

Florida Agricultural and Mechanical University
Board of Trustees



Academic Affairs Committee
Crestview
June 4, 2014

Committee Members: Marjorie Turnbull, Chair
Torey Alston
Narayan Persaud
Tonnette Graham

AGENDA

I. Call to Order

Information Items

II. Moment of Recognition – Academic Achievement Interim Provost Wright

III. Celebration of Innovation Interim Provost Wright

Action Items

IV. Approval of Minutes for March 5, 2014 Meeting Chairman Marjorie Turnbull

V. Approval of Tenure Interim Provost Wright

VI. Approval of University's Work Plan 2014-2015 Dr. Gita Pitter

VII. New Degree Proposals (Environmental Studies and Interdisciplinary Studies) Dr. Gita Pitter

VIII. Regulation 4.012, Levels of Academic Standing Interim Provost Wright

IX. Adjournment



Florida Agricultural and Mechanical University
Board of Trustees Information Item

Meeting Date: June 4, 2014

Agenda Item: _____

Committee

Subject: Moment of Recognition

Summary: See attached.

JASMINE ALEXIS HALL

Jasmine Alexis Hall is a fourth year Food Science student from Monroe, Louisiana. She transferred from Louisiana Tech University, where she majored in Biology. After moving to Florida for economic and family reasons, she chose Florida A&M University to continue her Baccalaureate of Science in Biology.

After joining and becoming a member of the College of Agriculture and Food Sciences, she was elected the Food Science Club President (2012-2014), elected Miss CAFS (2013-2014), she was also accepted into the College of Agriculture and Food Sciences Undergraduate Research Extension (CURE) Scholars Program and the Florida-Georgia Louis Stokes Alliance for Minority Participation Scholars (FGLSAMP) Program, where she completed her research at the FAMU Center of Viticulture and Small Fruit Research. Her research is titled, “**cDNA Cloning and Characterization of Flavanone 3’ Hydroxylase (F3H) Gene From Muscadine Grapes**”. She is the first scientist to clone the F3’H gene from muscadine grapes and deposit its sequences to the National gene bank called National Center for Biotechnology Information Genebank (Accession number KF040970). The manuscript is in progress. She competed in Marietta, GA at the Peach State Louis Stokes Alliance for Minority Participation 8th Annual Symposium and Research Conference; there she won 2nd Place Poster Presentation in the Life Science: Environmental Biology category in October 2013. She also traveled to Washington, D.C. on a travel award to the Emerging Researchers National (ERN) Conference in STEM and won 2nd place in the Poster Undergraduate Presentation- Ecology, Environmental, and Earth Sciences in February 2014.

In the summer of 2013, she was accepted into the USDA 1890 Scholar Program; summer 2014 she will be interning in Athens, GA with the Food Safety and Inspection Services at their Eastern Lab. She has recently been selected as one of Purdue University’s Summer Mentoring@Purdue (MAP) Scholar. She devotes much of her time to the College of Agriculture and Food Sciences, volunteering with our cooperative extension program, CAFS Student Ambassadors, and as a CAFS Student Recruiter. She is expected to graduate May 2015 with Honors.

Ms. Latasha Tanner's Background

Ms. Latasha Tanner is from Okahumpka, Florida. She graduated from Leesburg High School. She is the first in her family to graduate from high school and college; she is currently scheduled to graduate with a Master of Science degree in Agricultural Sciences (Major: Entomology) in the summer semester of 2014. Ms. Tanner is a mother of 3 children: an 8 year old daughter and 10 month old twins. Ms. Tanner volunteers her free time for mentoring and enriching the lives of young people and educating youth about the discipline of Entomology. The long term goal of Ms. Tanner is to continue her education and pursue a rewarding career in Entomology.

Ms. Latasha Tanner's Research

Ms. Latasha Tanner, a graduate student majoring in Entomology at Florida A&M University, received the 3rd place award and a cash prize in the graduate poster competition at the 29th Annual Career Fair and Training Conference of the National Society for Minorities in Agriculture Natural Resources and Related Sciences (MANRRS) in March, 2014 in Birmingham, AL. MANRRS has chapters in more than 50 universities in the nation. Dr. Lambert Kanga, the Major Professor of Ms. Tanner in the College of Agriculture and Food Sciences reports that she is a creative thinker with an eye for details and a devotion to logic, which serves her well in all her activities.

The award recognized Ms. Tanner's research on the redbay ambrosia beetle and laurel wilt fungus, a serious threat to the state's forest industry and to the \$13 million-a-year avocado crop in south Florida, to cultivated and wild avocados in Mexico, Central America, and South America, and to the California bay laurel. Ms. Tanner discovered four new county records of bark beetles in the Apalachicola National Forest of Florida. One of the dominant species of ambrosia beetles found by Ms. Tanner has been reported to carry the laurel wilt fungus, thus making this invasive species a potential threat to plants in the family Lauraceae in the Apalachicola National Forest. Ms. Tanner identified 2394 specimens of beetles and seasonal patterns of occurrence of introduced ambrosia beetles. Ms. Tanner also determined that gel ethanol was significantly more attractive to ambrosia beetles than the mixture of Manuka and Phoebe oil (currently used for management of this invasive species). She proposed that hand sanitizer attractant could be used as an alternative to gel ethanol as it is cost-effective, affordable, and sustainable. The research was conducted in collaboration with the Cooperative Agricultural Pest Survey and the Florida Division of Plant Industry.



Florida Agricultural and Mechanical University
Board of Trustees Information Item

Meeting Date: June 4, 2014

Agenda Item: _____

Committee

Subject: Celebration of Innovation

Summary: A video of the SMART Classroom Initiative.



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date June 4, 2014

Agenda Item _____

Item Origination and Authorization

Policy _____ Award of Bid _____ Budget Amendment _____ Change Order _____
Resolution _____ Contract _____ Grant _____ Other _____

Action of Board

Approved _____ Approved w/ Conditions _____ Disapproved _____ Continued _____ Withdrawn _____

Subject: Academic Affairs – Minutes (March 5, 2014)

Rationale: In accordance with the Florida Statutes, a governmental body shall prepare and keep minutes or make a tape recording of each open meeting of the body.

Recommendation: Approve the minutes of March 5, 2014.

Minutes
Academic Affairs Committee
March 5, 2014

The meeting was called to order by Committee Chair Marjorie Turnbull. The following Trustees were present: Narayan Persaud, Anthony Siders, and Marjorie Turnbull. Trustees Torey Alston and Glen Gilzean appeared telephonically. A quorum was established.

A team led by consultant Carmichael Roberts, Dean Ann Kimbrough, Attorney David Self, and Black Television News Channel partner Steve Pruitt gave an overview of the proposed agreement between FAMU's School of Journalism & Graphic Communication and the Black Television News Channel. The committee, by a vote of 4 to 1, recommended the Board of Trustees authorize the Interim President to enter into an agreement with the Black Television News Channel for a new course of study in the School of Journalism & Graphic Communication.

The recommendation was moved by Trustee Siders and seconded by Trustee Alston. The motion carried.

Trustee Turnbull asked the members to review the minutes of the January 8, 2014, committee meeting and asked if there were any corrections. Trustee Siders moved approval of the minutes. The motion was seconded by Trustee Persaud and the motion carried.

Next, Dr. Gita Pitter presented a request to submit the revised tables in the 2012-13 Accountability Report to the Chancellor of the Board of Governors and request that he consider changing the FAMU data used for the performance funding metric on six year graduation rate. Data became available after the Board approved the 2012-13 Annual Accountability Report and the data resulted in an increase in the graduation rate. The six year graduation rate, which is one of the performances funding metrics, increased from 39% originally reported to 41%, which is a noteworthy improvement.

Trustee Persaud moved approval of the revision to Section 4 – Undergraduate Education of the 2012-13 Annual Accountability Report to reflect the accurate graduation rates. The motion was seconded by Trustee Siders and the motion carried.

Dr. Pitter presented a request to revise Regulation 4.005 Termination of Academic Programs. The revision will now require that termination of certificates, in addition to termination of majors, minors, concentrations and areas of emphasis as already addressed in the regulation, go through a review by the school or college offering the certificate program, Faculty Senate, and Provost prior to termination. Adding this requirement will allow the university to maintain consistency in its process for the termination of all academic programs.

Trustee Siders moved approval of the BOT Regulation 4.005 for notice and adoption after the expiration of the thirty (30) day notice period, provided there are no public comments, in accordance with the Florida Board of Governors' Regulation Development Procedure, effective Spring 2014. The motion was seconded by Trustee Persaud and the motion carried.

Next, Dr. Pitter presented a request to approve a proposal for the Master of Education degree in Curriculum and Instruction. The Master of Education degree in Curriculum and Instruction is designed to meet the needs of individuals with a variety of career goals that range from those who wish to serve as curriculum generalists or specialists, district curriculum coordinators, school administrators, and class room teachers to those interested in serving as non-school based curriculum designers or curriculum evaluators. In addition, the M.Ed. Curriculum and Instruction will also address the SUS goals of increasing productivity and efficiency along with addressing the need for more highly trained teachers. Dr. Patricia Green-Powell, Interim Dean of the College of Education, informed the Committee that the College had worked closely with its Advisory Council to develop a program that meets current needs, including a track in minority and urban education. She also noted that many potential students have expressed an interest in enrolling in the proposed program.

No additional costs are required for the implementation of the traditional program. However, administrative costs of \$100,000 for the first year would be required for the online implementation of the program.

Trustee Siders moved approval of the proposal for the Master of Education degree in Curriculum and Instruction, effective fall 2014. The motion was seconded by Trustee Persaud and the motion carried.

Next, the Committee heard from Provost Wright regarding the applications for sabbatical and professional development leave. Eleven faculty members applied for sabbatical and three faculty members applied for professional development leave for 2014-2015 academic year. The Sabbatical and Professional Development Leave Committee reviewed the applications and recommended approval of seven applications for sabbatical and three applications for professional development leaves to Interim Provost Wright and Interim President Robinson.

The proposals were reviewed by President Robinson and Provost Wright. They recommended approval of the seven sabbatical and three professional development leave applications. Trustee Persaud moved approval of the applications for sabbatical and professional development leave. The motion was seconded by Trustee Siders and the motion carried.

Next, Provost Wright presented the request for re-naming of an academic unit. The Florida A&M University Board of Trustees approved the University's Restructuring/Reinvestment Plan at the April 7, 2011, meeting. The restructuring plan outlined a new academic structure, which would ultimately be comprised of eight (8) colleges and seven (7) schools. This structure would promote a more efficient and effective operation of the University's academic units. Effective July 1, 2011, the engineering technology programs were transitioned from the former College of Engineering Sciences, Technology, and Agriculture (CESTA), which is now the College of Agriculture and Food Sciences, to the School of Architecture. This change required the re-naming of the academic unit formerly known as the School of Architecture to appropriately reflect the mission and status of the current unit.

The proposed name change was reviewed by the School of Architecture Faculty Council Committee, the Division of Architecture, and the Division of Engineering Technology. Based

upon mutual agreement, the new name being recommended for approval is the School of Architecture and Engineering Technology. In addition, the recommended new name was approved by the Faculty Senate at the November 19, 2013, meeting.

Trustee Persaud moved approval of the re-naming of the School of Architecture. The School of Architecture will become the School of Architecture and Engineering Technology. The motion was seconded by Trustee Siders and the motion carried.

Provost Wright presented the 2014-2015 Academic Calendar to the Board for approval in accordance with the Board of Governor's Regulation 8.001 and Florida Board of Education Rule 6A-10.019. Each university board of trustees is required to adopt an annual calendar prior to the beginning of each fiscal year. The Calendar Committee meets annually to coordinate the calendars of the three educational institutions in Tallahassee. This calendar also includes a winter break, which is scheduled for Friday, December 26, 2014 through Friday, January 2, 2015.

Trustee Persaud moved approval of the 2014-2015 Academic Calendar. The motion was seconded by Trustee Siders and the motion carried.

As the final action item, Provost Wright presented the request for legal action against CoroWare, Inc. In August 2011, the College of Engineering paid \$13,473.20 to CoroWare, Inc., for the purchase of an explorer mobile robot. The company never delivered the robot and has not responded to recent demands for repayment despite earlier promises of payment. Therefore, we are requesting approval for the Office of the General Counsel to take legal action against CoroWare, Inc.

Trustee Persaud moved approval of the request for the Office of the General Counsel to take legal action against CoroWare, Inc. The motion was seconded by Trustee Siders and the motion carried.

There being no further discussion, the meeting was adjourned at 9:40 a.m.

Respectfully submitted,

Marjorie Turnbull, Committee Chair



**Florida Agricultural and Mechanical University
Board of Trustees Action Item**

Meeting Date: June 4, 2014

Agenda Item: _____

Item Origination and Authorization			
Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board				
Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____

Subject: Approval of Tenure Recommendations 2013-2014

Rationale: Applications for tenure were reviewed by the departments, the colleges/schools, the University Tenure and Promotion Committee, Provost Wright, and President Mangum. The applicants were evaluated based on their professional experiences, teaching effectiveness, university service, public service, demonstrated contributions to their teaching discipline, technical and performance competencies, records of publications and research, certifications and exceptional scholarly or creative activities.

Recommendation: The following applicants are recommended for approval of tenure:

<u>Name</u>	<u>College/School</u>
1. Tiffany Ardley	College of Pharmacy and Pharmaceutical Sciences
2. Alan Becker	College of Pharmacy and Pharmaceutical Sciences
3. Helen Brethauer-Gay	College of Social Sciences, Arts and Humanities
4. Kawachi Clemons	College of Social Sciences, Arts and Humanities
5. Jennifer M. Collins	School of Business and Industry
6. Selina Darling-Reed	College of Pharmacy and Pharmaceutical Sciences
7. Jonathan Fineman	College of Law
8. Margaret W. Gitau	College of Agriculture and Food Sciences
9. Virginia Gottachalk	College of Science and Technology
10. Robert Griffin	College of Social Sciences, Arts and Humanities
11. Brian Hall	College of Social Sciences, Arts and Humanities
12. Brian M. Hickey	College of Education
13. Annette Jackson-Singleton	School of Business and Industry
14. Sungmoon Jung	College of Engineering
15. Alethea Kilgore	College of Social Sciences, Arts and Humanities
16. Allezo N. Owens	College of Social Sciences, Arts and Humanities
17. Shiv Narayan Persaud	College of Law
18. Carol Scarlett	College of Science and Technology
19. Antonio J. Soares	School of Architecture and Engineering Technology
20. Endya B. Stewart	College of Education



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date June 4, 2014

Agenda Item _____

Item Origination and Authorization

Policy _____ Award of Bid _____ Budget Amendment _____ Change Order _____
Resolution _____ Contract _____ Grant _____ Other _____

Action of Board

Approved _____ Approved w/ Conditions _____ Disapproved _____ Continued _____ Withdrawn _____

Subject: FAMU Work Plan 2014 - 2015

Rationale: The Board of Governors Regulation 2.002 requires that the Board of Governors institute a planning and performance monitoring system "...that includes the submission of university work plans and annual reports designed to inform strategic planning, budgeting and other policy decisions for the State University System." The University's Work Plan, which conforms to the required elements, metrics and format provided by the Board of Governors, identifies strategy, strengths and opportunities, proposed key initiatives for the next three years, includes data for key performance indicators, enrollment plan, fiscal data and proposed new degree programs for the next three years.

Recommendation: It is recommended that the Florida A & M University Board of Trustees approve the 2014-15 Work Plan of the University, which was submitted to the Board of Governors subject to the BOT's consideration at its June 2014 meeting.

Florida A&M University 2014-15 Work Plan



Florida A&M University

Work Plan Presentation for 2014-15 Board of Governors Review

STATE UNIVERSITY SYSTEM *of* FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



TABLE OF CONTENTS

1. STRATEGY

- a. Mission Statement
- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

2. PERFORMANCE BASED FUNDING METRICS

3. PREEMINENT RESEARCH UNIVERSITY METRICS

4. OTHER KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

5. OPERATIONS

- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

6. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/ research institution will continue to provide mechanisms to address emerging issues through innovative research, engaging cooperative and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

VISION STATEMENT (What do you aspire to?)

Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates through strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a continued focus on retention, student progression and graduation and quality of instruction in particular strategic areas. The University also seeks to enhance its customer services and its business operations in student and financial services to promote efficiency and compliance with internal and external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM and health-related disciplines, with an expectation of increased external funding. Although we have realized efficiencies and made strides in various areas, in order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Florida A&M University is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. With a new President taking the helm, the University will seek to capitalize on its strengths and opportunities with renewed vigor. The University's strengths include: 1) over \$50 million in research revenues annually, 2) recognition as a top producer of minority graduates, 3) offering an array of accredited professional programs, and 4) a focus on STEM and health-related disciplines, areas in which minorities are particularly underrepresented. In order to further enhance meeting its mission, the University will continue its efforts in increasing retention and graduation rates at all degree levels; meeting labor market expectations of employers and the professions; and increasing productivity in research. Opportunities include, an amplified focus on student recruitment, retention and graduation, new leadership filling a number of interim positions, and increased expectations for performance throughout the institution. Foremost among the challenges for improvement is the need for additional funding to offset the \$30 million annual cut in state funds since 2008-09 which included the loss of many faculty lines. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in STEM disciplines, which includes the FAMU-FSU College of Engineering.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

- 1. Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates**
 Strategies include: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year experience activities; increasing student engagement in curricular and co-curricular initiatives; strengthening peer mentoring program; increasing career development opportunities; providing academic success workshops; offering professional development opportunities for faculty/advisors; and enhancing the electronic monitoring of student progression via Blackboard Analytics. The University has invested in several of these activities designed to increase student retention and progression in the past three years, partly from tuition differential funds. The strategies are beginning to yield results as indicated in the Annual Accountability Report, showing an increase of seven percent (7%) in a single year to the retention rate of students earning a 2.0 GPA or higher. Additionally, FAMU has established community college scholarships to assist students financially as they transition to the institution. The Office of Enrollment Management has designated staff to communicate personally with each Florida College System institution concerning applicants and available support services.
- 2. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines**
 Several key initiatives are under way to increase the enrollment and number of STEM and Health graduates, including targeting \$3.9 million from a Title III federal grant program to support retention, progression and graduation in STEM; a NSF grant to revamp and enhance approach for educating STEM students in lower-division courses; and hiring up to 13 tenure-track faculty in biology, chemistry, computer and information sciences, and mathematics for fall 2014. The University plans to strengthen its recruitment of STEM ready students and increase scholarships available to students in STEM, including engineering students.
- 3. Increase the pass rates on licensure examinations**
 The FAMU Board of Trustees has established increasing pass rates on licensure examinations as a goal and set target pass rates for the programs in which passing licensure or certification is a condition of employment in the field. Each of the programs has developed detailed plans to guide their progress in accomplishing stated goals. The plans include a variety of strategies throughout the respective disciplinary matriculation process, beginning with the first year and continuing through graduation. The established strategies are beginning to yield results. Almost all the programs have experienced an increase in pass rates. It is expected that all pass rates will continue to increase until they meet or exceed the established targets.



PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metrics Common To All Universities						
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation	-3%	60%	61%	62%	65%	66%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	5%	\$30,000	\$32,000	\$34,000	\$35,000	\$35,000
Average Cost per Bachelor's Degree [Instructional Costs to the University]	2%	\$37,250	\$36,000	\$36,000	\$34,000	\$30,000
FTIC 6 year Graduation Rate [Includes full- and part-time students]	2%	41%	41%	42%	43%	44%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	7%	72%	73%	73%	76%	77%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-3%	65%	63%	62%	61%	61%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	2%	50%	50%	51%	52%	53%
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	-5%	44%	44%	45%	46%	47%
Freshmen in Top 10% of High School Graduating Class [for NCF only]	n/a	n/a	n/a	n/a	n/a	n/a
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	n/a	31%	33%	35%	37%	39%
Board of Trustees Choice Metric						
Percent of R&D funded from External Sources	-8%	80%	83%	85%	86%	86%

Note: Metrics are defined in appendix.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

Goals Common to All Universities

Academic Quality

National Ranking for University and Programs

FAMU achieved its stated goal of increasing the number of baccalaureate programs ranked in the top 10 in 2012-13. From 2008-09, FAMU increased its national rankings for the production of African American baccalaureate graduates, by discipline, from five in the top 10 in 2008-09 to twelve in 2012-13, resulting in a 140% overall change for those years.

