Other (Explain)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>15</strong></td>
<td><strong>21</strong></td>
<td><strong>15.75</strong></td>
<td><strong>22</strong></td>
<td><strong>16.5</strong></td>
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<td><strong>24</strong></td>
<td><strong>20</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**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 32 credit hours for graduate courses.
### UWF TABLE TWO

**FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR**

<table>
<thead>
<tr>
<th>Faculty CODE</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Academic Discipline/ Specialty</th>
<th>Rank</th>
<th>Contract Status (tenure?)</th>
<th>Highest Degree Granted</th>
<th>Initial Date for Participation in Proposed Program</th>
<th>5th Year Workload in Proposed Program (portion of Person-year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Dr. Debbie Ford</td>
<td>Educational Administration</td>
<td>Associate Professor (and VP Student Affairs)</td>
<td>Regular/ Not Tenured</td>
<td>Ed.D.</td>
<td>Spring 2005</td>
<td>.10</td>
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<tr>
<td>A</td>
<td>Dr. Jim Hurd</td>
<td>Curriculum and Instruction/Educational Management</td>
<td>Assistant Professor (and Associate VP Student Affairs)</td>
<td>Regular/ Not Tenured</td>
<td>Ed.D.</td>
<td>Fall 2003</td>
<td>.15</td>
</tr>
<tr>
<td>A</td>
<td>Dr. Marcia Phelps</td>
<td>Human Resource Development</td>
<td>Assistant Professor (and Director Career Services)</td>
<td>Regular/ Not Tenured</td>
<td>Ph.D.</td>
<td>Fall 2003</td>
<td>.15</td>
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<tr>
<td>A</td>
<td>Dr. Rick Barth</td>
<td>Educational Leadership, Policy and Foundations</td>
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<td>Ph.D.</td>
<td>Spring 2005</td>
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<table>
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<tr>
<th>Faculty CODE</th>
<th>Corresponding Faculty Position Category in TABLE 3 for the Fifth Year</th>
<th>Proposed Source of Funding for Faculty</th>
<th>TOTAL 5th Year Workload by Budget Classification</th>
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<tbody>
<tr>
<td>A</td>
<td>Current General Revenue</td>
<td>Existing Faculty -- Regular Line</td>
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<tr>
<td>B</td>
<td>Current General Revenue</td>
<td>New Faculty -- To Be Hired on Existing Vacant Line</td>
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</tr>
<tr>
<td>C</td>
<td>New General Revenue</td>
<td>New Faculty -- To Be Hired on a New Line</td>
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</tr>
<tr>
<td>D</td>
<td>Contracts &amp; Grants</td>
<td>Existing Faculty -- Funded on Contracts &amp; Grants</td>
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<tr>
<td>E</td>
<td>Contracts &amp; Grants</td>
<td>New Faculty -- To Be Hired on Contracts &amp; Grants</td>
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**Overall Total for 5th Year** 0.5
## UWF TABLE THREE
### COSTS FOR PROPOSED PROGRAM

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<tr>
<th></th>
<th>FIRST YEAR</th>
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<td></td>
<td>CURRENT</td>
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<td>SUMMARY</td>
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<td>GENERAL REVENUE</td>
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<td>CONTRACTS</td>
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<td></td>
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<td>TOTAL</td>
<td>.55</td>
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### INSTRUCTION & RESEARCH

#### POSITIONS (FTE)

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<tr>
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<td>.5</td>
<td>.5</td>
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<tr>
<td>A&amp;P</td>
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<td>TOTAL</td>
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#### SALARY RATE

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<tr>
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<tbody>
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<td>A&amp;P</td>
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#### I&R

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<td>OTHER PERSONNEL SERVICES</td>
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<td>SPECIAL</td>
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<td>TOTAL I&amp;R</td>
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### NON-I&R

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<td>800</td>
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<td>UNIV SUPPORT</td>
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<td>STUDENT SVCS</td>
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### SUMMARY

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<th></th>
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<th>FIFTH YEAR</th>
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<tbody>
<tr>
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<tr>
<td>TOTAL</td>
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<td>66,509</td>
<td>67,584</td>
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|                  |            |                |            |                |
|                  |            |                |            |                |
| TOTAL            | 66,509     | 0              | 66,509     | 67,584        |
**Proposed New Programs - History:** (This page is to be included at the end of the proposal document to display approvals at each level.)

**Approved to Explore and Plan:**

Dean ___________________________ Date ______

Faculty Senate ______________________ Date ______

Provost ___________________________ Date ______

President __________________________ Date ______

BOT A&SA Committee ___________________ Date ______

**Approved to Implement:**

Dean ___________________________ 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: ______