Source: Diverse Issues in Higher Education, 2013 Publication using 2011-2012 data

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	3%	1,438	1,420	1,445	1,460	1,500
High School GPA	5%	3.21	3.32	3.40	3.45	3.50
Professional/Licensure Exam First-time Pass Rates ¹						
Exams Above Benchmarks	n/a	1	1	2	2	3
Exams Below Benchmarks	n/a	4	4	3	3	2
Operational Efficiency						
Freshman Retention Rate	4%	82%	83%	84%	85%	85%
FTIC Graduation Rates						
In 4 years (or less)	0%	11%	12.6%	13.6%	14.6%	18.0%
In 6 years (or less)	1%	41%	42%	43%	44%	48%
AA Transfer Graduation Rates						
In 2 years (or less)	7%	24%	24%	27%	30%	32%
In 4 years (or less)	-7%	61%	62%	64%	67%	70%
Average Time to Degree (for FTIC)	0%	5.5 yrs	5.3 yrs	5.1 yrs	4.9 yrs	4.8 yrs
Return on Investment						
Bachelor's Degrees Awarded	3%	1,489	1,452	1,467	1,481	1,496
Percent of Bachelor's Degrees in STEM	1%	18%	17%	17%	17%	17%
Graduate Degrees Awarded	16%	678	607	613	645	690
Percent of Graduate Degrees in STEM	1%	9%	12%	12%	12%	14%
Annual Gifts Received (\$M)	-36%	\$ 3.2 M	\$ 3.3 M	\$ 5.5 M	\$ 5.7 M	\$ 5.7 M
Endowment (\$M)	1.28%	\$ 80.1 M	\$ 80.2 M	\$ 80.5 M	\$ 80.7 M	\$ 81.2 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Academic Quality						
Faculty Awards	100%	1	1	1	2	2
National Academy Members	n/a	0	0	0	0	0
Number of Post-Doctoral Appointees*	567%	20	19	20	22	23
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	0 of 8	0 of 8	0 of 8	0 of 8	1 of 8
Return on Investment						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	4.9%	\$51.1 M	\$ 50.0 M	\$ 52.5 M	\$ 55.1 M	\$ 57.9 M
Science & Engineering Research Expenditures (\$M)	3.5%	\$ 34.3 M	\$ 33.6 M	\$ 35 M	\$ 37.8 M	\$ 39.7 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-3.3%	\$ 26.4 M	\$ 25.9 M	\$ 27 M	\$ 32.3 M	\$ 33.9 M
Percent of Research Expenditures funded from External Sources	-2.1%	80%	83%	85%	86%	86%
Patents Issued	500%	5	4	5	7	9
Licenses/Options Executed	0.0%	0	0	2	3	4
Licensing Income Received (\$M)	-100%	\$ 0	\$ 0	\$ 20,000	\$ 30,000	\$ 50,000
Number of Start-up Companies	0.0%	0	1	2	2	4
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>214</u> 207	<u>241</u> 206	<u>239</u> 215	<u>230</u> 216	<u>220</u> 215
Research Doctoral Degrees Awarded	21%	23	22	24	25	26
Professional Doctoral Degrees Awarded	32%	378	340	347	354	361
TOTAL NUMBER OF IMPROVING METRICS		13	9	25	24	25

Note: An asterisk (*) indicates that 2011-12 is the latest data available for these metrics.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metric #1: Bachelor's Degrees Awarded to Minorities (includes: Black, Asian, Hispanic, Native, Mixed)	5%	1,432	1,394	1,408	1,422	1,436
Metric #2: Percent of Course Sections Offered via Distance and Blended Learning	1.7%	1.7%	2.0%	2.2%	2.4%	2.6%
Metric #3: Percentage of Eligible Programs with Specialized Accreditation (** eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation)	Cannot compute meaningful comparison as several programs terminated in 2010-11	90%	86.44%	85.25%	83.87%	83.87%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. Increase the production of graduate degrees awarded to African Americans in the academic programs.

Metric: Number of graduate degrees awarded to African Americans.	13.1%	519	476	481	510	550
--	-------	-----	-----	-----	-----	-----

Goal 2. Establish the position as a top ten producer of African Americans with graduate and professional degrees in the sciences, technology, engineering and mathematics (STEM), law and health disciplines.

Metric: Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in the production of African American graduates.	-11.8%	17	18	20	20	21
---	--------	----	----	----	----	----



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15* Appropriations
Education & General – Main Operations		
State Funds	\$ 96.6	\$ 110.50
Tuition	\$ 72.2	\$ 72.45
TOTAL MAIN OPERATIONS	\$ 168.8	\$ 182.95
Education & General – Health-Science Center / Medical Schools		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL HSC	n/a	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL IFAS	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 168.8	\$ 182.95

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 41.3	n/a
----------	---------	-----

Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 53.2	n/a
----------	---------	-----

Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 73.0	n/a
----------	---------	-----

Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	n/a	n/a
----------	-----	-----

OTHER BUDGET ENTITY TOTAL REVENUES

	\$ 167.5	n/a
--	----------	-----

UNIVERSITY REVENUES GRAND TOTAL

	\$ 336.3	n/a
--	----------	-----

Note: * Data is preliminary until the Governor approves. The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June 2014 Board meeting.



FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,091	\$1,091	\$1,091	\$1,091	\$1,091
Percent Increase	12.0%	1.3%	0.0%	0.0%	0.0%
Required Fees ¹	\$1,583	\$1,583	\$1,583	\$1,583	\$1,583
TOTAL TUITION AND FEES	\$5,774	\$5,826	\$5,826	\$5,826	\$5,826

Note¹: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	86%	84%	85%	86%	85%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$28,144	\$29,554	\$29,702	\$31,251	\$29,663
	2008	2009	2010	2011	2012 GOAL
NSLDS Cohort Year					
Student Loan Cohort Default Rate (3rd Year)	16.5%	18.3%	18.9%	14.6% <i>draft</i>	13.1%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,553	\$1,138	\$9,356	\$1,214	\$2,192	\$18,453
AT HOME	\$4,553	\$1,138	\$2,212	\$1,712	\$2,558	\$12,173

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	3,749	65%	\$8,150	-\$1,727	\$7,167	\$6,326	
\$40,000-\$59,999	689	12%	\$11,154	\$711	\$4,812	\$6,606	
\$60,000-\$79,999	384	7%	\$13,149	\$2,558	\$3,027	\$6,488	
\$80,000-\$99,999	273	5%	\$13,353	\$2,710	\$2,929	\$6,491	
\$100,000 Above	527	9%	\$13,395	\$2,860	\$2,738	\$5,523	
Missing*	187	3%		\$5,412	\$104	\$75	
TOTAL	5,809	100%	AVERAGE	\$9,912	-\$300	\$5,786	\$6,104

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). *Missing* includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$36.38
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$
Total differential fee revenue generated in 2014-15 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
<p>Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates</p>	<p>The percent of students retained in the second year with a GPA of 2.0 or greater increased to 82% in 2012-2013; a dramatic 7% percent increase in just one year. Further, the six-year graduation rate increased by 2% to 41%. The following are some of the enhancements made in the past year using tuition differential funds:</p> <ul style="list-style-type: none"> <p>• Academic Advisement Continued funding of 21 advisor/counselor positions to serve students in developmental (remedial) education and colleges and schools as well as the following retention initiatives – Online Academic Advisement Module, Career Development, Student Debt, Transfer Student Services, and Testing.</p> <p>• Advisor Training The professional development and training program for academic advisors/counselors was fully implemented in Fall 2011. The program is on-going and updated for effectiveness. In 2013-14, professional development included university-wide advisor workshops, a webinar, and additional training sessions on specific topics such as Intrusive Advising Model, Black Board Analytics, Black Board Connect, the Online Academic Curriculum Mapping/Advisement Module, Student Debt Management, Satisfactory Academic Progress (SAP) Process, Change of Major Process, and Best Practices in Retention.</p> <p>• Developmental Education/Testing A Testing Services Advisor/Counselor was hired in May 2013 to assist with administration of the Post Readiness Assessment Test (PERT), and advise and place freshmen students in the appropriate developmental education (remedial) courses that will enhance academic preparedness and increase opportunities for academic success.</p> <p>• Career Development The Career Development curriculum has been developed with faculty input and fully implemented in Fall 2013. Two career advisors were hired in Fall 2012. Career development outreach is provided to freshmen and sophomore students. Over 2,162 student contacts have been made since Spring 2013.</p>



Career development advising assists students to identify appropriate majors. In the Fall 2013 semester, 361 First Time in College (FTIC) students without a declared degree were enrolled at the University. At the end of the semester, 270 (75%) of the students declared a major.

- **First Year Experience**

The First Year Experience (FYE) course, piloted in 2011-12, was fully implemented in 2012-13. The First Year Experience program includes a mandatory course (SLS-1101) for all freshmen students.

- **Peer Mentoring**

Tuition Differential funding was utilized to provide forty (40) Peer Mentors with book stipends (\$500 each) for the 2013-2014 academic year.

- **Academic Success Workshops**

Academic Success Workshops were held for students in Fall 2013 and Spring 2014 regarding Time Management, Study Skills Improvement, Test Taking Skills, Learning Styles, Career Development, Financial Literacy, Critical Thinking Skills, Conflict Resolution, Ethics, Health and Wellness, Resume' Building, etc.

- **Academic Success Course**

The Academic Success Course curriculum has been developed with faculty input. The course was implemented in Spring 2014. The course assists at-risk students and students on academic warning or probation status to develop the study skills and personal success habits that enhance learning and encourage the highest level of success.

- **Online Academic Curriculum Mapping/Academic Advisement Module (AAM)**

Two (2) academic advisors/counselors were hired in Fall 2012 to complete the Student Academic Advisement Module. The Advisement Module was fully implemented in May 2013. Outreach is provided to freshmen and sophomore students. Over 475 student contacts have been made since Summer 2013. In addition, several training sessions have been held for faculty, advisors and students.

- **Tutorial Labs**

Six (6) tutorial labs were fully implemented in Fall 2013. In August 2013, the responsibility for providing tutorial services for student-athletes was transferred to the Office of University Retention. Tuition differential funding was utilized to hire three (3) tutors and one (1) on-site Tutorial Lab to assist in improving the Academic Progress Rate (APR) of student-athletes.



	<p>By the end of Fall 2013, a total of 1,757 students utilized the tutorial labs and the overall pass rate for all enrolled courses by first-time-in-college students who utilized tutorial labs was 82.4%, which was a statistically significant higher passing rate than students who did not utilize tutorial labs.</p> <ul style="list-style-type: none"> Student Debt Management Program Two (2) Student Debt Advisors /Counselors were hired in Fall 2012 to provide financial literacy outreach to freshmen and sophomore students to decrease student debt and loan default rates. Over 15,239 student contacts have been made since Spring 2013.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	32
Total Number of Advisors Hired or Retained (funded by tuition differential):	21
Total Number of Course Sections Added or Saved (funded by tuition differential):	656
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Need based aid	A total of 1,388 students received need based aid awards from 30% of the tuition differential funds.
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,388
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,416
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$216
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,645



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2013-14	2014-15
	-----	-----
<u>FTE Positions:</u>		
Faculty	32.00	32.00
Advisors	20.84	20.84
Staff	1.00	1.00
Total FTE Positions:	53.84	53.84
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 3,306,171	\$ 1,618,421
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 3,306,171	\$ 1,618,421
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 7,998,000	\$ 7,198,200
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward	-	-
Balance	-	-
Total Receipts / Revenues:	\$ 7,998,000	\$ 7,618,421
<u>Expenditures</u>		
Salaries & Benefits	\$ 3,920,993	\$ 3,748,938
Other Personal Services	1,124,421	1,104,421
Expenses	151,724	32,492
Operating Capital Outlay	-	-
Student Financial Assistance	2,399,212	2,159,460
Expended From Carryforward Balance	2,089,212	1,732,803
**Other Category Expenditures	-	-
Total Expenditures:	\$ 9,685,750	\$ 8,778,113
Ending Balance Available:	\$ 1,618,421	\$ 38,508

*Since the 2013-14 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.



FISCAL INFORMATION (continued) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida A&M University							
Undergraduate Students	Actual			Projected			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Tuition:							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	21.42	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
Total Base Tuition & Differential per Credit Hour	\$124.74	\$139.70	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45
% Change		12.0%	1.3%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	\$0.00	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$39.55	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46
Total Tuition and Fees per Credit Hour	\$164.29	\$188.16	\$189.91	\$189.91	\$189.91	\$189.91	\$189.91
% Change		14.5%	0.9%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$59.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
List any new fee proposed							
Total Block Fees per term	\$124.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
% Change		-47.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,742.20	\$4,191.00	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50
Total Fees for 30 Credit Hours	\$1,434.50	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80
Total Tuition and Fees for 30 Credit Hours	\$5,176.70	\$5,774.80	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		11.6%	0.9%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$15,114.30	\$15,563.10	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60
Total Fees for 30 Credit Hours	\$2,003.00	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30
Total Tuition and Fees for 30 Credit Hours	\$17,117.30	\$17,715.40	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		3.5%	0.3%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$8,826.20	\$8,942.00	\$9,140.00	\$10,896.00	\$11,172.64	\$11,459.68	\$11,759.20
\$ Change		\$115.80	\$198.00	\$1,756.00	\$276.64	\$287.04	\$299.52
% Change		1.3%	2.2%	19.2%	2.5%	2.6%	2.6%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students (FAMU Village used for projections)



ENROLLMENT PLANNING

Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-32%	3,101	35%	3,043	35.2%	3,447	38.0%	3,846	41.1%
FTIC (Profile Admit)**	13%	4,022	46%	3,946	45.6%	3,746	41.3%	3,418	36.6%
AA Transfers*	-9%	938	11%	920	10.6%	1,129	12.4%	1,329	14.2%
Other Transfers	28%	756	9%	742	8.6%	749	8.6%	755	8.6%
Subtotal	-9%	8,817	100%	8,651	100.0%	9,071	100.0%	9,348	100.0%
GRADUATE STUDENTS									
Master's	-31%	620	35%	608	34.9%	683	35.6%	814	37.7%
Research Doctoral	87%	275	15%	270	15.5%	292	15.2%	332	15.4%
Professional Doctoral	-3%	884	50%	867	49.7%	945	49.2%	1,015	47.0%
Subtotal	-9%	1,779	100%	1,746	100.0%	1,920	100.0%	2,161	100.0%
NOT-DEGREE SEEKING	-27%	138		135		137		138	
MEDICAL	n/a	n/a		n/a		n/a		n/a	
TOTAL	-9%	10,734		10,532		11,128		11,647	

Note*: AA transfers refer only to transfers from the Florida College System.

** The Profile Admits in this row reflect all students enrolled who entered as profile admits, including those from past years who have been retained. New Profile Admits admitted in the fall were drastically reduced from 78% in fall 2009 to 28% in fall 2013 and will be 20% or less in fall 2014 as required by the FAMU BOT.

Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	n/a***	36	.5%	65	1.1%	110	1.7%	250	3.8%
HYBRID (50%-79%)	-100%	0	0%	30	0.50%	90	1.4%	240	3.6%
TRADITIONAL (<50%)	-.4	6,517	99.5%	5,857	98.4%	6,089	96.8%	6,092	92.6%
TOTAL	.1%	6,553	100%	5,952	100.0%	6,289	100%	6,582	100.0%
GRADUATE									
DISTANCE (80%)	n/a***	0	0%	0	0.0%	75	5.4%	250	17.2%
HYBRID (50%-79%)	n/a***	0	0%	0	0.0%	50	3.6%	200	13.8%
TRADITIONAL (<50%)	-2.2%	1,446	100%	1,315	100.0%	1,264	91.00%	1,004	69.1%
TOTAL	-.3%	1,446	100%	1,315	100.0%	1,389	100%	1,454	100.0%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%* of instruction (per SUDS data element 2052). ***The percent change cannot be calculated since the offering in 2010-11 was zero.



ENROLLMENT PLANNING (continued)

Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
STATE FUNDABLE									
<i>Florida Resident</i>									
LOWER	2,837	3,601	2,835	2,996	3,136	3,197	3,261	3,327	3.3%
UPPER	2,584	2,868	2,582	2,728	2,855	2,912	2,971	3,030	3.3%
GRAD I	328	475	328	346	362	370	377	385	3.3%
GRAD II	850	803	849	897	939	958	977	997	3.3%
TOTAL	6,599	7,747	6,594	6,967	7,292	7,437	7,586	7,739	3.3%
<i>Non- Resident</i>									
LOWER	283	n/a	282	299	311	319	325	331	3.3%
UPPER	253	n/a	253	267	280	285	291	297	3.3%
GRAD I	47	n/a	47	50	52	53	54	55	3.3%
GRAD II	91	n/a	91	96	101	103	105	107	3.3%
TOTAL	674	1,119	673	712	744	760	775	790	3.3%
TOTAL									
LOWER	3,120	n/a	3,117	3,294	3,447	3,516	3,587	3,659	3.3%
UPPER	2,837	n/a	2,835	2,995	3,135	3,197	3,261	3,327	3.3%
GRAD I	375	n/a	375	396	414	423	431	440	3.2%
GRAD II	941	n/a	940	993	1,040	1,061	1,082	1,103	3.2%
TOTAL	7,273	8,866	7,267	7,678	8,036	8,197	8,361	8,528	3.3%
NOT STATE FUNDABLE									
LOWER	326	n/a	326	326	326	326	326	326	0%
UPPER	219	n/a	219	219	219	219	219	219	0%
GRAD I	67	n/a	68	69	70	71	72	73	1.4%
GRAD II	13	n/a	13	13	13	13	13	13	0%
TOTAL	625	n/a	626	627	628	629	630	631	0.2%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

Medical Student Headcount Enrollments

<i>Medical Doctorate Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<i>Dentistry Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<i>Veterinary Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Environmental Studies	03.0103	STEM	FGCU, FIU		78	06-2014
Interdisciplinary Studies	30.0000	No	UCF, UNF (also FIU, UF, USF in CIP 30.9999)	FIU, UCF	175	06-2014
Food Science	01.1001	STEM	UF		70	01-2015
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						
Doctor of Nursing Practice	51.3818	CRIT: HEALTH	FAU, FIU, FSU, UCF, UF, UNF, USF	FIU, FAU (web- assisted), UCF, UNF, UF	60	06-2015

New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Digital Media	09.0702	STEM	FAU, FGCU		60	06-2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Health Informatics	51.0706	CRIT: HEALTH	UCF	UCF, USF		10-2015
Biomedical Sciences	26.0102	STEM	FSU, FAU, UCF			
Computational Science	30.3001	STEM	FSU			
DOCTORAL PROGRAMS						
Chemistry	40.0501	STEM	FAU, FIU, FSU, UCF, UF, USF		20	06-2017
Public Health (PhD)	51.2201	CRIT: HEALTH	FIU, UF, USF		25	04-2016
Biology	26.0101	STEM	FAU, FIU, FSU, USF		20	06-2017
Computational Science	30.3001	STEM	FSU		20	06-2016



DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.
 Source: State University Database System (SUDS).

Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).
 Source: State University Database System (SUDS).

University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.
 Source: State University Database System (SUDS).

Bachelor's Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).
 Source: State University Database System (SUDS).

Graduate Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).
 Source: State University Database System (SUDS).



Freshmen in Top 10% of High School Class
 Applies to: NCF
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.
 Source: New College of Florida.

BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours
 This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.
 Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).
 Source: State University Database System (SUDS).

Number of Faculty Awards
 This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.
 Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

National Ranking for Institutional & Program Achievements
 This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
 Source: Board of Governors staff review.

BOT Choice Metrics

Percent of R&D Expenditures Funded from External Sources
 FAMU
 This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.
 Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Bachelor's Degrees Awarded to Minorities
 FAU, FGCU, FIU
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.
 Source: State University Database System (SUDS).

National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News
 FSU
 This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.
 Source: US News and World Report's annual National University rankings.



Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of Course Sections Offered via Distance and Blended Learning UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



6-year Graduation Rate (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Total Annual Research Expenditures (\$M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Goals Common to All Universities

Academic Quality

Avg. SAT Score (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Operational Efficiency

Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

Return on Investment

Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



Goals Specific to Research Universities

Academic Quality

Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

Return on Investment

Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

based on US News & World Report



Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

Student Debt Summary

Percent of Bachelor's Recipients with Debt
 This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.
 Source: Common Dataset (H4).

Average Amount of Debt for Bachelor's who have graduated with debt
 This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.
 Source: Common Dataset (H5).

Student Loan Cohort Default Rate (3rd Year)
 Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	<u>10/01/2008 to 9/30/2011</u> 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	<u>10/01/2009 to 9/30/2012</u> 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	<u>10/01/2010 to 9/30/2013</u> 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	<u>10/01/2011 to 9/30/2014</u> 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	<u>10/01/2012 to 9/30/2015</u> 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	<u>10/01/2013 to 9/30/2016</u> 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date June 4-5, 2014

Agenda Item

Item Origination and Authorization

Policy _____	Award of Bid _____	Budget Amendment _____	Change Order _____
Resolution _____	Contract _____	Grant _____	Other _____

Action of Board

Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____
----------------	------------------------------	-------------------	-----------------	-----------------

Subject: BS/BA Environmental Studies (CIP Code 03.0103)

Rationale:

The BS/BA Environmental Studies is designed to address the interests of students who are seeking careers in Environmental Policy and Management. The proposed degree will be housed in the School of the Environment, which also offers the BS, MS and PhD in Environmental Sciences. The proposed degree will differ from the current BS in Environmental Sciences, which is intended for students who are interested in laboratory or field research, in the science and mathematics courses required and in requiring a minor. The BS/BA Environmental Studies is designated as a STEM degree program in the Board of Governors Areas of Strategic Emphasis and will help meet needs for more individuals from underrepresented groups in environmentally related occupations.

Recommendation:

It is recommended that the Florida A&M University Board of Trustees approve the BS/BA Environmental Studies (CIP Code 03.0103) in the School of the Environment, effective Fall 2014.



Florida Agricultural and Mechanical University Board of Trustees Action Item

Summary Information BS/BA Environmental Studies

The BS/BA Environmental Studies is included in the FAMU Strategic Plan list of programs to explore and is aligned with the following goals of the State University System Strategic Plan.

Excellence: Strengthen Quality and Reputation of Academic Programs and Universities

The proposed program responds directly to the state's goal of strengthening the quality and reputation of academic programs at Florida A&M University by building on the excellence of the School of the Environment. The School includes active researchers, award-winning faculty, and garners millions of dollars in external research funding each year.

Productivity: Increase Degree Productivity and Program Efficiency

The BS/BA Environmental Studies will increase degree productivity by offering a degree option that does not currently exist for many students who are interested in the environmental field but who want to pursue careers in environmental management and policy rather than a career in laboratory or field research.

Strategic Priorities: Increase the Number of Degrees Awarded in STEM

The proposed program will increase degree productivity in a STEM field.

Students

The program projects enrolling 21 students in the first year, increasing to 78 by the fifth year of implementation.

Faculty

There are ten faculty currently in the School of the Environment who will participate in offering the proposed BS/BA Environmental Studies.

Curriculum

The BS/BA Environmental Studies will be 120 semester credit hours in length and will offer two options. The BA option will require 12 hours of a foreign language, while the BS option will require additional elective courses instead of the foreign language. All other requirements for the two options are similar. Both options will require a minor of 18 credit hours that is associated with FAMU offerings outside of the School of the Environment, which will complement the environmental studies major. Examples of such minors include history, journalism, philosophy and religion and political science. All courses needed for the degree are currently offered at the University.

Table 1 - Projected Student Headcount and FTE

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Student Headcount	21	38	55	73	78
Student FTE	14.6	26.6	36.4	44.3	53.1

Table 2 - Estimated Costs Based on Projected Enrollment

	Existing Costs	New Costs	Total Costs
First Year	\$311,215	\$0	\$311,215
Fifth Year	\$311,215	\$0	\$311,215

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida A&M University	Fall 2014
University Submitting Proposal	Proposed Implementation Term
School of the Environment	(Not Applicable)
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Environmental Studies	BA/BS Environmental Studies
Academic Specialty or Field	Complete Name of Degree
03.0103	
Proposed CIP Code	

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

Date Approved by the University Board of Trustees			5/16/14
		President	Date
Signature of Chair, Board of Trustees	Date		5/12/14
		Vice President for Academic Affairs	Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	21	14.625	\$21,280	\$311215	\$0	\$0	\$311215
Year 2	38	26.625					
Year 3	55	36.375					
Year 4	73	44.250					
Year 5	78	53.125	\$5,858	\$311215	\$0	\$0	\$311215

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The proposed Environmental Studies Degree Program will satisfy the interests of students who are seeking careers in Environmental Policy and Management. Environmental Studies students are not mainly interested in being directly involved in the laboratory or field measurements associated with environmental science. Students who are interested in the policy or management aspects of environmental work are reluctant to major in environmental science because of the focus on measurements. The proposed Environmental Studies Degree Program is distinguished from the current Environmental Science Degree Program by the science and mathematics, Foreign Language, and Minor Courses requirements. The Environmental Science curriculum at Florida A&M University contains 65 credit hours of science and mathematics courses. These required science and mathematics courses are the same courses required of students majoring in biology, chemistry, or physics.

The Environmental Studies Undergraduate Degree Program would be similar to the current Environmental Science Undergraduate Degree Program. The difference would be in the different science and mathematics courses required and the need in the Environmental Studies Degree Program to complete requirements for a Minor Program of Study. The Environmental Studies Degree Program is intended for those students who plan graduate or professional studies in a non-scientific field or who wish to pursue careers in the area of policy, since there are fewer career opportunities in scientific fields for an environmental studies graduate than for an environmental science graduate.

Career counseling would be provided to Environmental Studies students. The components of this counseling would include a) The School of the Environment Seminar Program, b) Internships, c) Certificate programs, and d) the Florida A&M University Career Center. This career counseling would seek to prepare Environmental Studies students for careers in Industrial and Governmental sectors and in Non-governmental Organizations.

The start of this counseling would be the School of the Environment Student Handbook. The School of the Environment Seminar program will include at least two speakers or sessions each semester on careers for Environmental Studies students. The School of the Environment would seek to have each Environmental Studies student to complete an internship during their studies. The School of the Environment would encourage Environmental Studies students to complete certificate programs during their studies. One example of such training is the Certificate programs of the Training, Research, and Education for Environmental Occupations at the University of Florida (<http://www.treco.ufl.edu/>). Much of this training is Online/Distance Learning.

Specific careers would be suggested to students in the Environmental Studies Degree Program. The suggestions will be based on whether or not the student plans to attend a graduate or professional school. Some expected career choices for the graduate study or professional school career route follow: Environmental Policy and Management and Sustainability Management.

Some suggested careers for students who choose to not go to graduate or professional school follow: Conservation Officer, Education, Environmental Policy Analyst, Environmental Policy Regulator, and Natural Resource Management.

It is important that the field of environmental studies has a diverse workforce to obtain “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies”. (United States Environmental Protection Agency, <http://www.epa.gov/compliance/environmentaljustice/>). The Florida State University System has Bachelor of Science Degree Programs in Environmental Studies (CIP 03.0103) at FGCU and FIU. Together, they produced only three African-American graduates in 2011-2012 and they produced only three African American graduates in 2012-2013, the latest year for which data is available (http://www.flbog.edu/resources/iud/degrees_results.php). As a historically top producer of baccalaureate degrees awarded to African Americans, Florida A&M University could significantly increase the number of degrees in this field awarded to African Americans in the state as well as the United States.

An undergraduate Degree Program in Environmental Studies is a part of the Strategic Plan of the School of the Environment. The strategic plan is entitled "FAMU School of the Environment 2020 VISION with Courage". The following goal and strategy are in the strategic plan:

- GOAL 1.4: Develop new tracks, concentration areas and degree programs that reflect University priorities and responsiveness to the needs of the 21st century
- Strategy 1.4.4: Develop environmental studies and/or Bachelor of Arts option for undergraduates.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

The proposed program will contribute directly to SUS Strategic Planning Goals.

- **Excellence: Strengthen Quality and Reputation of Academic Programs and Universities**
The proposed program responds directly to the state’s goal of strengthening the quality and reputation of academic programs at Florida A&M University by building on the excellence of the School of the Environment. The School includes active researchers, award-winning faculty, and garners millions of dollars in external research funding each year.
- **Productivity: Increase Degree Productivity and Program Efficiency**
The BS/BA Environmental Studies will increase degree productivity by offering a degree option that does not currently exist for many students who are interested in the environmental field but who want to pursue careers in environmental management and policy rather than a career in laboratory or field research.
- **Strategic Priorities: Increase the Number of Degrees Awarded in STEM**
The proposed program will increase degree productivity in a STEM field.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis

as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

The proposed degree program is in the Programmatic Strategic Area of Science, Technology, Engineering, and Mathematics (STEM).

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The proposed degree program will be available only at the Tallahassee campus of Florida A&M University.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The differences between environmental science and environmental studies are well presented at a Fordham University website:

http://www.fordham.edu/academics/programs_at_fordham /environmental_studie/what_is_envir onmenta_74349.asp. The differences follow. “**Environmental Studies**, as an academic

discipline, is the interdisciplinary study of the creation, evolution, implementation and effectiveness of environmental policies. It addresses environmental problems mainly from the perspective of their societal causes, effects, and solutions in the realms of government, law, economics, business, education, design, environmental organizations, media, ethics, religion, literature and the arts, and individual citizens. While it uses data from the natural sciences about environmental problems, its main focus is not on the production of this scientific data; rather, it uses this data, and especially the methods of the social sciences, humanities, and applied arts, to analyze, evaluate, and inform environmental policy. **Environmental Science**, as an academic discipline, is the interdisciplinary study of environmental problems that brings together and applies the physical, chemical and biological sciences. It has as its main focus the production of scientific data on the anthropogenic physical and biological causes and effects of environmental

problems, even though it includes some consideration of policies and their underlying social values as studied in the social sciences and humanities.”

There is no separate entry in the United States Occupational Outlook Handbook for Environmental Studies. Environmental Studies focuses on environmental policy analysis. Policy analysts usually have a graduate or professional degree: Sadie Blanchard, “Policy Analysts: Shaping society through research and problem-solving” (<http://www.bls.gov/opub/ooq/2007/spring/art03.pdf>). It is expected that most graduates of the Environmental Studies Program would pursue a graduate or professional degree before joining the labor force as environmental analysts. The closest entry in the Occupational Outlook Handbook to Environmental Studies is the entry for Environmental Scientists and Specialists.

The reference for the following quotation is: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Environmental Scientists and Specialists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm> (visited August 14, 2013). “Employment of environmental scientists and specialists is expected to grow by 19 percent from 2010 to 2020, about as fast as the average for all occupations. Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, is projected to spur demand for environmental scientists and specialists. Further demand is also expected as a result of new and increasingly complex environmental laws and regulations.

Most employment growth for environmental scientists and specialists is projected to be in private consulting firms that help clients monitor and manage environmental concerns and comply with regulations. More businesses are expected to consult with environmental scientists in the future to help them minimize the impact their operations have on the environment. For example, environmental consultants help businesses develop practices that minimize waste, prevent pollution, and conserve resources. Other environmental scientists are expected to be needed to help planners develop and construct buildings, utilities, and transportation systems that protect natural resources and limit damage to the land. Environmental scientists and specialists should have good job opportunities. In addition to growth, many job openings will be created by scientists who retire, advance to management positions, or change careers.”

Employment Projections data for environmental scientists and specialists for the period 2010-2020				
Occupational Title	Employment in 2010	Projected Employment in 2020	Change from 2010 to 2020	
			Percent	Numerical value
Environmental Scientists and Specialists, Including Health	89,400	106,100	19	16,700

Source: U.S. Bureau of Labor Statistics, Employment Projections program

Olivia Crosby in the article “How to get a job in the Federal Government” *Occupational Outlook Quarterly*, Summer 2004 (<http://www.bls.gov/opub/ooq/2004/summer/art01.pdf>) included the following fields in the domain of Environmental Studies: Ecologist, Environmental engineer, Environmental protection assistant, Environmental protection specialist, Fish and wildlife refuge management, General fish and wildlife administrator, Government Accountability Office (GAO) analyst, Programs specialist (Environmental and natural resources), and Rangeland manager.

The proposed degree program will directly prepare students for careers in the following fields: Fish and wildlife refuge management, General fish and wildlife administrator, Government Accountability Office (GAO) analyst and Programs specialist (Environmental and natural resources). In the year 2004, there were 46,791 Management and Program Analysis positions and 69,185 Miscellaneous Administration and Program positions in the United States Federal Government.

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

There are about 30 students who are majoring in environmental science in the School of the Environment. The greater freedom in choosing a curriculum should attract at least twice as many students to the Environmental Studies Degree Program. Thus, it is projected that the Environmental Studies Degree Program would have 78 students enrolled by year five. In addition to attracting new students and students from other majors, a number of students who begin their studies of environmental science at Florida A&M University change from environmental science to another program, because they are not very interested in completing as many science and mathematics courses as is required by the Environmental Science Degree Program. Such students are more suited to the proposed Environmental Studies Degree Program and they would probably change their area of study to environmental studies rather than move to a non-environmental field

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

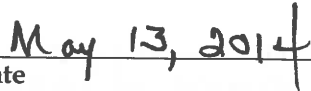
The CAVP Workgroup has reviewed the pre-proposals for the Environmental Studies Degree Program being proposed here.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. 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.**

There are about 30 students who are majoring in environmental science in the School of the Environment. The greater freedom in choosing a curriculum should attract at least twice as many students to the Environmental Studies Degree Program. Thus, it is projected that the Environmental Studies Degree Program would have 78 students enrolled. There are only six elective credit hours in the Environmental Science Degree Program curriculum. The Environmental Studies student would be free to choose a minor and would be allowed 18 elective credit hours to fulfill requirements for this minor. There have been enquiries by parents about when the Environmental Studies major will be available.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.


Signature of Equal Opportunity Officer


Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

The faculty that supports the Environmental Science Degree Program at Florida A&M University is the same faculty that would support the Environmental Studies Degree Program. The increased size of classes that would result from the introduction of an Environmental Studies Degree Program would be manageable by the current faculty with increased support of graduate students in the School of the Environment as Teaching Assistants. For this reason the introduction of the Environmental Studies Degree Program would not require increased costs.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

The introduction of the Environmental Studies Program would not require the reallocation of any resources other than assigning Teaching Assistant duties to more graduate students than is currently assigned such duties.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The program could impact every unit in the university which has a Minor Program of Study, since each student in the Environmental Studies Degree Program would be required to complete requirements for a minor in a degree program of the university. The degree program chosen would be the decision of the student in the Environmental Studies Degree Program.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The Cooperative Agreement that is described in the table below supports training in Science, Technology, Engineering, and Mathematics and in the Social Sciences. The proposed Environmental Studies Degree Program is an area that is supported by the Cooperative Agreement.

Cooperative Agreement: Value	Dates	Title	Agency	Amount
	September 1, 2011 to June 30, 2016	Environmental Cooperative Science Center	National Oceanic and Atmospheric Administration	\$14,999,997.00

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The implementation of the Environmental Studies Degree Program would benefit Florida A&M University by providing a program of study that a number of students are seeking. This would be a factor that would help to maintain or increase enrollment at the university. The implementation of the Environmental Studies Degree Program would benefit the local community and the State of Florida by providing a significant number of environmental analysts who are members of minority groups.

V. Access and Articulation - Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)

The number of Credit Hours required to complete the proposed program for an environmental studies degrees does not exceed 120.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The Prerequisites for the proposed Bachelor of Arts and Bachelor of Science Degree in Environmental Studies are not the same as the Florida Common Course Prerequisites for the degree program within the SUS. A new Common Prerequisites Track must be requested for the proposed degree program.

Florida Common Prerequisites for the Degree in Environmental Studies	Proposed Common Prerequisites Track
Required Courses	Bachelor of Arts Equivalent Courses
Course Prefix, Number, and Title	Course Prefix, Number, and Title
BSC 1010C General Biology I	BSC 1005C Biological Science
CHM 1045 General Chemistry I	CHM 1030 Introductory Chemistry for Non-Science Majors
CHM 1045 General Chemistry Laboratory I	CHM 1030 Introductory Chemistry for Non-Science Majors Laboratory
MAC 1105 College Algebra	MAC 1105 College Algebra

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

The proposed degree program does not intend to seek become a Limited Access Program.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

The proposed degree program is not an AS-to-BS Capstone program.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The Mission Statement of Florida A&M University is given below. In accordance with the mission of the university, the proposed Environmental Studies Degree Program will contribute to the educating of students at the undergraduate level with an emphasis on educating African Americans.

Mission Statement

“Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU’s distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University’s land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community. “

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

An Environmental Science Degree Program is in the School of the Environment at Florida A&M University. The proposed Environmental Studies Degree Program will also be located in the School of the Environment. All of the required environmental science courses for the Environmental Studies Degree Program are also required courses in the Environmental Science Degree Program. Thus, no new courses will need to be created for the Environmental Studies Degree Program. Environmental Studies and Environmental Science have some different topics

of emphasis, but the Learning Objectives of Environmental Science and Environmental overlap. The courses and the academic skills and experience of the faculty required to have a successful Environmental Studies Degree Program already exist in the School of the Environment because of the Environmental Science Degree Program there.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning Process

Planning process for the proposed Environmental Studies Degree Program in the School of the Environment at Florida A&M University		
Date	Participants	Planning Activity
January 5, 2012	Faculty of the School of the Environment	The Curriculum for the proposed Environmental Studies Degree Program was submitted to the faculty of the School of the Environment
April 10, 2012	Faculty of the School of the Environment	The New Academic Degree Program Feasibility Study was submitted to the faculty of the School of the Environment
May 12, 2012	Faculty Senate Curriculum Committee	The New Academic Degree Program Feasibility Study was submitted to the Curriculum Committee of the Florida A&M University Faculty Senate
May 12, 2012	University Program Authorization Review Committee	The New Academic Degree Program Feasibility Study was submitted to the University Program Authorization Review Committee of Florida A&M University
May 15, 2012	University Program Authorization Review Committee	The University Program Authorization Review Committee approved the submission of a proposal for the Environmental Studies Degree Program on the Basis of the Feasibility Study for the degree program
May 29, 2012	Faculty Senate Curriculum Committee	The Curriculum Committee of the Florida A&M University Faculty Senate approved the submission of a proposal for the Environmental Studies Degree Program on the Basis of the Feasibility Study for the degree program
September 19, 2012	Faculty of the School of the Environment	The Response of the Provost to the Feasibility Study for the Bachelor of Arts Degree in Environmental Studies was presented
November 15, 2012	Council of Academic Vice Presidents New Program Review Committee	Proposal submitted to the Council of Academic Vice Presidents New Program Review Committee

Events Leading to Implementation

Implementation plans for the proposed Environmental Studies Degree Program in the School of the Environment at Florida A&M University

Date	Implementation Activity
June 1, 2014	Begin recruitment of students for the Environmental Studies Degree Program
August 1, 2014	Start the Environmental Studies Degree Program in spring semester 2014

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Seven Year Review of the School of the Environment that occurred in March of 2014 recommends an Environmental Studies Degree Program in the school.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Expected Learning Outcomes: Goals

1. Foundation skills and knowledge

- a) Students will demonstrate a basic understanding of the natural sciences (biology, chemistry, and physics) and mathematics
- b) Students will demonstrate a basic understanding of the environment, including interactions among biological, chemical, and physical processes integral to the environment
- c) Students will demonstrate a basic understanding of various factors (e.g., climate, extreme events) that influence the environment
- d) Students will demonstrate a basic understanding of the manner that society influences the environment; and conversely, how the environment (i.e., changes or disturbances) influence society.

2. Effective written and verbal communication

Students will demonstrate the ability to explain environmental concepts, ideas, and functions to environmental science professionals, as well as to the general public.

3. Critical thinking

Students will demonstrate the ability to assimilate and critically evaluate facts and concepts related to environmental science, including a) biological, chemical, and physical responses at the ecosystem level; b) the relationships between smaller-scale systems (local, regional, and national) and the global environment, and c) the foundations of environmental policy and management and how science can support environmental decision-making.

Expected Educational Outcomes: Measures

1. Foundation skills and knowledge

- a) Students will demonstrate mastery of course material, achieving a grade of “C” or better on all required coursework. This includes the general education sequence and School of the Environment prerequisites and core courses
- b) 100% of School of the Environment students will secure jobs or admission to graduate or professional programs after completing their degree program at the School of the Environment.

2. Effective communication

- a) 100% of School of the Environment students will receive a grade of C or higher in English Language courses
- b) 100% of School of the Environment students will demonstrate good oral communications skills as documented by comments of student advisors and faculty of the School of the Environment

3. Critical thinking

- a) 100% of School of the Environment students will achieve grades of “C” or better in required courses
- b) 100% of School of the Environment students will demonstrate progress in their program as documented by comments of student advisors and faculty of the School of the Environment

B. Describe the admission standards and graduation requirements for the program.

The admissions standards and graduation requirements are the same as those specified in the Catalog of Florida A&M University.

Admission Standards

- “Each person admitted and enrolled must have a high school diploma or General Equivalency Diploma (GED). Admission requires high school graduation from a regionally accrediting agency recognized by the U.S. Secretary of Education or the Council for Higher Education.”
- “Admission to FAMU shall be on a selective basis based upon curricula, space, and fiscal limitations. The selection process includes, but may not be limited to, grades; test scores; educational objectives; pattern of courses completed; past conduct; recommendations; and personal records.”
- “A first-time-in-college (FTIC) applicant is required to possess a diploma from a Florida public or regionally accredited high school, an accredited out-of-state high school or, if foreign, its equivalent.”
- “Students applying for admission will submit test scores from the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or from the American College Testing (ACT) program. ACT scores must include the combined English/Writing component. International applicants must present scores of at least 500 (Paper-based test), 213 (Computer-based test) and 61 (Internet-based test) on the Test of English as a Foreign Language (TOEFL) if the native language is not English.”
- “An applicant who has at least a 3.0 (recalculated) grade point average on a 4.0 scale in core academic units completed in grades 9 through 12 and who submits other appropriate evidence that indicates successful academic progress is academically eligible for admission.”

Home Schooled Students

“Home Education or Other Non-Traditional High School Program participants: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be equivalent to those described in this regulation. A student whose high school educational program is not measured in Carnegie Units must present a test score of at least 1450 on the SAT (reading, writing, math), a minimum composite score of 21 on the ACT. The University reserves the right to require a student to take an updated version of a test. A 3.0 average, 18 academic-college preparatory units and essay are required for home schooled students. Official transcripts must be certified through the school district.”

Undergraduate Transfer Applicants

- “A transfer is any student who has attended a regionally accredited college or university and has earned 12 or more semester hours (except as high school dual enrolled students).
- An international transfer applicant whose native language is not English must present a minimum score of 500 (Paper-based test) or 213 (Computer-based test) or 61 (Internet-based test) on the Test of English as a Foreign Language (TOEFL) or a certificate from an English Language Institute.
- To meet graduation requirements for the baccalaureate degree, FAMU requires a student to earn at least 30 semester hours in residency.
- Transfer students entering FAMU must have completed two (2) years of foreign language in high school or eight semester hours (or the equivalent) of a foreign language at an accredited undergraduate institution prior to enrollment.

Some academic programs have limited enrollment and student demands exceed available resources. Due to instructional facilities, laboratory space, equipment, faculty, etc., these programs have selective admissions criteria to limit enrollment. Architecture, Journalism, Public Relations and Nursing are approved limited access programs. Health Science/Occupational Wellness, Pharmacy and Social Work require applicants to complete departmental applications. The university subscribes to the Articulation Agreement between the State University System and the Florida State College System. Under this agreement, graduates of Florida public state/community colleges are eligible for admission to non-limited access programs at a state university if they have completed the university parallel program and have received the associate of arts degree and will receive priority admission over out-of-state students.

In accordance with the Articulation Agreement, the AA degree must be awarded on the basis of the following:

- 1) At least 60 semester hours of academic work exclusive of occupational courses;
- 2) An approved general education program of at least 36 semester hours; and
- 3) Overall grade point average of at least 2.0 on a 4.0 system.

Undergraduate transfer applicants who receive the AA degree from a state university in Florida must meet the same minimum requirements as undergraduate transfers who receive the AA degree from a college in the Florida State College System. Undergraduate transfer applicants who have not earned the AA degree from a Florida state/community college or from a state university in Florida must meet the following requirements:

- 1) Must be in good standing and eligible to return to the last institution attended;
- 2) Must have completed two years of one foreign language in high school or eight semester hours of post-secondary level instruction in one foreign language or American sign language;

- 3) Must have earned at least 60 semester hours and at least a 2.0 average on a 4.0 scale in all college work attempted from an accredited institution;
- 4) If an applicant has attended more than one institution, the cumulative grade point average from each institution must be at least 2.0 for the acceptance of transfer credit unless the student has not earned the Associate of Arts degree or higher; and
- 5) Transfer applicants with less than 60 semester hours must meet first-time-in-college admission requirements in accordance with Admission Regulations.

FAMU requires provisionally admitted transfer students to provide proof of 60 semester hours from previous institution(s) prior to registration. FAMU will consider transfer applicants with at least 24 semester hours with a 2.50 (on a 4.0 scale) overall college grade point average; a 2.50 re-calculated high school grade point average in college preparatory courses, and have taken the ACT to include the combined English/Writing or the SAT. Awarding of credit for military service academic courses is based on recommendations of the American Council of Education (ACE Manuals) when official credentials have been properly presented. However, recommendations by ACE are not binding upon the university. Request military service academic course credits at the time of admission.

The associate of science (AS) degree is a two-year terminal degree and does not assure admission or certify the applicant as having completed the general education requirements, or qualify the applicant for upper division status, except under provisions of statewide AS to BS articulation agreements. In case of other AS programs, final determination of AS degree credits rests with the dean of the college or school as applicable. The awarding of any upper division credit for lower division AS degree courses will be at the discretion of the respective FAMU College or School unless explicitly provided for under statewide AS to baccalaureate agreements.”

Graduation Requirements

“To qualify for a bachelor’s degree in an academic discipline specified in this catalog, the student must have completed a minimum of 120 semester hours, which must include satisfactory completion of all State of Florida requirements, institutional undergraduate requirements, and curriculum requirements. At least 25% of the credit hours required for an undergraduate degree program must be earned through instruction offered by FAMU. The university requires at least two semesters of residence for any degree and the last 30 hours must be earned in residence. If the term of residence is only two semesters, that period must be the student’s senior year, provided at least 30 semester hours are earned at FAMU during this period.”

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The Curricula for the Bachelor of Arts Degree and the Bachelor of Science Degree in Environmental Studies are given below.

Courses Needed for a Bachelor of Arts Degree in Environmental Studies			
Semester	Course Number	Course Title	Credit Hours
Year 1: fall	AMH 2091	Introduction to African American History	3
Year 1: fall	BSC 1005C	Biological Science	4
Year 1: spring	CHM 1030 and	Introductory Chemistry for Non-Science Majors	4

	CHM 1030L	and Laboratory	
Year 3: fall	Elective	Environmental Science	3
Year 3: spring	Elective	Environmental Science	3
Year 4: spring	Elective	Environmental Science	3
Year 4: fall	Elective	Environmental Science	3
Year 4: fall	Elective	Environmental Science	3
Year 2: fall	Elective	Foreign Language	3
Year 2: spring	Elective	Foreign Language	3
Year 3: fall	Elective	Foreign Language	3
Year 3: spring	Elective	Foreign Language	3
Year 2: spring	Elective	General	3
Year 4: fall	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 1: spring	Elective	Humanities: General Education Course List	3
Year 2: spring	Elective	Humanities: General Education Course List	3
Year 1: spring	Elective	Mathematics	3
Year 2: fall	Elective	Minor	3
Year 2: spring	Elective	Minor	3
Year 2: spring	Elective	Minor	3
Year 3: fall	Elective	Minor	3
Year 3: spring	Elective	Minor	3
Year 3: spring	Elective	Minor	3
Year 2: fall	Elective	Science	3
Year 2: fall	Elective	Social Science: General Education Course List	3
Year 1: fall	ENC 1101	Communications Skills I	3
Year 1: spring	ENC 1102	Communications Skills II	3
Year 1: fall	EVR 2920	Environmental Forum and Colloquium	1
Year 1: spring	EVR 2920	Environmental Forum and Colloquium	1
Year 3: fall	EVR 3023	Introduction to Marine Environment	3
Year 3: fall	EVR 3033	Environmental Regulations	2
Year 4: spring	EVR 4032	Environmental Ethics	3
Year 3: fall	EVR 4036	Environmental Equity and Justice	3
Year 3: spring	EVR 4643	Environmental Policy and Risk Management	3
Year 4: fall	EVR 4804	Environmental Toxicology and Human Health	3
Year 2: fall	EVS 4007	Introduction to Environmental Science	3
Year 4: fall	EVS 4636	Risk Communication	3
Year 1: fall	MAC 1105	College Algebra	3
Total Credit Hours			120
<p>Tables are available which give suitable choices for electives in the categories of Environmental Science, Foreign Language, General Electives, and Science Electives. Acceptable Humanities and Social Science Electives are given in the General Education Course List in the Florida A&M University Catalog. The Electives required for Minor Courses of Study are given in the Florida A&M University Catalog.</p>			

Courses Needed for a Bachelor of Science Degree in Environmental Studies			
Semester	Course Number	Course Title	Credit Hours
Year 1: fall	AMH 2091	Introduction to African American History	3
Year 1: fall	BSC 1005C	Biological Science	4
Year 2: fall	CHM 1030 and CHM 1030L	Introductory Chemistry for Non-Science Majors and Laboratory	4
Year 1: spring	Elective	Environmental Science	3
Year 2: spring	Elective	Environmental Science	3
Year 3: fall	Elective	Environmental Science	3
Year 3: spring	Elective	Environmental Science	3
Year 4: spring	Elective	Environmental Science	3
Year 4: fall	Elective	Environmental Science	3
Year 4: fall	Elective	Environmental Science	3
Year 4: spring	Elective	Environmental Science	3
Year 2: fall	Elective	General	3
Year 2: spring	Elective	General	3
Year 4: fall	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 1: spring	Elective	Humanities: General Education Course List	3
Year 2: spring	Elective	Humanities: General Education Course List	3
Year 2: fall	Elective	Minor	3
Year 2: spring	Elective	Minor	3
Year 2: spring	Elective	Minor	3
Year 3: fall	Elective	Minor	3
Year 3: spring	Elective	Minor	3
Year 3: spring	Elective	Minor	3
Year 2: fall	Elective	Science	3
Year 2: fall	Elective	Social Science: General Education Course List	3
Year 1: fall	ENC 1101	Communications Skills I	3
Year 1: spring	ENC 1102	Communications Skills II	3
Year 1: fall	EVR 2920	Environmental Forum and Colloquium	1
Year 1: spring	EVR 2920	Environmental Forum and Colloquium	1
Year 3: fall	EVR 3023	Introduction to Marine Environment	3
Year 3: fall	EVR 3033	Environmental Regulations	2
Year 4: spring	EVR 4032	Environmental Ethics	3
Year 3: fall	EVR 4036	Environmental Equity and Justice	3
Year 3: spring	EVR 4643	Environmental Policy and Risk Management	3
Year 4: fall	EVR 4804	Environmental Toxicology and Human Health	3
Year 2: fall	EVS 4007	Introduction to Environmental Science	3
Year 4: fall	EVS 4636	Risk Communication	3
Year 1: fall	MAC 1105	College Algebra	3
Year 1: spring	STA 2023	Introduction to Probability and Statistics	3

Total Credit Hours	120
Tables are available which give suitable choices for electives in the categories of Environmental Science, General Electives, and Science Electives. Acceptable Humanities and Social Science Electives are given in the General Education Course List in the Florida A&M University Catalog. The Electives required for Minor Courses of Study are given in the Florida A&M University Catalog.	

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The Sequence Courses of Study for the Bachelor of Arts Degree and the Bachelor of Science Degree in Environmental Studies are given below.

Courses Needed for a Bachelor of Arts Degree in Environmental Studies			
Semester	Course Number	Course Title	Credit Hours
Year 1: fall	AMH 2091	Introduction to African American History	3
Year 1: fall	BSC 1005C	Biological Science	4
Year 1: fall	ENC 1101	Communications Skills I	3
Year 1: fall	EVR 2920	Environmental Forum and Colloquium	1
Year 1: fall	MAC 1105	College Algebra	3
Year 1: spring	CHM 1030 and CHM 1030L	Introductory Chemistry for Non-Science Majors and Laboratory	4
Year 1: spring	Elective	Humanities: General Education Course List	3
Year 1: spring	Elective	Mathematics	3
Year 1: spring	ENC 1102	Communications Skills II	3
Year 1: spring	EVR 2920	Environmental Forum and Colloquium	1
Year 2: fall	Elective	Foreign Language	3
Year 2: fall	Elective	Minor	3
Year 2: fall	Elective	Science	3
Year 2: fall	Elective	Social Science: General Education Course List	3
Year 2: fall	EVS 4007	Introduction to Environmental Science	3
Year 2: spring	Elective	Foreign Language	3
Year 2: spring	Elective	General	3
Year 2: spring	Elective	Humanities: General Education Course List	3
Year 2: spring	Elective	Minor	3
Year 2: spring	Elective	Minor	3
Year 3: fall	Elective	Environmental Science	3
Year 3: fall	Elective	Foreign Language	3
Year 3: fall	Elective	Minor	3
Year 3: fall	EVR 3023	Introduction to Marine Environment	3
Year 3: fall	EVR 3033	Environmental Regulations	2
Year 3: fall	EVR 4036	Environmental Equity and Justice	3
Year 3: spring	Elective	Environmental Science	3
Year 3: spring	Elective	Foreign Language	3
Year 3: spring	Elective	Minor	3
Year 3: spring	Elective	Minor	3
Year 3: spring	EVR 4643	Environmental Policy and Risk Management	3
Year 4: fall	Elective	Environmental Science	3

Year 4: fall	Elective	Environmental Science	3
Year 4: fall	Elective	General	3
Year 4: fall	EVR 4804	Environmental Toxicology and Human Health	3
Year 4: fall	EVS 4636	Risk Communication	3
Year 4: spring	Elective	Environmental Science	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	EVR 4032	Environmental Ethics	3
Total Credit Hours			120
Tables are available which give suitable choices for electives in the categories of Environmental Science, Foreign Language, General Electives, and Science Electives. Acceptable Humanities and Social Science Electives are given in the General Education Course List in the Florida A&M University Catalog. The Electives required for Minor Courses of Study are given in the Florida A&M University Catalog.			

Courses Needed for a Bachelor of Science Degree in Environmental Studies			
Semester	Course Number	Course Title	Credit Hours
Year 1: fall	AMH 2091	Introduction to African American History	3
Year 1: fall	BSC 1005C	Biological Science	4
Year 1: fall	ENC 1101	Communications Skills I	3
Year 1: fall	EVR 2920	Environmental Forum and Colloquium	1
Year 1: fall	MAC 1105	College Algebra	3
Year 1: spring	Elective	Environmental Science	3
Year 1: spring	Elective	Humanities: General Education Course List	3
Year 1: spring	STA 2023	Introduction to Probability and Statistics	3
Year 1: spring	ENC 1102	Communications Skills II	3
Year 1: spring	EVR 2920	Environmental Forum and Colloquium	1
Year 2: fall	Elective	General	3
Year 2: fall	CHM 1030 and CHM 1030L	Introductory Chemistry for Non-Science Majors and Laboratory	4
Year 2: fall	Elective	Minor	3
Year 2: fall	Elective	Science	3
Year 2: fall	Elective	Social Science: General Education Course List	3
Year 2: fall	EVS 4007	Introduction to Environmental Science	3
Year 2: Spring	Elective	Environmental Science	3
Year 2: spring	Elective	General	3
Year 2: spring	Elective	Humanities: General Education Course List	3
Year 2: spring	Elective	Minor	3
Year 2: spring	Elective	Minor	3
Year 3: fall	Elective	Environmental Science	3
Year 3: fall	Elective	Minor	3
Year 3: fall	EVR 3023	Introduction to Marine Environment	3
Year 3: fall	EVR 3033	Environmental Regulations	2
Year 3: fall	EVR 4036	Environmental Equity and Justice	3

Year 3: spring	Elective	Environmental Science	3
Year 3: spring	Elective	Minor	3
Year 3: spring	Elective	Minor	3
Year 3: spring	EVR 4643	Environmental Policy and Risk Management	3
Year 4: fall	Elective	Environmental Science	3
Year 4: fall	Elective	Environmental Science	3
Year 4: fall	Elective	General	3
Year 4: fall	EVR 4804	Environmental Toxicology and Human Health	3
Year 4: fall	EVS 4636	Risk Communication	3
Year 4: spring	Elective	Environmental Science	3
Year 4: spring	Elective	Environmental Science	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	Elective	General	3
Year 4: spring	EVR 4032	Environmental Ethics	3
Total Credit Hours			120
Tables are available which gives suitable choices for electives in the categories of Environmental Science, General Electives, and Science Electives. Acceptable Humanities and Social Science Electives are given in the General Education Course List in the Florida A&M University Catalog. The Electives required for Minor Courses of Study are given in the Florida A&M University Catalog.			

Course Requirements for a MINOR in Environmental Studies		
Course Prefix and Number	Course Title	Credit Hours
*EVR 2920	Environmental Science Forum & Colloquium [#]	2
EVR 3033	Environmental Regulations	2
EVR 4036	Environmental Equity & Justice	3
EVR 4032	Environmental Ethics	3
EVR 4643	Environmental Policy & Risk Management	3
*EVS 4007	Introduction to Environmental Science	3
EVS 4636	Risk Communication	3
Total Credit Hours		19
*This is a state common prerequisite. Substitutes identified in the state Common Prerequisites Manual at www.facts.org will be accepted.		
[#] One hour course offered in the fall and spring		

Course Requirements for a Major in Environmental Studies		
A Recommended Elective Course: Environmental Science		
Course Prefix and Number	Course Title	Credit Hours
EVR 3327	Environmental Resources Economics	3

Course Requirements for a Major in Environmental Studies		
Some Possible Elective Courses: Environmental Science		
Course Prefix and Number	Course Title	Credit Hours
EES 3040	Introduction to Environmental Engineering Science	3
ENV 4611	Environmental Impact Analysis	3
EVR 3028	Environmental Modeling Principles	3
EVR 3235	Atmospheric Processes	3
EVR 3327	Environmental Resources Economics	3
EVR 3867	Environmental Risk Analysis I	3
EVR 3940	Internship	1-3
EVR 4024C	Marine Microbial Ecology with Laboratory	4
EVR 4140	Environmental Chemistry W/Lab	4
EVR 4215	Marine Pollution	3
EVR 4869	Environmental Risk Analysis II	3
EVS 3395	Contaminant Hydrogeology	3
EVS 3672	Fundamentals of Bioremediation	3
EVS 4025C	Advanced Microbial Ecology with Laboratory	4
PCB 3033	Introduction to Ecology	3

Course Requirements for a Bachelor of Arts Degree in Environmental Studies		
Some Possible Elective Courses: Foreign Language		
Course Prefix and Number	Course Title	Credit Hours
FRE 1120	Elementary French I	3
FRE 1121	Elementary French II	3
FRE 2220	Intermediate French I	3
FRE 2221	Intermediate French II	3
FRE 3420	Advanced Conversation	3
SPN 1120	Elementary Spanish I	3
SPN 1121	Elementary Spanish II	3
SPN 2220	Intermediate Spanish I	3
SPN 2221	Intermediate Spanish II	3
SPN 2240	Advanced Spanish Conversation	3
A student in the Bachelor of Arts Degree Program in Environmental Studies must earn at least twelve credit hours in one foreign language to fulfill graduation requirements.		

Course Requirements for a Major in Environmental Studies		
Some Recommended Elective Courses: General		
Course Prefix and Number	Course Title	Credit Hours
ENC 3243	Technical Report Writing	3
PHI 2101	Introduction to Logics	3
STA 2023	Introduction to Probability & Statistics I	3

Course Requirements for a Major in Environmental Studies		
Some Possible Elective Courses: General (Table 1)		
Course Prefix and Number	Course Title	Credit Hours
AEE 4301	Sustainable Agriculture	2
AEE 4415	Agroecosystem Management	2
AGR 4512	Plant Ecology	3
BOT 1010C	Elementary Botany	4
BSC 1011C	General Biology II w/Lab	4
CHM 1031	Organic Chemistry for Non-Science Major	3
CHM 1031L	Organic Chemistry for Non-Science Major Laboratory	1
CHM 1015	Fundamentals of Chemistry	4
CHM 1046	General Chemistry II w/Lab	4
CHM 2210	Organic Chemistry I W/Lab	4
CHM 2211	Organic Chemistry II W/Lab	4
COP 3300	Statistical Computation and Analysis	3
FOR 3093	Forestry in Rural and Urban Environment	3
GEO 3354	Environment and Human Ecology	3
GEO 3370	Conservation	3
GEO 3421	Cultural Geography	3
MAC 1114	Trigonometric Functions	3
MAC 1147	Pre-Calculus	4
MAC 2233	Business Calculus I	3
MAC 2234	Business Calculus II	3
MAC 2311	Calculus I	4
MAC 2312	Calculus II	4
MAD 2120	Finite Mathematics	3
MAN 3025	Principles of Management	3
MAN 3605	Complete Culture of Business	3
MCB 3010C	Microbiology	4
PAD 3003	Public Administration	3
PAD 4404	Public Policy Management	3
PHY 2048	General Physics I with Laboratory	5
PHY 2048A	General Physics I Recitation	0
PHY 2049	General Physics II with Laboratory	5
PHY 2049A	General Physics II Recitation	0
PHY 2053	College Physics I	3
PHY 2053L	College Physics-I Laboratory	1
PHY 2054	College Physics II	3
PHY 2054L	College Physics-II Laboratory	1
PSC 1121	Physical Science with Laboratory	4
STA 2023	Introduction to Probability & Statistics I	3
SWS 3211C	Soil and Water Conservation	3

Course Requirements for a Major in Environmental Studies		
Some Possible Elective Courses: General (Table 2)		
Course Prefix and Number	Course Title	Credit Hours
ANT 2410	Cultural Anthropology	3
ANT 3340	Caribbean Cultural Patterns	3
ANT 3352	Peoples and Cultures of Africa	3
CPO 3204	Contemporary Africa	3
ENC 3243	Technical Report Writing	3
INR 3002	International Relations	3
INR 4102	American Foreign Policy	3
INR 4403	International Law	3
PHI 2101	Introduction to Logics	3
PHI 3601	Honors Ethics	3
POS 3163	Local and Community Politics	3
POS 3603	American Constitutional Law	3
POS 3684	Nature and Functions of the American Legal System	3
POS 4697	Environmental Law	3
REL 2000	Introduction to Religion	3
REL 2135	Black Religion in America	3
REL 3130	Religion in American Culture	3
REL 3145	Women in Religion	3
REL 3156	Religion, Personality, and Race	3
REL 3383	Caribbean Religion and Culture	3
REL 3936	Special Topics in Religion	3

Course Requirements for a Major in Environmental Studies		
Some Possible Elective Courses: Mathematics		
Course Prefix and Number	Course Title	Credit Hours
MAC 1114	Trigonometric Functions	3
MAC 1147	Pre-Calculus	4
MAC 2233	Business Calculus I	3
MAC 2234	Business Calculus II	3
MAC 2311	Calculus I	4
MAC 2312	Calculus II	4
MAD 2120	Finite Mathematics	3
STA 2023	Introduction to Probability & Statistics I	3
Any course that is on more than one List of Elective Courses can fulfill a course requirement in only one of these lists.		

Course Requirements for a Major in Environmental Studies		
Some Possible Elective Courses: Science		
Course Prefix and Number	Course Title	Credit Hours
BOT 1010C	Elementary Botany	4
BSC 1011C	General Biology II w/Lab	4
CHM 1015	Fundamentals of Chemistry	4
CHM 1031	Organic Chemistry for Non-Science Major	3
CHM 1031L	Organic Chemistry for Non-Science Major Laboratory	1
CHM 1046	General Chemistry II w/Lab	4
CHM 2210	Organic Chemistry I W/Lab	4
CHM 2211	Organic Chemistry II W/Lab	4
COP 3300	Statistical Computation and Analysis	3
MCB 3010C	Microbiology	4
PHY 2048	General Physics I with Laboratory	5
PHY 2048A	General Physics I Recitation	0
PHY 2049	General Physics II with Laboratory	5
PHY 2049A	General Physics II Recitation	0
PHY 2053	College Physics I	3
PHY 2053L	College Physics-I Laboratory	1
PHY 2054	College Physics II	3
PHY 2054L	College Physics-II Laboratory	1
PSC 1121	Physical Science with Laboratory	4
Any course that is on more than one List of Elective Courses can fulfill a course requirement in only one of these lists.		

Course Requirements for a Major in Environmental Studies

Minor Concentration Electives

Degree Offered at Florida A&M University Minor Concentration

A requirement for a Bachelor of Arts Degree or a Bachelor of Science Degree in Environmental Studies is the fulfillment of requirements for a Concentration of Courses that are associated with a degree offered at Florida A&M University. The degree that is chosen for this Concentration of Courses must not be a degree offered in the School of the Environment.

A student can fulfill the Concentration of Courses requirements for a degree in Environmental Studies in two ways. The first way is to take a minimum of 18 credit hours of courses such that 1) These 18 credit hours of courses are not required courses for the degree being sought in the School of the Environment and 2) These 18 credit hours are required by a degree curriculum at Florida A&M University.

The second way is to fulfill requirements for a Minor Course of Study that is associated with a degree offered at Florida A&M University such that this Minor Course of Study is not a Minor that is associated with a degree in the School of the Environment. Examples of such minors are those in History, Journalism, Philosophy and Religion, and Political Science.

Course Requirements for a Major in Environmental Studies: History Example
--

Concentration Area Electives

History Minor

The Concentration Area Electives for History must fulfill the requirements of a Minor in History as specified at Florida A&M University. The Requirements for a Minor in History follow: "Those interested in earning a minor in History are required to complete a minimum of eighteen (18) hours. The following courses are required: AMH 2010 or AMH 2020, HIS 3104, HIS 3150, and nine (9) hours of 3000-4000 level history electives. Students earning a major or minor in History must earn at least a 2.00 GPA ("C") in each history course completed."

Course Requirements for a Major in Environmental Studies: Journalism Example

Concentration Area Electives

Journalism Concentration

<p>The Concentration Area Electives for Journalism must fulfill the requirements of a Minor in Journalism as specified at Florida A&M University. The Requirements for a Minor in Journalism follow: "Any FAMU student may minor in journalism by successfully completing 18 semester hours in journalism courses. Each student must complete 11 of the 18 required semester hours in the following journalism courses: MMC 2000, JOU 3110, MMC 2100, and JOU 3101. Other hours toward the journalism minor will be planned by the student with the consent of the journalism division director. Some prerequisites expected of journalism majors may be waived for journalism minors at the discretion of the division director. Students who minor in journalism will be expected to outline and discuss their minor programs with a journalism advisor before embarking on programs. Minors will be at some disadvantage if he/she does not type at least 40 words per minute with 85 percent accuracy. Minors must also be proficient in grammar and spelling."</p>

Course Requirements for a Major in Environmental Studies: Philosophy and Religion Example
--

Concentration Area Electives

Philosophy and Religion Concentration
--

<p>The Concentration Area Electives for Philosophy and Religion must fulfill the requirements of a Minor in Philosophy and Religion as specified at Florida A&M University. The Requirements for a Minor in Philosophy and Religion follow: "A minor may be earned in Philosophy and Religion with the completion of eighteen (18) semester hours from courses listed under Philosophy and Religion."</p>

Course Requirements for a Major in Environmental Studies: Political Science Example
--

Concentration Area Electives

Political Science Concentration
--

<p>The Concentration Area Electives for Political Science must fulfill the requirements of a Minor in Political Science as specified at Florida A&M University. The Requirements for a Minor in Political Science follow: "Other students wishing to minor in political science, public administration, pre-law, urban studies & economic development, or international relations must complete 18 semester hours in one of the aforementioned fields. A minor in political science must also include POS 2001, POS 2041 and PAD 3003."</p>

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

Courses Needed for a Bachelor of Arts Degree in Environmental Studies	
Course Number and Title	Course Description
AMH 2091 Introduction to African American History	An exploration of major developments in black history from African origins through the slavery experience, freedom, the fight for equality, and the contemporary status of blacks.
BSC1005C Biological Science	Study of basic biological principles. Topics include cell structure, genetics, diversity of organisms, physiology and ecology. Lectures/laboratory for non-majors.
CHM 1030	Basic principles of general chemistry including systems of measurement, bonding, nomenclature, mole concept, balanced equations and stoichiometry, solutions, kinetics, and equilibrium emphasizing acid-base behavior.
CHM 1030L	Introduction to basic chemical techniques. Experiments involve simple chemical reactions, determination of density, and qualitative tests for the determination of inorganic ions in biological fluids.
ENC1101 Communications Skills I and ENC 1102 Communications Skills II	Provides students with basic communicative skills, including dictionary and library usage and analysis and development of paragraphs, themes, research papers and business communications. Must be taken for maximum credit of 6 semester hours.
EVR 2920 Environmental Forum and Colloquium	An introductory seminar on current environmental science research. It also provides a forum to discuss current environmental issues and problems.
EVR 3023 Introduction to Marine Environment	This course introduces students to the various components (i.e. physical chemical, biological and geological) of the marine environment as well as incorporate discussions on the inter-relatedness of these components.
EVR 3033 Environmental Regulations	Discussion on current issues and the role of regulatory agencies in environmental protection.
EVR 4032 Environmental Ethics	Discussion of various local, state and federal laws on the environment and ethical dilemmas and moral issues.
EVR 4036 Environmental Equity and Justice	Discussion and case studies of environmental problems that impact low income and minority communities.
EVR 4643 Environmental Policy and Risk Management	Lecture and practical aspects of communicating risk information to policy makers and the public.
EVR 4804 Environmental Toxicology and Human Health	An introduction to environmental toxicants in air, water, soil and consumer products and the effects on human health.
EVS 4007 Introduction to Environmental Science	Topics covered with focus on the scientific, social, political, and economic aspects of environmental sciences. Specific topics will include ecological principles, energy, human effects on ecosystems, pollution problems/solutions, waste management and case studies.
EVS 4636 Risk Communication	Lecture and practical aspects of communicating risk information to policy makers and the public.
MAC 1105 College Algebra	Major topics: functions and functional notation, domains and ranges of functions, graphs of functions and relations, operations on functions, inverse functions, linear, quadratic and rational functions, absolute value and radical functions, algebraic techniques, linear and quadratic equations, functions, and inequalities, complex numbers, logarithms and exponential properties, systems of equations and inequalities, combinations and Binomial Theorem.

Courses Needed for a Bachelor of Science Degree in Environmental Studies	
Course Number and Title	Course Description
AMH 2091 Introduction to African American History	An exploration of major developments in black history from African origins through the slavery experience, freedom, the fight for equality, and the contemporary status of blacks.
BSC1005C Biological Science	Study of basic biological principles. Topics include cell structure, genetics, diversity of organisms, physiology and ecology. Lectures/laboratory for non-majors.
CHM 1030	Basic principles of general chemistry including systems of measurement, bonding, nomenclature, mole concept, balanced equations and stoichiometry, solutions, kinetics, and equilibrium emphasizing acid-base behavior.
CHM 1030L	Introduction to basic chemical techniques. Experiments involve simple chemical reactions, determination of density, and qualitative tests for the determination of inorganic ions in biological fluids.
ENC1101 Communications Skills I and ENC 1102 Communications Skills II	Provides students with basic communicative skills, including dictionary and library usage and analysis and development of paragraphs, themes, research papers and business communications. Must be taken for maximum credit of 6 semester hours.
EVR 2920 Environmental Forum and Colloquium	An introductory seminar on current environmental science research. It also provides a forum to discuss current environmental issues and problems.
EVR 3023 Introduction to Marine Environment	This course introduces students to the various components (i.e. physical chemical, biological and geological) of the marine environment as well as incorporate discussions on the inter-relatedness of these components.
EVR 3033 Environmental Regulations	Discussion on current issues and the role of regulatory agencies in environmental protection.
EVR 4032 Environmental Ethics	Discussion of various local, state and federal laws on the environment and ethical dilemmas and moral issues.
EVR 4036 Environmental Equity and Justice	Discussion and case studies of environmental problems that impact low income and minority communities.
EVR 4643 Environmental Policy and Risk Management	Lecture and practical aspects of communicating risk information to policy makers and the public.
EVR 4804 Environmental Toxicology and Human Health	An introduction to environmental toxicants in air, water, soil and consumer products and the effects on human health.
EVS 4007 Introduction to Environmental Science	Topics covered with focus on the scientific, social, political, and economic aspects of environmental sciences. Specific topics will include ecological principles, energy, human effects on ecosystems, pollution problems/solutions, waste management and case studies.
EVS 4636 Risk Communication	Lecture and practical aspects of communicating risk information to policy makers and the public.
MAC 1105 College Algebra	Major topics: functions and functional notation, domains and ranges of functions, graphs of functions and relations, operations on functions, inverse functions, linear, quadratic and rational functions, absolute value and radical functions, algebraic techniques, linear and quadratic equations, functions, and inequalities, complex numbers, logarithms and exponential properties, systems of equations and inequalities, combinations and Binomial Theorem.
STA 2023 Probability and Statistics	Major topics: probability theory; random variables; hypothesis testing; confidence intervals; small sample methods; correlation; simple linear regression, nonparametric statistics

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

The Florida A&M University Industry Cluster can provide input for curriculum development and student assessment.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

Accreditation for the proposed Environmental Studies Degree Program is not available.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

This section is not applicable to the proposed Environmental Studies Degree Program, since the degrees proposed are a Bachelor of Arts Degree and a Bachelor of Science Degree.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The proposed Environmental Studies degree program will be available at the Tallahassee Campus of Florida A&M University. Traditional classroom teaching will be used.

An Environmental Studies Degree Program exists at Florida State University. This program is in the Department of Geography in the College of Social Sciences and Public Policy.

Students in the proposed Environmental Science Degree Program at Florida A&M University would be able to take some of their courses through the Florida A&M University-Florida State University Cooperative Program. Florida A&M University and Florida State University "have a reciprocal agreement that allows students to participate in a cooperative program that permits students to take a limited course load across all academic disciplines at either University. The students must obtain permission of academic officials at both schools before enrollment can occur." No more than half of the credit hours taken by a Florida A&M University student during a given term may be taken at Florida State University.

Some Courses offered at Florida State University that students in the proposed Environmental Studies Degree Program at Florida A&M University may wish to enroll		
Course Number	Course Title	Credit Hours
ECP 3302	Economics of Natural Resources, Energy, and the Environment	3
ENV 4611	Environmental Impact Analysis	3
GIS 4035	Remote Sensing	3
GIS 4043	Geographic Information Systems	3
GEO 4372	Natural Resources Assessment and Analysis	3
PUP 3002	Introduction to Public Policy	3

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Name	Highest Degree and Institution	Rank	Area of Expertise
Abazinge, Michael	Ph. D.; Virginia Institute of Technology and State University	Professor	Environmental Physiology, Bioconversion of Agricultural Waste
Chauhan, Ashvini	Ph. D.; Institute of Microbial Technology, Chandigarh, India	Associate Professor	Molecular Microbial Ecology; Biological Waste Processing; Biodegradation
Cherrier, Jennifer	Ph. D.; Florida State University	Associate Professor	Biogeochemistry, Microbial Ecology, Bioremediation
Essien, Frederic	Ph. D; University of Bristol, United Kingdom	Associate Professor	Atmospheric Chemistry and Physics, Contaminant Transport Modeling, Environmental Restoration
Gragg, Richard D.	Ph. D.; Florida A&M University	Associate Professor	Environmental Toxicology, Environmental Justice, Environmental Policy and Risk Management
Ibeanusi, Victor M.	Ph. D.; Atlanta University	Professor	Environmental Microbiology, Molecular Biology
Jagoe, Charles	Ph. D.; University of	Professor	Zoology, Ecology,

	Maine		Toxicology
Johnson, Elijah	Ph. D.; University of Illinois at Urbana-Champaign	Associate Professor	Chemical Physics, Theoretical and Computational Chemistry
Owens, Marcia A.	Ph. D.; Emory University	Associate Professor	Environmental Literacy, Interdisciplinary Environmental Policy, Environmental Justice, Environment and Religion
Williams, Henry N.	Ph. D.; University of Maryland	Professor	Aquatic Microbial Ecology Processes, Environmental Microbiology of Water Distribution Systems

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

The current Environmental Science Degree Program in the School of the Environment is a low undergraduate enrollment program. The current Environmental Science Degree Program has about 30 undergraduate and 40 graduate students. The addition of 78 students in the proposed Environmental Studies Degree Program would not incur additional costs.

Most of the increased classroom work would be handled by assigning Teaching Assistant duties to a larger fraction of the graduate students in the School of the Environment. Teaching Assistants handle duties such as grading examination, quizzes, and homework. Teaching assistants also sometimes meet with students when they need help understanding some of the concepts introduced in a course.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

The Curriculum Vitae for the faculty members of the School of the Environment at Florida A&M University are in Appendix C.

- D. 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 HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Productivity of the School of the Environment				
Community Activity		School of the Environment Summer Camp		
Cooperative Agreements: List		One		
Cooperative Agreements: Value	Dates	Title	Agency	Amount
	September 1, 2011 to June	Environmental Cooperative Science Center	National Oceanic and Atmospheric	\$14,999,997.00

	30, 2016		Administration	
Degrees granted in 2012; Bachelor of Science: Names of graduates		Errol Tshabe		
Degrees granted in 2012; Master of Science: Names of graduates		1) Farris, Kali, 2) Pathak, Ashish, 3) Sarkodee-Adoo, Judith, 4) Thomas, Jesse, 5) Wise, Jessica		
Degrees granted in 2012; Doctor of Philosophy: Names of graduates		1) Abdullah, Ahkinyala; 2) Bolques, Alejandro; 3) Dickerson, Tamar; 4) Gordon-Bradley, Nadine; 5) Hoyett, Zakiya; 6) Kurgatt, Subashri; 7) Jennings, Viniece; 8) Marshall, Ariana; 9) Neely, Rhianna; 10) Wafula, Denis		
Full Time Equivalent Productivity		4.8		
Grants: List and Value	Dates	Title	Agency	Amount
	September 1, 2009 – December 31, 2013	HBCU RISE Center for Microbial Ecology, Molecular Biology, Biotechnology and Water Quality.	National Science Foundation	\$956,872
	July 1, 2010 to June 30, 2014	Characterization of a novel naphthalene metabolic pathway in <i>R. opacus</i> M213 and comparative ecology of associated degradative gene(s) in contaminated military sites.	Department of Defense, United States Army	\$373,247
	March 1, 2011 to February 28, 2014	Coupling Phycoremediation of Military Wastewater Pollutants and Nutrients to Generation of Environmentally Sustainable Biobased Products	Department of Defense, United States Army	\$568,472
	2012-2013	Asset Building and Environmental Inequity: Cradle to Grave Connections	Southeast Regional Asset Building Coalition	\$6000
	February 1, 2012 to January 31, 2015	Electrophoretic Infiltration of Colloidal Nanomaterials into Porous Media and Fabrics	Department of Defense, United States Army	\$250,000
	September 1, 2013 to August 31, 2014	Target Infusion Project through STEM To-Achieve-Results (TIP-STARs)	National Science Foundation	\$399,140
Number of faculty members		Ten		
Number of graduate students		Thirty five		
Number of undergraduate students		Thirty		
Patents in 2012: Reference information				
Peer-reviewed articles in 2012: Reference information		<p>1) Chauhan A., A. Pathak, and A.V. Ogram. 2012. DNA-Stable Isotope Probing (SIP) Reveals a Shift in Methanotrophic Bacterial Guilds as a Function of Nutrient Loading in the Florida Everglades. <i>Microbial Ecology</i>. 64:750-759.</p> <p>2) Dawn E. Lewis, Chauhan A., John White, Will Overholt, Stefan J. Green, Puja Jasrotia, Denis Wafula and C.H. Jagoe. 2012. Microbial and Geochemical Assessment of Un-mined and Post-mined Chronosequence Soils from Mocho Mountains, Jamaica. <i>Microbial Ecology</i>. 64:738-749.</p> <p>3) Kenya Rolle, Margaret Gitau, Gang Chen, Chauhan A. 2012.</p>		

Assessing Fecal Coliform Fate and Transport in a Coastal Watershed Using Hydrologic Simulation Program Fortran (HSPF) Model. *Water Science and Technology*. 66(5):1096-102.

4) Mangwani, N., Hirak Ranjan Dash, **Chauhan A.**, and Surajit Das. 2012. Bacterial Quorum Sensing: Functional features and potential applications in biotechnology. *Journal of Molecular Microbiology and Biotechnology*. 22:215-227.

5) Chanton, J.P., **Cherrier, J.**, Wilson, R.M., Sarkodee-Adoo, J., Bosman, S., Mickle, A., and W.M. Chaham. 2012. Radiocarbon evidence that carbon from the Deepwater Horizon spill entered the planktonic food web of the Gulf of Mexico. *Environ. Res. Lett.* 7 045303 (4pp), doi:10.1088/1748-9326/7/4/045303

6) Immunomodulation in eastern oysters, *Crassostrea virginica*, Exposed to a PAH-contaminated, Microphytobenthic Diatom. (2012), Croxton, April N., Wikfors, Gary H., and **Schulterbrandt Gragg, Richard D.**, *Aquatic Toxicology* 118– 119.

7) Bryan, A.L. Jr., Brant, H.A. **Jago, C.H.**, Romanek, C.S. and I.L. Brisbin Jr. 2012 Mercury concentrations in nestling wading birds relative to diet in the southeastern United States: A stable isotope analysis. *Archives of Environmental Contamination and Toxicology* 63:144-152

8) Gutsev, G. L., C. A. Weatherford, P. Jena, **E. Johnson**, and B. R. Ramachandran, *Journal of Physical Chemistry C*, 116, 7050-7061(2012), "Structural Patterns in Carbon Chemisorption on an Icosahedral Ion Cluster". (Correction: *Journal of Physical Chemistry C*, 116, 10438(2012))

9) Gutsev, G. L., C. A. Weatherford, P. Jena, **E. Johnson**, B. R. Ramachandran, "Structure and Properties of Fe_n , Fe_n^- , and Fe_n^+ , $n=7-20$ ", *Journal of Physical Chemistry A*, 116, 10218-10228(2012).

10) **Ibeanusi VM**, Jackson E, Coffen J, Jeilani Y (2012) Assessing Bioremediation of Acid Mine Drainage in Coal Mining Sites Using a Predictive Neural Network-Based Decision Support System (NNDSS). *J Bioremed Biodegrad* 3:148. doi:10.4172/2155-6199.1000148.

11) "Opportunities for Improving Risk Communication during the Permitting Process for Entomophagous Biological Control Agents: A Review of Current Systems," O. Paraiso, M.T.K. Kairo, S.D. Hight, N.C. Leppla, J.P. Cuda, **M. Owens.**, M.T. Olexa, February 2013, 58(1):1-15. (Published Online June 2012).

12) " 'Is That Healthy?' Experiences of Microaggressions by Black Women at Historically Black Institutions," *The Feminist Wire* (www.thefeministwire.com) (8 November 2012). **M. Owens.**

13) "Coumarin-Based Benzopyranone Derivatives Induced Apoptosis in Human Lung (A549) Cancer Cells," MA Musa, VL. Badisa, LM Latinwo, TA Patterson, and **MA Owens.** Accepted for publication in *AntiCancer Research*,

	<p>October 2012, 32(10):4271-4276.</p> <p>14) “An Analysis of Race and Gender Dynamics in Bahamians’ Perception of Climate Change Risk,” Rhianna M. Neely, Marcia Allen Owens, Ivette López, and C. Perry Brown. Accepted for publication in <i>World Turning: Race, Class, Gender and Global Climate Change</i> (11 June 2012).</p> <p>15) Williams, Henry, N., Pineiro S., Chauhan A., Berhane T., Athar R., Zheng, G., Wang C., Dickerson T., Liang X., Lympelopoulou D.S., Chen H., Christman M., Louime C., Babiker W., and Stine O.C.: 2012. Succession of <i>Bacteriovorax</i> Operational Taxonomic Units along Salinity Gradient in the Chesapeake Bay Reveals Distinct Estuarine Strains. <i>Microbial Ecology</i>. 65:652-60.</p> <p>16) Chen H., Williams H N. 2012. Predatory <i>Bacteriovorax</i> Communities Ordered by Various Prey Species. <i>PLoS One</i>. 7(3): e34174. doi:10.1371/journal.pone.0034174.</p> <p>17) Williams, H. N. 2012. <i>Bdellovibrio</i>’s Appetite for Metabolites. In <i>Small Things Considered- The Microbe Blog</i>- Elio Schaechter and Associates.</p> <p>18) Chen H, and Williams H N. (2012). Co-infection of a bacterium by a virus and a predator establishes a new predation paradigm. <i>mBio</i> 3: (2) e00051-12 doi: 10.1128/mBio.00051-12 .</p> <p>19) Crossman LC, Chen H, Cerdeno-Tarraga, A, Brooks K, Quail MA, Pineiro SA, Johnson CM, Hobley L, Sockett E., Bentley SD, Parkhill J, H. N. Williams and Stine C. (2012). A small core predatory genome in the divergent marine <i>Bacteriovorax marinus</i> SJ and the terrestrial <i>Bdellovibrio bacteriovorus</i>. <i>International Society for Microbial Ecology</i> doi: 10.1038/ismej.2012.90.</p>
--	---

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

The number of books in the collection of the Florida A&M University Library that are particularly relevant to the proposed Environmental Studies Degree Program is 379.

The number of electronic databases in the collection of the Florida A&M University Library that are particularly relevant to the proposed Environmental Studies Degree Program is 64.

The number of journals in the collection of the Florida A&M University Library that are particularly relevant to the proposed Environmental Studies Degree Program is 218.

The list of journals in the collection of the Florida A&M University Library that are particularly relevant to the proposed Environmental Studies Degree Program follows:

- 1) Agriculture, Ecosystems & Environment
- 2) Atmospheric Environment

- 3) Biological Conservation
- 4) Critical Reviews in Environmental Science and Technology
- 5) Environmental Research
- 6) Environmental Science & Technology
- 7) Journal of Aerosol Science
- 8) Natural Resources Research
- 9) Ocean and Coastal Management
- 10) Remote Sensing of Environment

The reference for the information above follows: <http://lgdata.s3-website-us-east-1.amazonaws.com/docs/1884/811048/EnvironmentalStudies.pdf>. This reference is available from the following website: <http://library.famu.edu/academicprogramsupport>.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.**

Faye Watkins
Signature of Library Director

May 14, 2014
Date

The library of Florida A&M University has adequate resources to support the proposed Environmental Studies Degree Program. The journals needed are those that support the current Environmental Science Degree Program and the Degree Programs in Public Administration and Urban Studies and Economic Development of the Department of History and Political Science.

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The School of the Environment uses three classrooms, one teaching laboratory, and a joint classroom and computer laboratory for courses of the School.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

The current classrooms and laboratories of the School of the Environment are adequate for implementation of the proposed Environmental Studies Degree Program.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

No specialized equipment is required to implement the proposed Environmental Studies Degree Program.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

No specialized equipment is required to implement the proposed Environmental Studies Degree Program.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No special categories of resources are required to implement the proposed Environmental Studies Degree Program.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

No scholarships will be allocated specifically to the proposed Environmental Studies Degree Program.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Some internships sites for Environmental Studies Degree students follow:

- 1) United States Environmental Protection Agency

Website: <http://www.epa.gov/careers/internships/index.html>

- 2) United States Geological Survey

Website: <http://www.usgs.gov/ohr/>

- 3) United States Fish and Wildlife Service

Website: <http://www.fws.gov/volunteers/>

- 4) United States National Forest Service

Website: <http://www.fs.fed.us/fsjobs/forests-service/other.html>

- 5) United States National Park Service

Website: <http://www.nps.gov/aboutus/jobsforstudents.htm>

It is likely that the cooperative agreement between the National Oceanic and Atmospheric Administration and Florida A&M University for the Environmental Cooperative Science Center can be amended to provide internships for environmental studies students. The agreement currently provides internships for environmental science students.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditure is required to implement the proposed Environmental Studies Degree Program.

Appendix A

Tables 1-A, 1-B, 2, 3, and 4 are given in a separate file.

Appendix B

The completed Pre-Proposal form for New Academic Degree Program Authorization was accepted.

Appendix C

Curriculum Vita	
Name	Abazinge, Michael A.
Education	1) B. S. in Animal Science, Florida A&M University 2) M. S. in Physiol. & Nutrition, Virginia Tech. 3) Ph. D. in Physiol. & Nutrition, Virginia Tech.
Career Summary	1) Potomac Animal Hospital, Potomac, MD 2) Florida A&M University 3) Protiva, Monsanto Company 4) Florida A&M University
Courses Taught	1) EVR 5060 Introduction to Environmental Science 2) EVR 5260 Source/Control of Environmental Pollution
University Service	1) University-Wide Graduate Council 2) FAMU Representative, Appalachian Region Cooperative Environmental Studies Unit (CESU) 3) U. S Dept. of Energy Envir. Sciences Field Station 4) University-Wide Curriculum Committee 5) Advisory Committee for the University Animal Care Facility 6) Science Research Center Library Committee. 7) Editorial Board, Journal of Environmental Monitoring and Remediation 8) University-wide Promotion and Tenure Committee 9) University Policies Review Committee 10) Chair, University-Wide Promotion and Tenure Committee 11) Invited Reader, College Board, Educational Testing Service, AP Environmental Science 12) City of Tallahassee Science Advisory Committee
Research Interests	1) Stabilization and Utilization of Seafood Waste as Slow Release Nitrogen Fertilizer. 2) Utilization of Fish Waste as Nitrogen Source for Mushroom Cultivation
Recent Peer-Reviewed Articles	1) Henry, N.D., Robinson, L., Johnson, E., Cherrier, J., and Abazinge, M. (2011). "Biodegradation of phenanthrene by <i>Acinetobacter calcoaceticus</i> supplemented with rhamnolipid biosurfactants." <i>Bioremediation Journal</i> . 15(2): 1-12. 2) Louime, C., Abazinge, M. and O. Onokpise. 2011. Insights into the catalytic mechanism of cellulose hydrolysis by <i>Cytophaga hutchinsonii</i> . <i>Current Science</i> , Vol.100, No.8: 25. 3) Henry, N. D. and M. Abazinge. 2009. Poly ϵ -caprolactone microparticles containing biosurfactants: Optimization of

	<p>formulation factors. <i>Bioremediation Journal</i>, 13(2):79-91.</p> <p>4) Atikpo, M., O.U. Onokpise, M. Abazinge, C. Louime, M. Dzomeku, L. Boateng and B. Awumbilla. 2008. Sustainable mushroom production in Africa: A case study in Ghana. <i>African J. of Biotechnology</i> 7(3):249-253.</p> <p>5) Onokpise, O., Abazinge, M., Atikpo, M., Baptiste, J. and Louime, C. 2008. Stabilization and Utilization of Seafood Processing Waste as a Slow Release Nitrogenous Fertilizer for Production of Cabbage in Florida, USA and Mushroom in Ghana, Africa. <i>American-Eurasian J. Agric. & Environ. Sci.</i> 3(3):292-297.</p> <p>6) Michael Abazinge and Clifford Louime. 2008. Studies of the Cellulolytic System of the Gliding Bacterium <i>Cytophaga Hutchinsonii</i>. <i>Int. J. Mol. Sci.</i> Vol. 7-3.</p> <p>7) Michael Abazinge and Clifford Louime. 2008. Studies of the Cellulolytic System of the Gliding Bacterium <i>Cytophaga Hutchinsonii</i>. <i>Int. J. Mol. Sci.</i> Vol 7-3.</p>
--	--

Curriculum Vita	
Name	Chauhan, Ashvini
Education	1) BS in Biology, Punjab University, Chandigarh, India 2) MS in Botany, Punjab University, Chandigarh, India 3) Doctor of Philosophy in Environmental Biotechnology, Institute of Microbial Technology, Chandigarh, India
Career Summary	1) University of Connecticut 2) Ranbaxy Research Laboratory 3) University of Florida 4) Florida A&M University
Courses Taught	Courses taught at Florida A&M University 1) EVR 2920 – Environmental Science Forum and Colloquium 2) EVR 5068C- Marine Microbial Ecology W/Lab 3) EVS 4025C- Applied Microbial Processes w/lab 4) EVS 5027 - Environmental Microbiology 5) EVS 5028 - Molecular Biology Techniques 6) EVS 5673 - Bioremediation Applications and Techniques 7) EVS 5896 - Environmental Biotechnologies 8) EVS 5905 - Environmental Colloquium/Seminar 9) EVS 6064 - Principles of Ecology 10) EVS 6932- Special Topics (Practical Bioinformatics)
University Service	1) Member, FAMU Faculty Senate 2) Member, School of the Environment Academic Committee 4) Member, School of the Environment Strategic Planning Committee 5) School of the Environment Assessment Committee Vice Chair 6) Chairperson, Recruitment Committee 7) FAMU Lyceum Series Donor/Funding Committee 8) FAMU Lyceum Series Committee Member 9) member, FAMU Biotechnology Center Committee
Research Interests	a) Biodegradation of Environmental Pollutants b) Restoration Ecology

	<p>c) Algal biofuel technology development</p> <p>d) Microbial genomics</p>
Recent Peer-Reviewed Articles	<p>1) Ashvini Chauhan, Jesse Thomas IV, Stefan J. Green, Ashish Pathak, Raghav Venkatramanan. 2013. Whole Genome Sequencing of Five Oyster-associated Bacteria Show Potential for Crude Oil Hydrocarbon Degradation. Accepted in Genome Announcements.</p> <p>2) Ashish Pathak, Stefan J. Green, Andrew Ogram, Chauhan A. 2013. Draft Genome Sequence of <i>Rhodococcus opacus</i> strain M213 Shows a Diverse Catabolic Potential. Genome Announcements. January/February, Volume 1 Issue, 1 e00144-12.</p> <p>3) Wafula, D., J. White, A. Canion, C.H. Jagoe, Chauhan A. 2013. Impacts of Long-term Irrigation of Domestic Treated Wastewater on Soil Biogeochemistry and Bacterial Community Structure. Accepted pending revisions in PLoS One.</p> <p>4) Chauhan A., A. Pathak, and A.V. Ogram. 2012. DNA-Stable Isotope Probing (SIP) Reveals a Shift in Methanotrophic Bacterial Guilds as a Function of Nutrient Loading in the Florida Everglades. Microbial Ecology. 64:750-759.</p> <p>5) Dawn E. Lewis, Chauhan A., John White, Will Overholt, Stefan J. Green, Puja Jasrotia, Denis Wafula. 2012. Microbial and Geochemical Assessment of Un-mined and Post-mined Chronosequence Soils from Mocho Mountains, Jamaica. Microbial Ecology. 64:738-749.</p> <p>6) Kenya Rolle, Margaret Gitau, Gang Chen, Chauhan A. 2012. Assessing Fecal Coliform Fate and Transport in a Coastal Watershed Using Hydrologic Simulation Program Fortran (HSPF) Model. Water Science and Technology. 66(5):1096-102.</p> <p>8) Mangwani, N., HIRAK Ranjan Dash, Chauhan A., and Surajit Das. 2012. Bacterial Quorum Sensing: Functional features and potential applications in biotechnology. Journal of Molecular Microbiology and Biotechnology. 22:215-227.</p> <p>9) Henry N. Williams, Pineiro S., Chauhan A., Berhane T., Athar R., Zheng, G., Wang C., Dickerson T., Liang X., Lymperopoulou D.S., Chen H., Christman M., Louime C., Babiker W., and Stine O.C.: 2012. Succession of <i>Bacteriovorax</i> Operational Taxonomic Units along Salinity Gradient in the Chesapeake Bay Reveals Distinct Estuarine Strains. Microbial Ecology. 65:652-60.</p>

Curriculum Vita	
Name	Cherrier, Jennifer
Education	<p>1) A. A. Degree, Indian River Community College</p> <p>2) B.S. in Biology/Environmental Science, Florida International University</p> <p>3) Ph. D. in Biological/Chemical Oceanography, Florida State University</p>
Career Summary	Florida A&M University
Courses Taught	1) BSC 1050 Environmental Systems, (TCC)

	<p>2) EVR 2920 Environmental Science Forum and Colloquium, (FAMU)</p> <p>3) EVR 3023 Introduction to the Marine Environment, (FAMU)</p> <p>4) EVR 5028 Marine Microbial Ecology, (FAMU)</p> <p>5) EVR 5029 Wetland Preservation and Restoration, (FAMU)</p> <p>6) EVR 6064 Principles of Ecology, (FAMU)</p> <p>7) EVS 4024C Marine Microbial Ecology,(FAMU)</p> <p>8) EVS 4027C Wetland Preservation and Restoration, (FAMU)</p> <p>9) EVS 5213 Marine Pollution, (FAMU)</p> <p>10) OCE1001 Introductory Oceanography, (FSU, TCC)</p> <p>11) PCB 5315 Marine and Estuarine Ecosystems, (FAMU)</p> <p>12) SCE 5635r Teaching Earth and Space Science (FSU, distance learning course)</p>
University Service	<p>1) Faculty Advisor- Environmental Science Student Organization 2012- present</p> <p>2) Chair- School of the Environment Tenure and Promotion Committee 2011-present</p> <p>3) Chair- NOAA/FAMU ECSC Program Coordinator Search Committee 2012</p> <p>4) Committee Member- NOAA/FAMU ECSC Distinguished Scientist 2012</p> <p>5) Committee Member- University Sabbatical and Professional Leave Committee 2011-present</p> <p>6) Committee Member- School of the Environment Dean Search Committee 2011-2013</p> <p>7) FAMU Representative- Florida Institute of Oceanography Advisory Board, 2006-present</p> <p>8) FAMU Point of Contact- Florida Oil Spill Academic Task Force 2010-present</p> <p>9) FAMU Organizational Task Force Committee Member, 2008-present</p>
Research Interests	<p>1) Biogeochemistry of aquatic environments with emphasis on carbon and nitrogen cycling and flux;</p> <p>2) Aquatic microbial ecology;</p> <p>3) Harmful algal blooms;</p> <p>4) Hydrocarbon bioremediation;</p> <p>5) Coastal zone management; aquatic science education;</p> <p>6) Ecosystem-based mitigation strategies for surface and subsurface flow contaminant loading.</p>
Recent Peer-Reviewed Articles	<p>1) <u>Cherrier, J.</u> Introductory Oceanography Fundamental Lectures. Limnology and Oceanography e-Lectures. <i>in press</i></p> <p>2) Chanton, J.P., <u>Cherrier, J.</u>, Wilson, R.M., Sarkodee-Adoo, J., Bosman, S., Mickle, A., and W.M. Chaham. 2012. Radiocarbon evidence that carbon from the Deepwater Horizon spill entered the planktonic food web of the Gulf of Mexico. <i>Environ. Res. Lett.</i> 7 045303 (4pp), doi:10.1088/1748-9326/7/4/045303</p> <p>3) Dorsett, A., <u>Cherrier, J.</u>, Martin, J.B. and J.E. Cable. 2011. Assessing hydrologic and biogeochemical controls on pore-water dissolved inorganic carbon cycling in a subterranean estuary: A ¹⁴C</p>

and ^{13}C mass balance approach. *Marine Chemistry*, 127 (1-4):77-89, doi:10.1016/j.marchem.2011.07.007

4) Henry, N. D., Robinson, L., Johnson, E., Cherrier, J. and M. Abazinge. 2011. Phenanthrene Emulsification and Biodegradation using Rhamnolipid Biosurfactants and *Acinetobacter Calcoaceticus*, *in vitro*. *Bioremediation Journal*, 15: 109-120.

5) Pataki, D. E., Carreiro, M.M., Cherrier, J., Grulke, N.E, Jennings, V., Pincetl, S., Pouyat, R.V., Whitlow, T.H., and W. C. Zipperer. 2011. Coupling biogeochemical cycles in urban environments: Ecosystem services, green solutions, and misconceptions. *Front Ecol Environ* 2011, 9(1): 27–36, doi:10.1890/090220

6) Roy, M., Martin, J.B., Cherrier, J., Cable, J.E., Smith, C.G. 2010. Influence of sea level rise on iron diagenesis in an east Florida subterranean estuary. *Geochimica et Cosmochimica Acta*, 74: 5560-5573.

7) Bolques, A., Cherrier, J., Abazinge, M. and G. Matungwa. 2010. Installation of a bioretention/rain garden to mitigate agricultural irrigation runoff from a container plant nursery. *Proc. Fla. State Hort. Soc.* 123: 1-4.

8) Chauhan, A., Cherrier, J. and H.N. Williams. 2009. Impact of sideways and bottom-up control factors on bacterial community succession over a tidal cycle. *PNAS* 106 (11): 4301-4306. doi 10.1073/pnas.0809671106

9) Dittmar, T., Cherrier, J., and K. Ludwigowski. 2009, Dissolved and Particulate Amino Acids Practical Guidelines in the Analysis of Seawater - Chapter 5. In *Practical Guidelines in the Analysis of Seawater* (ed) Oliver Wurl. CRC Press, Florida p 67-78.

10) Surratt, D., Cherrier, J., Cable, J. and L. Robinson. 2008. Historical changes in N,C, P, and isotope ratios in Apalachicola Bay Florida. *Journal of Coastal Research*, 24(3):660-671. doi 10.2112/06-0717.1

11) Cherrier, J. 2011. Producer, 'From Education to Exploration: Students at Sea' video shown at the NOAA Kiosk at The Smithsonian-Ocean Hall in Washington D.C. as well as in the NOAA Kiosks at other museums in the U.S.

12) Cherrier, J., Boleques, A. and Abazinge, M. 2012. Co-inventor of an ecosystem-based water retention and re-use system (eco-WARES; patent pending) for homeowners, NGO's, governments, industry, and agriculture, to mitigate surface and subsurface contaminant loading and help in water conservation.

Curriculum Vita	
Name	Essien, Frederic
Education	1) B.Sc. (Physics & Mathematics), University of Ghana. 2) Ph.D. (Environmental Control), University of Newcastle Upon Tyne, England.
Career Summary	Florida A&M University

Courses Taught	<ol style="list-style-type: none"> 1) CHS 5610 Environmental Chemistry 2) EVS 5603 Site Characterization and Soil Survey 3) EVS 5604 Hazardous Materials Management 4) EVS 5607 Environmental Radioactivity 5) EVS 5616 Civilian Radioactive Waste Management 6) EVS 5655 Waste Treatment and Disposal 7) EVS 6706 Fate and Transport of Environmental Contaminants 8) EVS 6885 Environmental Research Design and Analysis 9) RHT 5415 Radiological Health Physics
Research Interests	<ol style="list-style-type: none"> 1) The micrometeorology and chemistry of air pollution; 2) Radioactivity in the Phosphate Production Cycle; 3) Local (micro-scale) climatology; 4) Exchange of heat, mass and momentum between Atmospheric boundary layer and surface

Curriculum Vita	
Name	Gragg III, Richard D.
Education	<ol style="list-style-type: none"> 1) Bachelor of Science in Biochemistry, SUNY Binghamton University 2) Master of Science in Pharmacology, Florida A&M University 3) Doctor of Philosophy in Pharmaceutical Sciences, Florida A&M University
Career Summary	Florida A&M University
Courses Taught	<ol style="list-style-type: none"> 1) EVR 1001 Fundamentals of Environmental Science 2) EVR 4032 Environmental Ethics (1998-2010) 3) EVR 4036 Environmental Justice 4) EVR 4804 Environmental Toxicology and Human Health 5) EVR 4810 Environmental Toxicology and Human Health II 6) EVR 4910 Senior Thesis 7) EVR 5062 Environmental and Occupational Health 8) EVR 5605 Introduction to Environmental Toxicology 9) EVS 5970 Master's Thesis 10) EVS 6913 Supervised Research 11) EVS 6980 Dissertation
University Service	<ol style="list-style-type: none"> 1) Member, FAMU Faculty Planning Conference Committee 2) Member, FAMU Faculty Senate 3) Chair, FAMU Environment and Sustainability Council 4) Chair, Seven Year Review Committee, FAMU Environmental Sciences Institute 5) Member, School of the Environment Academic Committee
Research Interests	<ol style="list-style-type: none"> 1) Environmental Toxicology 2) Environmental Justice 3) Environmental Health Disparities 4) Sustainability
Recent Peer-Reviewed Articles	<ol style="list-style-type: none"> 1) Evaluation of Initial Environmental Engineering Sustainability Course at a Minority Serving Instituion. (2011). Clark II, C.J. and Gragg III, R.S., <i>Sustainability</i>, 4(6): 297-302.

	<p>2) Promoting Environmental Justice Through Urban Green Space Access: A Synopsis. (2011). Jennings, V., Johnson Gaither, C. and Gragg, R. <i>Environmental Justice</i> 5 (1), 1-7.</p> <p>3) Citizen Mapping and Environmental Justice: Internet Applications for Research and Advocacy., (2011). Jordan, L., Stallins, A., Stokes IV, S., Johnson, E., and Gragg, R. <i>Environmental Justice</i> 4(3): 155-162 (doi:10.1089/env.2010.0048).</p> <p>4) 'How Cumulative Risks Warrant A Shift In Our Approach To Racial Health Disparities: The Case of Lead, Stress, and Hypertension,' Hicken M., Gragg, R., and Hu, H., <i>Health Affairs</i> 30(10), 1895-1901(2011).</p> <p>5) Immunomodulation in eastern oysters, <i>Crassostrea virginica</i>, exposed to a PAH-contaminated, microphytobenthic diatom. (2012). Croxton, April N., Wikfors, Gary H., and Schulerbrandt Gragg, Richard D., <i>Aquatic Toxicology</i> 118– 119.</p>
--	---

Curriculum Vita	
Name	Ibeanusi, Victor M.
Education	<p>1) B.Sc. in Microbiology, University of Lagos, Lagos Nigeria</p> <p>2) M. S. in Biology, Atlanta University</p> <p>3) Ph.D. in Molecular Biology, Atlanta University</p>
Career Summary	<p>1) United Nations-UNICEF</p> <p>2) Morehouse College</p> <p>3) Spelman College</p> <p>4) Florida A&M University</p>
Courses Taught	<p>1) General Biology</p> <p>2) Cell and Molecular Biology</p> <p>3) Environmental Biology</p> <p>4) Ecology</p> <p>5) Principles of Bioremediation</p> <p>6) Industrial Ecology</p> <p>7) Introduction to Environmental Science</p> <p>8) Applications in Environmental Science</p>
University Service	<p>1) Founding Chair Environmental Science and Studies Program Spelman College</p> <p>2) Initiated and led the efforts for developing the Environmental Health Minor at Spelman College</p>
Research Interests	<p>1) Water quality</p> <p>2) Energy</p>
Recent Peer-Reviewed Articles	<p>1) Ibeanusi VM, Jackson E, Coffen J, Jeilani Y (2012) Assessing Bioremediation of Acid Mine Drainage in Coal Mining Sites Using a Predictive Neural Network-Based Decision Support System (NNDSS). <i>J Bioremed Biodegrad</i> 3:148. doi:10.4172/2155-6199.1000148.</p> <p>2) Yassin Jeilani, Beatriz Cardelino, and Ibeanusi, Victor. <i>Ring-Cleavage Rearrangement Reactions of Progesterone by Density Functional Theory and Triple Quadrupole Mass Spectrometry</i>.</p>

	<p>Journal of Mass Spectrometry April 2011.</p> <p>3) Yassin A. Jeilani, Beatriz Cardelino and Victor Ibeanusi "Density Functional Theory and Mass Spectrometry of Phthalate Fragmentations Mechanisms: Modeling Hyperconjugated Carbocation and Radical Cation Complexes with Neutral Molecules," <i>Journal of the American Society of Mass Spectrometry</i> 2011, 22(11), 1999-2010.</p> <p>4) Yassin A. Jeilani, Beatriz Cardelino and Victor Ibeanusi "Hydrogen and Ring-Cleavage Rearrangement Reactions of Progesterone by Density Functional Theory and Triple Quadrupole Mass Spectrometry," <i>Journal of Mass Spectrometry</i> 2011, 46 (7), 625-634.</p> <p>5) Yassin A. Jeilani, Beatriz H. Cardelino and Victor M. Ibeanusi "Positive Chemical Ionization and Collision Induced Dissociation of Phthalates by Triple Quadrupole Mass Spectrometry: Multipathway Fragmentation Mechanism and Ab Initio Computational Studies." <i>Journal of Mass Spectrometry</i> 2010, 45(6), 678-685.</p> <p>6) Victor Ibeanusi, Y. Jeilani, Samantha Houston, Danielle Doss, and Bianca Coley Sequential anaerobic-aerobic degradation of munitions waste, <i>Biotechnol Lett</i> (2009) 31:65-69, Springer Science-Business Media</p>
--	---

Curriculum Vita	
Name	Jagoe, Charles
Education	<p>1) BS Biology, 1978, Clarkson University</p> <p>2) MS Zoology, 1983, University of Maine</p> <p>3) Ph.D Zoology 1988, University of Maine</p>
Career Summary	<p>1) Institute for Marine and Coastal Sciences, Rutgers University</p> <p>2) University of Georgia, Savannah River Ecology Laboratory</p> <p>3) University of Georgia</p> <p>4) Florida A&M University</p>
Courses Taught	<p>Courses taught at Florida A&M University</p> <p>1) EVR 6064 Principles of Ecology</p> <p>2) EVS 5905 Environmental Science Colloquium/Seminar</p> <p>3) EVR2920 Environmental Science Forum and Colloquium</p>
University Service	School of the Environment Academic Committee
Research Interests	<p>1) Ecotoxicology;</p> <p>2) Effects of pollutants and other anthropogenic stresses on organisms and systems;</p> <p>3) speciation, cycling, accumulation, and effects of toxic compounds in the environment;</p> <p>4) biomarkers; radioecology; ecological risk assessment</p>
Recent Peer-Reviewed Articles	<p>1) Winn, R.N., Majeske, A.J., Jagoe, C.H., Glenn, T.C., Smith, M.H. and M.B. Norris. 2008. Transgenic \square medaka as a new model for germ cell mutagenesis. <i>Environmental and Molecular Mutagenesis</i> 49:173-184.</p> <p>2) Peltier, G.L., Meyer, J.L., Jagoe, C.H., and Hopkins, W.A. 2008.</p>

	<p>Using trace elements concentrations in <i>Corbicula fluminea</i> to identify potential sources of contamination in an urban river. Environmental Pollution 154: 283-290</p> <p>3) Ma, H., Glenn, T.C., Jagoe, C.H., and Williams, P.L. 2009. A transgenic strain of the nematode (<i>Caenorhabditis elegans</i>) as a biomonitor for heavy metal contamination. Environmental Toxicology and Chemistry. 28:1311-1318</p> <p>4) Bryan, A.L. Jr., Brant, H.A. Jagoe, C.H., Romanek, C.S. and I.L. Brisbin Jr. 2012 Mercury concentrations in nestling wading birds relative to diet in the southeastern United States: A stable isotope analysis. Archives of Environmental Contamination and Toxicology 63:144-152</p> <p>5) Lewis, D.E., Chauhan, A., White, J.R., Overholt, W., Green, S., Jarostia, P., Wafula, D., and C.H. Jagoe. 2012. Microbial and geochemical assessment of bauxitic unmined and post-mined chronosequence soils from Mocho Mountains, Jamaica. Microbial Ecology 64: 738-749</p>
--	--

Curriculum Vita	
Name	Johnson, Elijah
Education	1) Chemistry Major, South Carolina State University 2) Bachelor of Science in Chemistry, Pennsylvania State University 3) Doctor of Philosophy in Chemical Physics, University of Illinois at Urbana-Champaign
Career Summary	1) United States Army 2) Oak Ridge National Laboratory 3) New Jersey Institute of Technology 4) Oak Ridge National Laboratory 5) Florida A&M University
Courses Taught	Courses taught at Florida A&M University 1) EVR 1001 Fundamentals of Environmental Science 2) EVR 3028 Environmental Modeling Principles 3) EVR 3235 Atmospheric Processes 4) EVR 3867 Environmental Risk Analysis I 5) EVR 4869 Environmental Risk Analysis II 6) EVR 5865 Environmental Risk Analysis 7) EVS 3395 Contaminant Hydrogeology 8) EVS 6029 Computational Methods in Environmental Science 9) EVS 6705 Atmospheric Contaminant Transport 10) GLY 5828 Subsurface Fate and Transport of Contaminants
University Service	1) Member, FAMU Academic Regulations Appeal Committee 2) Member, FAMU Faculty Planning Conference Committee 3) Member, FAMU Faculty Senate 4) Member, FAMU Faculty Senate Committee on Committees 5) Member, FAMU Faculty Senate Library Services Committee 6) Chairperson, School of the Environment Academic Committee
Research Interests	a) Atmospheric Dispersion and Dry Deposition b) Environmental Risk assessment. c) Fluid flow in aquifers, biological systems, estuaries, rivers, and

	<p>the atmosphere.</p> <p>d) Relativistic quantum mechanics.</p> <p>e) Statistical Mechanical Monte Carlo and molecular dynamics treatment of DNA and proteins.</p> <p>f) Watershed modeling</p>
Recent Peer-Reviewed Articles	<p>1) Elijah Johnson, Ayaovi Apeti, Seekenia Haynes, and Larry Robinson, "Solute or Heat Transport in a Flat Duct". American Journal of Environmental Sciences, 4, 721 - 726(2008).</p> <p>2) Natasha D. Henry, Larry Robinson, Elijah Johnson, Jennifer Cherrier, and Michael Abazinge, "Phenanthrene Emulsification and Biodegradation using Rhamnolipid Biosurfactants and <i>Acinetobacter Calcoaceticus</i>, <i>in vitro</i>". Bioremediation Journal, 15, 109-120 (2011).</p> <p>3) Lisa Jordan, Anthony Stallins, Shereitte Stokes IV, Elijah Johnson, and Richard Gragg, "Citizen Mapping and Environmental Justice: Internet Applications for Research and Advocacy", Environmental Justice, 4(3): 155-162 (2011).</p> <p>4) G. L. Gutsev, C. A. Weatherford, P. Jena, E. Johnson, and B. R. Ramachandran, Journal of Physical Chemistry C, 116, 7050-7061(2012), "Structural Patterns in Carbon Chemisorption on an Icosahedral Ion Cluster". (Correction: Journal of Physical Chemistry C, 116, 10438(2012))</p> <p>5) G. L. Gutsev, C. A. Weatherford, P. Jena, E. Johnson, B. R. Ramachandran, "Structure and Properties of Fe_n, Fe_n^-, and Fe_n^+, $n=7-20$", Journal of Physical Chemistry A, 116, 10218-10228(2012).</p>

Curriculum Vita	
Name	Owens, Marcia A.
Education	<p>1) B. S. in Biology, Jackson State University</p> <p>2) Graduate Study in Biology, Atlanta University</p> <p>3) Juris Doctor, Emory School of Law</p> <p>4) Diploma for the Advanced Study in Teaching Emory University</p> <p>5) Ph. D. in Educational Studies, Emory University</p> <p>6) Master of Divinity, Candler School of Theology</p>
Career Summary	<p>1) U.S. Environmental Protection Agency</p> <p>2) City of Atlanta Law Department</p> <p>3) Minority Health Professions Foundation, Inc.</p> <p>4) Emory School of Law</p> <p>5) Clark Atlanta University</p> <p>6) Emory University</p> <p>7) Rollins School of Public Health at Emory University</p> <p>8) Candler School of Theology</p> <p>9) Florida A&M University</p>
Courses Taught	<p>1) Environmental Policy & Risk Management;</p> <p>2) Risk Communication;</p> <p>3) Environmental Risk Communication;</p> <p>4) Environmental Regulations;</p> <p>5) Environmental Regulations and Regulatory Agencies;</p> <p>6) Principles of Environmental Law Practice;</p>

	<p>7) Environmental Law; 8) Environmental Decisionmaking; 9) Environmental Ethics; 10) Special Topics: Interdisciplinary Perspectives on Climate Change; 11) Teaching 12) Science in Elementary Schools; 13) Black Religion in America; Religion, Personality and Race</p>
University Service	<p>University Level: 1) Graduate Council 2) Member, FAMU Faculty Senate 3) Chair, FAMU Faculty Handbook Revision 4) Faculty Senate Steering Committee 5) Member, University Tenure & Promotion Review Committee 6) Member, Research Awards Selection Committee 7) Member, Academic Program Review Committee 8) Member, President's Environment and Sustainability Council 9) Member, Institutional Level Assessment Committee 10) Member, Faculty Planning Committee 11) Member, Quality Enhancement Plan (QEP) Steering Committee 12) Chair, QEP Writing Committee</p> <p>School of the Environment: 1) Graduate Coordinator 2) Coordinator, 7 Year Review/Self Study 3) Chair, Assessment Committee 4) Chair, Strategic Plan Committee 5) Member, Academic Committee</p>
Research Interests	<p>1) Environmental Literacy 2) Environmental Policy</p>
Recent Peer-Reviewed Articles	<p>1) "Interdisciplinary Higher Education: Perspectives and Practicalities," Teaching Theology and Religion, April 2013, 16(2):191-192. 2) "Beyond Belief: Using Cognitive Frameworks to Evaluate Efficiency within Section 7 of the Endangered Species Act," Ecopsychology, March 2013, 5(1):44-51. 3) "Opportunities for Improving Risk Communication during the Permitting Process for Entomophagous Biological Control Agents: A Review of Current Systems," O. Paraiso, M.T.K. Kairo, S.D. Hight, N.C. Leppla, J.P. Cuda, M. Owens., M.T. Olexa, February 2013, 58(1):1-15. (Published Online June 2012). 4) " 'Is That Healthy?' Experiences of Microaggressions by Black Women at Historically Black Institutions," The Feminist Wire (www.thefeministwire.com) (8 November 2012). 5) "Coumarin-Based Benzopyranone Derivatives Induced Apoptosis in Human Lung (A549) Cancer Cells," MA Musa, VL. Badisa, LM Latinwo, TA Patterson, and MA Owens. Accepted for publication in AntiCancer Research, October 2012, 32(10):4271-4276. 6) "An Analysis of Race and Gender Dynamics in Bahamians' Perception of Climate Change Risk," Rhianna M. Neely, Marcia Allen Owens, Ivette López, and C. Perry Brown. Accepted for publication in World Turning: Race, Class, Gender and Global</p>

Climate Change (11 June 2012).

7) "The Role of Liberation and Womanist Ecological Theologies in Addressing the Need for Environmental Literacy and Transformative Politics in the Black Church," AME Review (July – September 2011).

8) "I Am, Because We Are; and Since We Are, Therefore I Am," In God's Earth is Sacred: Essays on Eco Justice & World, A. Riggs, ed., National Council of Churches EcoJustice Program, (2011).

9) "Mitigative action of monoisoamyl-2,3-dimercaptosuccinate (MiADMS) against cadmiuminduced damage in cultured rat normal liver cells," Odewumi CO, Buggs R, Badisa VL, Latinwo LM, Badisa RB, Ikediobi CO, Darling-Reed SF, Owens MA. Toxicology In Vitro.

2011 Dec; 25(8):1733-9. Epub 2011 Sep 3.

10) "African Americans and Community Engagement in Higher Education: Community Service, Service-Learning, and Community-Based Research," Teaching Theology and Religion 14(2), 192-194 (2011).

11) "Coastal Construction Trends in Response to Coastal Erosion: An Opportunity for Adaptation," Ariana Marshall, Larry Robinson, & Marcia Allen Owens, Journal of Coastal Conservation: Planning and Management 15(1), 61-72 (2011).

12) "Climate Change Adaptation Through Coastal Land Use Management: The Context of Environmental Justice," Arianna J. Marshall, Reginald Hall, Marcia Allen Owens, and Shereitte C. Stokes, IV. Proceedings of The Coastal Society's 22nd International Conference (2010).

13) "Societal Contributors to Climate Literacy," in "NCSE-NASA (National Council for Science and the Environment/National Aeronautics and Space Administration) Curriculum for Interdisciplinary Climate Change Education." The Encyclopedia of Earth.

http://www.eoearth.org/article/NCSE-NASA_Interdisciplinary_Climate_Change_Education (2010).

14) "Did You Know? What We Don't Know IS Hurting Us: Information Leads to Influence," The Anvil: Council of Bishops of the African Methodist Episcopal Church – An Incredible Influence: Annual Resource Guide (2008-2009).

15) "What Does the Lord Require of Us? Integrity in Achieving Social Justice," The Anvil: Council of Bishops of the African Methodist Episcopal Church – An Incredible Influence: Annual Resource Guide (2008-2009).

16) "Practicing What We Preach and Preaching What We Should Practice," The Anvil: Council of Bishops of the African Methodist Episcopal Church – An Incredible Influence: Annual Resource Guide (2008-2009).

Name	Williams, Henry Neal
Education	<ol style="list-style-type: none"> 1) Bachelor of Science in biology, North Carolina Agricultural & Technical State University 2) Master of Science in Microbiology, University of Maryland at Baltimore Graduate School 3) Ph.D. Microbiology, University of Maryland at Baltimore Graduate School
Career Summary	<ol style="list-style-type: none"> 1) U.S. Army Hospital, Fort Huachuca, Arizona 2) University of Maryland Graduate School 3) Morgan State University 4) Department of Microbiology/Department of Oral and Craniofacial Biological Sciences Baltimore College of Dental Surgery Dental School 5) Florida A&M University
Courses Taught	Courses taught at Florida A&M University EVR 1001 – Fundamentals of Environmental Science EVR 2910 – Environmental Forum and Colloquium EVS 5930 – Special Topics
University Service	
Research Interests	<ol style="list-style-type: none"> 1) Microbial ecology 2) Predatory bacteria 3) Bacteriology of lakes and springs.
Recent Peer-Reviewed Articles	<ol style="list-style-type: none"> 1) Pineiro, S. (and 11 co-authors; H.N. Williams, corresponding author) 2013. Niche Partition of <i>Bacteriovorax</i> Operational Taxonomic Units Along Salinity and Temporal Gradients in the Chesapeake Bay Reveals Distinct Estuarine Strains. <i>Microb Ecol</i> 65:652-660. DOI: 10.1007/s00248-013-0186-3 2) Chen H., Williams HN. 2012. Predatory Bacteriovorax Communities Ordered by Various Prey Species. <i>PLoS One</i>. 7(3): e34174. doi:10.1371/journal.pone.0034174. 3). Hou, A. and H.N. Williams. Methods for Sampling and Analyzing Wetland Soil Bacterial Community. In J.T. Anderson and C.A. Davis (eds.), <i>Wetland Techniques: Volume 2</i>: DOI 10.1007/978-94-007-6931-1_2, © Springer Science+Business Media Dordrecht 2014. 4) Williams, H. N. 2012. Bdellovibrio's Appetite for Metabolites. In <i>Small Things Considered- The Microbe Blog-</i> Elio Schaechter and Associates. 5) Chen, H., R. Athar, G. Zheng, and H. N. Williams. 2011. Prey bacteria shape the community structure of their predators. <i>Internat Symp Microb Ecol</i> 5: 1314- 1322.doi:10.1038/ismej.2011.4 6) Chen H, and Williams H N. (2012). Co-infection of a bacterium by a virus and a predator establishes a new predation paradigm. <i>mBio</i> 3: (2) e00051-12 doi: 10.1128/mBio.00051-12 . 7) Chauhan, A., Jennifer Cherrier and Henry N. Williams. 2009. Impact of Sideways and Bottom up Control Factors on Bacterial Community Succession over a Tidal Cycle. <i>Proc. Natl. Acad. Sci. USA</i>. 106: 4301-4306. 8) Crossman LC, Chen H, Cerdeno-Tarraga, A, Brooks K, Quail

MA, Pineiro SA, Johnson CM, Hobley L, Sockett E., Bentley SD, Parkhill J, **H. N. Williams** and Stine C. (2012). A small core predatory genome in the divergent marine *Bacteriovorax marinus* SJ and the terrestrial *Bdellovibrio bacteriovorus*. *International Society for Microbial Ecology* doi: 10.1038/ismej.2012.90.

FAMU Advisory Reviews

All Program Proposals

The Dean of the _____ has reviewed the proposal for the _____ and recommends it for consideration.

Dean or Chair/Director of the academic unit

Date

The Curriculum Committee of the Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of that Committee.

Chair, Curriculum Committee of Faculty Senate

Date

The Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of the full body and recommends approval.

President, Faculty Senate

Date

Graduate Programs Only:

The Chair of the Graduate Council has reviewed the proposal and affirms that it is consistent with the policies of that Council.

FAMU Advisory Reviews

All Program Proposals

The Dean of the School of the Environment has reviewed the proposal for the
BS/BA Environmental Studies and recommends it for consideration.

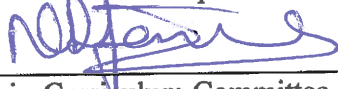


4/30/14

Dean or Chair/Director of the academic unit

Date

The Curriculum Committee of the Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of that Committee.



4/30/14

Chair, Curriculum Committee of Faculty Senate

Date

The Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of the full body and recommends approval.



~~4/30/14~~ rd 5/1/14

President, Faculty Senate

Date

Graduate Programs Only:

The Chair of the Graduate Council has reviewed the proposal and affirms that it is consistent with the policies of that Council.

APPENDIX A

**TABLE 1-A (DRAFT)
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)**

Source of Students (Non-duplicated headcount 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 the university**	5	3.375	3	1.875	3	1.875	3	1.875	3	1.875
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	10	6.75	25	17.25	40	26.25	55	31.875	60	40.75
Florida College System transfers to the upper level***	3	2.25	5	3.75	5	3.75	10	6.75	10	6.75
Transfers to the upper level from other Florida colleges and universities***	3	2.25	5	3.75	7	4.5	5	3.75	5	3.75
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	21	14.625	38	26.625	55	36.375	73	44.25	78	53.125

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5						
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	148,924	0	0	0	0	0	\$148,924	148,924	0	0	0	0	\$148,924
A & P Salaries and Benefits	101,126	0	0	0	0	0	\$101,126	101,126	0	0	0	0	\$101,126
USPS Salaries and Benefits	10,919	0	0	0	0	0	\$10,919	10,919	0	0	0	0	\$10,919
Other Personal Services	18,017	0	0	0	0	0	\$18,017	18,017	0	0	0	0	\$18,017
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	32,229	0	\$32,229	0	0	0	0	32,229	\$32,229
Total Costs	\$278,986	\$0	\$0	\$0	\$32,229	\$0	\$311,215	\$278,986	\$0	\$0	\$0	\$32,229	\$311,215

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Calculated Cost per Student FTE

Faculty and Staff Summary		Year 1	Year 5
Total Positions	Faculty (person-years)	106.5	106.5
A & P (FTE)		1.3	1.3
USPS (FTE)		0.2	0.2

	Year 1	Year 5
Total E&G Funding	\$311,215	\$311,215
Annual Student FTE	14,625	53,125
E&G Cost per FTE	\$21,280	\$5,858

APPENDIX A

TABLE 4 (DRAFT) ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5	PY Workload by Budget Classification	
													Year 1	Year 5
A	Michael Abazinge, Ph.D. Env. Sci. (Env. Physiology)	Professor	Tenure	Fall 2015	12	1.00	25.00	25.00 0.00	12	1.00	25.00	25.00 0.00	148942.20	148942.20
A	Jennifer Cherrier Env. Sci. (Oceanography)	Assoc. Prof.	Tenure	Fall 2016	9	0.75	25.00	18.75 0.00	9	0.75	25.00	18.75 0.00	148942.20	148942.20
A	Richard Gragg Justice)	Assoc. Prof.	Tenure	Fall 2017	12	1.00	25.00	25.00 0.00	12	1.00	25.00	25.00 0.00	148942.20	148942.20
A	Henry Neal Williams Env. Sci. (Microbiology)	Professor	Tenure	Fall 2014	12	1.00	11.60	11.60 0.00	12	1.00	11.60	11.60 0.00	148942.20	148942.20
A	Marcia Owens Env. Sci. (Law & Policy)	Assoc. Prof.	Tenure	Fall 2016	9	0.75	18.20	13.65 0.00	9	0.75	18.20	13.65 0.00	148942.20	148942.20
A	Ashvini Chauhan Env. Sci. (Microbiology)	Assoc. Prof.	Tenure		9	0.75	5.00	3.75	9	0.75	5.00	3.75	148942.20	148942.20
A	Frederic Essien Env. Sci. (Chemistry)	Professor	Tenure		12	1.00	5.00	5.00	12	1.00	5.00	5.00	148942.20	148942.20
A	Elijah Johnson Assessment)	Assoc. Prof.	Tenure		9	0.75	5.00	3.75	9	0.75	5.00	3.75	148942.20	148942.20
	Total Person-Years (PY)							106.50					106.50	106.50
Faculty Code	Source of Funding													
A	Existing faculty on a regular line													
B	New faculty to be hired on a vacant line													
C	New faculty to be hired on a new line													
D	Existing faculty hired on contracts/grants													
E	New faculty to be hired on contracts/grants													
					Overall Totals for		Year 1	148942.20			Year 5	148942.20		



Florida Agricultural and Mechanical University

Board of Trustees Action Item

Meeting Date _____

Agenda Item _____

Item Origination and Authorization

Policy _____ Award of Bid _____ Budget Amendment _____ Change Order _____

Resolution _____ Contract _____ Grant _____ Other _____

Action of Board

Approved _____ Approved s/ Conditions _____ Disapproved _____ Continued _____ Withdrawn _____

Subject: BS/BA Interdisciplinary Studies (CIP Code 30.0000)

Rationale:

The Interdisciplinary Studies will offer a flexible program of study designed to enable students to pursue a well-rounded education that best fits their educational goals. Students will be offered the opportunity to develop competencies across a variety of disciplines and combine previous academic course work that will lead to a high quality education at Florida A&M University (FAMU). The program is aligned with FAMU's mission and goals to increase program productivity and efficiency, and student retention and graduation rates, which are top priorities of the university. By offering this degree, students will be able to complete a 4-year program of study within a timely manner, draw from the numerous disciplinary offerings already available at the university, and combine interests in more than one field. The program will target students already enrolled at FAMU who have experienced a range of courses through general education and major courses.

Students will work with an advisor and formulate a program of study that is an appropriate, unique, individualized degree plan. The student may draw upon the resources of the entire FAMU inventory of classes to create the degree plan. Upon completion of the 36 hours requisite for the General Education Core curriculum, students select from nine core areas of emphasis and complete 48 hours of upper level coursework. Students will select a designated concentration(s) from the following areas and a minor to complete the degree.

- Health
- Science
- Education
- Quantitative Analysis
- Social Science
- Humanities
- Visual and Performing Arts
- Global Studies
- Communication and Design

Recommendation:

It is recommended that the Florida A&M University Board of Trustees approve the Interdisciplinary Studies degree (CIP Code 30.0000) in the College of Social Sciences, Arts, and Humanities, effective when the necessary resources are committed by the University and in place. It is anticipated that this may be as early as Fall 2014



Florida Agricultural and Mechanical University

Board of Trustees Action Item

Summary Information

The Interdisciplinary Studies degree is included in the FAMU Strategic Plan list of programs to explore and is aligned with goals of the State University System Strategic Plan as described below.

Excellence: Strengthen Quality and Reputation of Academic Programs and Universities

The Interdisciplinary Studies degree responds directly to the state’s goal of strengthening the quality and reputation of academic programs at Florida A&M University. The primary objective of the program is to strengthen critical areas of teaching and learning at the university by (1) expanding students’ awareness and relevance of various academic programs, (2) promoting interdisciplinary collaboration among faculty in the areas of teaching, and (3) serve as a new intraorganizational educational model to foster student learning at FAMU. In addition, the Interdisciplinary Studies degree offers existing programs and departments a vehicle for planning non-traditional approaches to their own degree packaging.

Productivity: Increase Degree Productivity and Program Efficiency

The Interdisciplinary Studies degree will directly augment the efforts of various academic programs to increase access, retention and degree completion of undergraduate students from diverse backgrounds. The program will continue to serve traditionally underrepresented groups in accordance with FAMU’s mission. It will also attract returning adults and students who stopped out of college to be employed but were in good academic standing; new/prospective students who desire an interdisciplinary studies approach to their university work; and students who wanting to pursue their educational goals via distance education.

Students

It is expected that at least 50 students will enroll in the first year of implementation increasing to 175 by year five.

Faculty

Dedicated faculty are not assigned to this program by way of its design. Rather, students will take courses from an array of faculty from FAMU’s existing colleges and schools in which courses are offered in the students’ selected concentration and minor areas. The program will need a director to lead the program, who will be supported by a lead advisor, an advisor and an administrative assistant.

Curriculum

The Interdisciplinary Studies degree will consist of 120 credit hours. Students will select, in consultation with the advisor, two core areas of emphasis at fifteen (15) hours each and one minor; or at least one core area of emphasis at thirty (30) hours or more and one minor. The two areas of study combined must contain at least fifteen (15) upper level hours and they cannot overlap with each other or the minor. If a student chooses one core area of emphasis of 30 hours, a minimum of fifteen (15) hours at the upper level must be completed within the selected core area.

Table 1 - Projected Student Headcount and FTE

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Student Headcount	50	100	150	175	175
Student FTE	31.875	65.625	99.375	116.25	116.25

Table 2 - Estimated Costs Based on Projected Enrollment

Year	Reallocated Base	New Costs	Total Costs
First Year	\$115,437	\$276,811	\$392,248
Fifth Year	\$0	\$376,613 (continuing from years 1-4)	\$376,613

Note: Projected costs for the program in year one is estimated at \$392,248 which will be used to employ a director, a lead advisor, advisor, and administrative assistant.

Board of Governors, State University System of Florida Request to Offer a New Degree Program

Florida A&M University
University Submitting Proposal

Fall 2014
Proposed Implementation Term

Social Sciences, Arts and Humanities
Name of College(s) or School(s)

Division of Interdisciplinary Studies
Name of Department(s)/ Division(s)


Interdisciplinary Studies
Academic Specialty or Field

BA/BS Interdisciplinary Studies
Complete Name of Degree


30.0000
Proposed CIP Code

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

Date Approved by the University Board of Trustees

 5/16/14
President Date

Signature of Chair, Board of Trustees

 5/12/14
Date

Vice President for Academic Affairs

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	50	31.875
Year 2	100	65.625
Year 3	150	99.375
Year 4	175	116.25
Year 5	175	116.25

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$12,306	\$392,248			\$392,248
\$3240	\$376,613			\$376,613

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The proposed BA/BS Interdisciplinary Studies (BIS) degree will offer a flexible program of study designed to enable students to pursue a well-rounded education that best fits their educational goals. Students will be offered the opportunity to develop competencies across a variety of disciplines and combine previous academic course work that will lead to a high quality education at Florida A&M University (FAMU). This degree requires 120 credit hours. On average adults with a bachelor's degree earn 85% more than adults who have a high school diploma according to the U.S. Census. The number of people who have a college degree has also been increasing steadily.

The proposed program is aligned with FAMU's mission and goals to increase program productivity and efficiency, and student retention and graduation rates, which are top priorities of the university. By offering this degree, students will be able to complete a 4-year program of study within a timely manner, draw from the numerous disciplinary offerings already available at the university, and combine interests in more than one field. The program will target students already enrolled at FAMU who have experienced a range of courses through general education and major courses.

The BIS is not directed toward any one specific career, rather it provides students with experiences that can be transferred into numerous job possibilities for college graduates in areas such as education, science, the humanities, business, among a host of other areas. The purpose of the program is for students to design a program to suit their desired careers through the careful selection of related courses from different academic disciplines currently offered at the university.

Curriculum Requirements

1. Students seeking a broad educational focus that may not be obtained in a single discipline may seek to complete a BIS degree at FAMU, which will provide flexibility in designing a program of study from select areas of emphasis to meet the needs of individual students. Due to the nature of the program, students will work with an advisor and formulate a program of study that is an appropriate, unique, individualized degree plan. The student may draw upon the resources of the entire FAMU inventory of classes to create the degree plan, which must be reviewed and approved by BIS degree program advisors.. Students are required to meet with an academic advisor each term to ensure that they are meeting the requirements of the degree in a timely manner.

Students will select in consultation with the advisor two core areas of emphasis at fifteen (15) hours each and one minor; or at least one core area of emphasis at thirty (30) hours or more and one minor. The two areas of study combined must contain at least fifteen (15) upper level hours and they cannot overlap with each other or the minor. If a student chooses one core area of emphasis of 30 hours, a minimum of fifteen (15) hours

at the upper level must be completed within the selected core area. Only grades of "C" (2.0) or better in each course are accepted in the students' selected area of emphasis in their degree plan.

2. Areas of Emphasis:

Core Area of Emphasis	Content Area	Course Prefix
Health	Nursing	NUR
	Pre-Physical Therapy	PHT
	Pre-Occupational Therapy	OTH
	Health Informatics	HIM
	Healthcare Management	HSA
	Rehabilitation Services	RCS
	Pharmacy	PHA
	Cardiopulmonary Science	RET
	Health Science	HSC
Science	Architecture	ARC
	Biology	BSC, ZOO, PCB, MCB, BOT
	Computer Science	CIS, COP; CDA; COT; CGS, CAP
	Engineering	EGN, EML, EEL
	Food Science	FOS, AGG, ANS
	Chemistry	CHM, BCH
	Physics	PHY, PHZ, PSC
	Astronomy	AST
	Electrical Engineering Technology	EET, EEL, EEE
	Construction Engineering Technology	BCN
	Nutrition	HUN
Education		EDG, EDF, EDE, EEC, EEX, LAE, RED, SCE, SSE, TSL, EME, ESE, DAA, DAE, DAN, EPH, HLP, LEI, PEL, PEM, PEO, PEP, PET, BTE, EDG, ETA EVT, MKB, MNA, OST, ESE, RED, LAE, TSL
Qualitative Analysis	Math	MGF, MAC, STA, MAP, MAS, MHF, MTG, MAD, MAA, MAE
	Accounting	ACG
	Economics	ECO, ECP, ECS
	Business	BUL, MAR, MAN, FIN, QMB, GEB, TAX
	Engineering	EGN
	Electrical Engineering Technology	EET
	Finance	FIN

Social Science	Psychology	PSY, SOP, PSB, DEP, EAB, INP, PPE, CLP, CYP, EXP
	Political Science	POS, PAD, POT
	Economics	ECO
	Sociology	SYG, SYD, SYG, SYA, SYP, SYO
	African American Studies	AMH
	Anthropology	ANT
	History	HIS, EUH
	Criminal Justice	CCJ, CJE, CCJ, CJL
	Social work	SOW
Humanities	English	ENG, ENC, LAE
	Diasporan Literature	AML
	Creative Writing	CRW
	World Literature	LIT
	Philosophy	PHI, PHH, PHM
	Religion	REL
	History	HIS
Visual & Performing Arts	Architecture	ARC
	Theatre	THE
	Theatre Performance	TPP, TPA
	Art History	ART
	Art Administration	ARH
	Music	MUS, MUH, MUT, MVB, MVK, MVP, MVV, MVW, MUE, MUN, MUG, MUL, MVB, MUC, MUM, and MVS
	Art	ART
Global Studies	Political Science	POS
	History	HIS, AFA
	Geography	GEO, GEA
	Foreign Language Study	FLE, SPT, FRW, SPW, FRE, SPN
	Business	BUS
	International Agriculture	IAB
	Agi-Business	AEB
	International Relations	INR
	Food Science	FOS
Communication and Design	Journalism	JOU, RTV, COM, MMC, PUR
	Architecture	ARC
	Animation Design Concepts	ART, PGY
	Architectural Studies	ARC
	Construction Engineering Tech	BCN
	Graphic Design	GRA
	Art	ART

3. **Minors:** Students must contact the department in which they plan to seek a minor to determine the course requirements for the selected minor.
4. **General Education:** All students enrolled in the lower division programs of the university must complete a minimum of thirty-six (36) hours of approved general education.
5. **Foreign Language:** At least twelve (12) hours of Foreign Language up to the 2000 level in one language or American sign language must be completed satisfactorily to be awarded the Bachelor of Arts degree. The Bachelor of Science does not require 12 hours of foreign language as part of the BS degree; however, students must have completed the foreign language admissions requirement in high school or its equivalent in college credits in order to graduate.
6. **Computer Literacy:** Each School/College may require students to be computer literate by requiring them to take an appropriate course or by certifying that the student has mastered certain computer competencies specified by the school/college. (FAMU Catalog, 2013-2014).

Degree Completion Requirements

1. **Credit Hour Requirement:** Students must have completed a minimum of 120 credits for the BIS degree, of which forty-eight (48) hours must be at the 3000/4000 level and have a 2.0 cumulative grade point average to graduate.

2. **Residency Requirement:** "The university requires at least two semesters of residence for any degree and the last 30 hours must be earned in residence. If the term of residence is only two semesters, that period must be the student's senior year, provided at least 30 semester hours are earned at FAMU during this period. Petitions for a waiver of up to six hours of the last 30 hours in residence, due to a documented hardship or unusual circumstance, may be submitted through the student's academic advisor, chair or program leader to the dean or director for consideration. Only waivers approved by the dean or director are valid. Courses taken while on university sponsored study abroad programs count as residency requirement for graduation purposes." *FAMU Catalog*

3. Total Degree Outlook

Bachelor of Science Degree

Total Degree Hours	120 credit hours
General Education	36 credits
Core Areas of Emphasis	30 credit hours
Minor	18 credit hours
**Computer Literacy	3 credit hours
Electives	33 credit hours

Bachelor of Arts Degree

Total Degree Hours	120 credit hours
General Education	36 credits

Core Areas of Emphasis	30 credit hours
Minor	18 credit hours
Foreign Language	12 credit hours
Computer Literacy	3 credit hours
Electives	21 credit hours

Note: *For terminated degree programs, only lower-level courses may be offered at FAMU. Upper level courses from other institutions may be accepted in transfer.”

** Demonstration of computer competency may be satisfied by satisfaction completion of an approved computer course or completion of an exemption or proficiency examination. Students who meet the requirement by examination may substitute an elective in lieu of a computer literacy course.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

Excellence

Strengthen Quality and Reputation of Academic Programs and Universities

The BIS degree responds directly to the states goal of strengthening the quality and reputation of academic programs at Florida A&M University. The primary objective of the program is to strengthen critical areas of teaching and learning at the university by (i) expanding students’ awareness and relevance of various academic programs, (ii) promoting interdisciplinary collaboration among faculty in the areas of teaching, and (iii) serve as a new intraorganizational educational model to foster student learning at FAMU. In addition, the BIS offers existing programs and departments a vehicle for planning non-traditional approaches to their own degree packaging.

Productivity

Increase Degree Productivity and Program Efficiency

The BIS degree program will directly augment the efforts of various academic programs to increase access, retention and degree completion of undergraduate students from diverse backgrounds. The program provides the opportunity for FAMU to serve segments of the state’s population that we have not been able to serve effectively with traditional degree program structures:

- traditionally underrepresented groups,
- the socioeconomically disadvantaged,
- returning adults,
- military personnel and their families,
- students who stopped out of college to be employed but were in good academic standing,
- new/prospective students who desire an interdisciplinary studies approach to their university work, and
- students who would like to pursue their educational goals online via distance education.

Local economic development will be enhanced because students returning and completing their degree will find more opportunity for promotion and career mobility, leading to increases in lifetime earnings and improved quality of life. Last, FAMU will be serving the military personnel and their families by offering them the opportunity to pursue and/or complete their degrees, which is so important for professional advancement in the military.

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate category and the justification for inclusion.

Teaching and Learning

The BA/BS Interdisciplinary Degree is not an Area of Programmatic Strategic Emphasis; however, it will contribute to FAMU's history of offering a diverse set of opportunities to its students consistent with its mission. FAMU is committed to developing programs that support the economic development of the state and that capitalize on the strengths of the university's faculty and staff. The BIS degree will contribute to FAMU's history of offering a diverse set of opportunities to its students. The BIS degree would provide a diversity of educational opportunities for the state we serve and provide an educational means to graduation for a population of students we are not able to serve with traditional degree programs. The proposed interdisciplinary undergraduate degree program fits with the university mission "to provide an enlightened and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors to our ever-evolving society."

Additionally, the BIS degree program is consistent with the teaching and learning category described in the SUS Strategic Plan. The program will expand students' awareness and relevance of various academic programs, increase access, retention and degree completion of undergraduate students, and serve as a new educational model that will promote interdisciplinary collaboration among faculty in the various areas of teaching at the University.

- D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The degree at FAMU will be housed in the College of Social Sciences, Arts and Humanities (CSSAH) and will be offered initially in the traditional face-to face classroom setting. As FAMU increases its online courses offerings, students will be able to utilize these courses as well in creating their unique interdisciplinary curricula. The BIS degree will combine general education courses with an interdisciplinary concentration, electives and other program requirements that will enhance professional growth of the student while at the same time meet their education and career goals. The BIS degree will serve FAMU students who have already accumulated a number of credit hours at the university, but who have determined that a broader focus across disciplines will better serve their interests and career goals. The objective is to provide students with the autonomy to select specific concentration areas from the University's existing curriculum that enables students to integrate those areas into a degree with intellectual breadth and practical value.

The BIS degree, CIP code 30.0000, is currently offered at two other institutions within the SUS: University of Central Florida (UCF) and University of North Florida (UNF). However, several other SUS institutions have similar programs offered under the 24 CIP; Liberal Studies/General Studies. Although several SUS institutions offer similar programs, we believe duplication is warranted. Students completing the BIS would like to obtain a degree from Florida A&M University as a historically black university, but are also seeking the flexibility to obtain a degree tailored to their interests and does not extend their time to degree. By offering this degree, FAMU will continue to serve its mission to the production of African Americans to the workforce and economy.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Two of FAMU's most significant and important contributions to both the state and national workforce are by being a top producer of African American graduates providing an education to students from low-income families. The proposed BS/BA Interdisciplinary Studies will continue FAMU's contribution to local, state and national workforce by producing more individuals, primarily but not exclusively African Americans, who have earned a baccalaureate degree necessary for entry into select occupations. By affording educational opportunities to students from low-income families, FAMU helps its graduates become productive citizens and break the cycle of poverty in a single generation.

On average adults with a bachelor's degree earn 85% more than adults who have a high school diploma according to the U.S. Census. The number of people who have a college degree has also been increasing steadily. Job opportunities for individuals with a degree also continue to rise. "Between 2004 and 2014, the Bureau of Labor Statistics projects 55 million job opening for workers who are entering an occupation for the first time. Of these, at least 13.9 million are expected to be filled by college educated workers. More than half of these openings are expected to come from the need to fill newly created jobs. The rest are projected to come from the need to replace workers who retire or leave an occupation permanently for other reasons. In addition to earning more money, workers who have more education are also less likely to be unemployed". (Occupational Outlook Quarterly, 2006, p.45).

While specific faculty lines will not be dedicated to this particular program, students will take courses from faculty in numerous disciplines, enabling them to draw upon the vast experiences of faculty within various disciplines.

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

1. Data

The Interdisciplinary Studies Feasibility committee of the CSSAH conducted a survey that polled 266 students from various majors and minors at the University. Results of this purposive sample indicated that the majority of students were not employed and had a GPA of 2.5-2.9. Additionally, twenty five percent (25%) of the population that completed the survey indicated that they had attempted and passed at least 90 credit hours. However, five percent (5%) of the participants who completed the survey reported that they were matriculating with over 140 credit hours.

The BIS program could reduce the number of students matriculating with over 140 credit hours. Thirty six (36%) of the participants reported in the survey that they were not satisfied with their academic performance and sixteen (16%) stated that they were interested in changing their major. More importantly, thirty five (35%) reported that they would be interested in majoring in the proposed BIS program with concentrations in social sciences, humanities , arts and the natural sciences respectively.

Students who would like to pursue a program of study across more than one discipline could consider the BIS degree program as a viable option. In this program, a student can create an individualized course of study that satisfies his or her interests in several academic areas, and develop an interdisciplinary understanding of those subjects. The BIS degree program enables students to choose multiple subjects as part of their educational program. Research, critical thinking and communication skills are critical areas that will be emphasized in the program.

The proposed program allows students to study a variety of different subjects in relation to one another. Student might learn for example, how literature and anthropology can be connected, or the way evolutionary studies and political science affect one another. Depending on the area of concentration, the research skills and creativity developed in the Interdisciplinary Studies program can be ideal preparation for a career or graduate studies in a range of different subjects, including but not limited to the fine arts, writing, and law.

2. Projected Enrollment

See Appendix A: Table 1-A.

Initially, a number of students among the existing student population will choose the BIS curriculum as an alternative to their current major. However, the availability of the program will attract additional students to the University during the second year of its implementation. During the other years, we expect interest in the BIS degree program to reach a steady state during the fifth year at a level of approximately ten percent of the total student population.

3. Students from Existing Programs

Students who have changed majors several times are expected to find the Interdisciplinary Studies major a viable alternative for completing the undergraduate degree. Students in this category are more likely to remain at the University and complete their undergraduate studies. The BIS program will attract traditional and non-traditional students from diverse backgrounds.

Any student who is admitted to the University, and meets the General Education core

requirements would be admitted to the Interdisciplinary Studies program. However, first-time freshman students and other traditional students would be required to complete at least four semesters or 60 hours of full-time study at the college level prior to application for admission to the Interdisciplinary Studies program.

There is no closely related program at the University. The proposed curriculum and its academic content make the program unique. There is no available enrollment data for existing related programs.

The request is for the establishment of a new undergraduate degree program.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The CAVP Academic Coordination Work Group, consisting of representatives from each state university, reviewed the pre-proposal for the BIS degree program and they did not see this as unwarranted duplication.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalent (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. 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.

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	50	31.875
Year 2	100	65.625
Year 3	150	99.375
Year 4	175	116.25
Year 5	175	116.25

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to

indicate that the analysis required by this subsection has been reviewed and approved.

Florida A&M University and its Board of Trustees encourage application and enrollment of all qualified students and adheres to the following non-discrimination policy:

“It is the policy of Florida A&M University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color age, disability sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.” (Florida A&M University, General Catalog, 2012-2014).

It should also be noted that on March 6, 2014, the FAMU Board of Trustees approved the addition of sexual orientation, gender identity and gender expression to the above-referenced non-discrimination policy. FAMU has a number of attributes that have made access more attractive to students from diverse backgrounds. The university understands the importance of diversity and has had the privilege of engaging with a diverse student population.

FAMU currently offers Freshmen Year Experience, Program designed to prepare high school graduates from across the state and nation for university studies regardless of family income or ability to pay. Also, the Black Male College Explorer Program is an at-risk prevention/ intervention program designed specifically to prevent black males from dropping out of high school, facilitate their admission to college, and significantly increases their chances of earning a college degree.

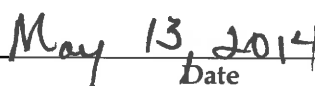
FAMU is also diverse in its delivery of courses with the emergence of online technology, which will serve to attract working adults and returning veterans to further diversify the existing student population.

Ms. Carrie Gavin



Signature of Equal Opportunity Officer

III. Budget



Date

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

Director

The Director of the BIS program is a faculty who will be appointed to serve as the Director of the Division of Interdisciplinary Studies and reports to the Dean of the CSSAH. The director will provide administrative leadership in the division and

supervise all major areas of the BIS degree program. Responsibilities will include developing and administering the operating budget, setting policy, oversight of staff recruitment, selection, evaluation, and training, assist with supervising, planning and scheduling work assignments, development of the strategic plans, grants management, ongoing assessment of the curriculum, program evaluation, development of distant education courses and teaching. The Director also works collaboratively with senior administrators and faculty and serves as a member of appropriate policy and advisory committees. Additionally, the director will represent the Division of Interdisciplinary Studies at the state, regional and national levels. Existing Education & General funds will be the source of the Director's salary and benefits.

Academic Support Coordinator/Senior Advisor

The Academic Support Coordinator/Senior Advisor will be an A&P position that reports to the Director. The curriculum specialist/ senior advisor will assist and support the director with the overall implementation of policies and procedures and will have an in-depth knowledge of the undergraduate curriculum. Responsibilities will include curriculum review, recommending policies and procedures to effectively administer the degree program, designs, develops and conduct studies related to student enrollment, retention, and degree completion, interpreting student and academic policies, counsels prospective students and the general public on the program, and advising students. Perform related duties as required or deemed appropriate to the accomplishment of the goals of the degree program. Existing A&P funds will be the source of the Academic Support Coordinator/Senior Advisor's salary and benefits.

Advisor

The Advisor will be an AP and reports to the Director. Responsibilities include assisting students in course selection, requirements for selected area of concentration, clarifying academic policies, college regulations, program requirements/procedures, management and resolution of student issues, and monitoring students progress and retention. Existing Education and General funds will be the source of the Advisor's salary and benefits.

Office Manager

The Office Manager will be an advertised USPS position and reports to the Director. The office manager will be responsible for working collaboratively with the administration and advisors. The office managers' responsibilities are to manage office operations, official personnel files and references on each employee and ensure that these files are complete and properly secured. Analyzes office operation needs in terms of equipment, workflow, materials, and makes recommendations to supervisor. Processes employment documents. Ensures that documents are accurate, logged, screened and properly routed.

Serves as a liaison with other university departments and external agencies for faculty, staff and students. Monitors and communicates with advisors, students, and the Registration officials. Composes correspondence as appropriate for supervisor. Creates tickler files for due dates of meetings, conferences and other pertinent matters. Answers telephone, announces and routes visitors appropriately; processes travel and makes arrangements as appropriate; prepares notices and agendas; maintains detailed inventory of supplies and equipment. Performs other related duties as required. USPS funds will be the source of the Office Manager's salary and benefits.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Existing faculty will be involved directly in teaching courses related to the concentration areas that apply to the requirements of the Interdisciplinary Studies program. Faculty will continue to be involved in teaching, community service and research in their respective academic disciplines. There is no projected need for hiring new faculty for specific assignment to the Interdisciplinary program. Additionally, there will not be a greater use of adjunct and teaching assistants.

The student-faculty ratio in the subject area would be the same as the student faculty ratio for undergraduate instruction. The overall student-faculty ratio is 19:1 for undergraduate offering at the University as listed in the 2012-13 University Accountability Report. For undergraduate faculty, the standard teaching load is twelve (12) credit hours per semester.

There will be costs associated with the program as provided in Appendix A Table 3. There is no anticipated negative impact on the graduation rates of other academic disciplines, but could decrease enrollment for students in those disciplines who are not making progress toward graduation.

The positive impact of the proposed BIS degree program is significant in the following areas: (i) increase access, retention and degree completion of undergraduate students, (ii) expand students awareness of the academic programs relevant to their professional development and careers, (iii) promote interdisciplinary collaboration among faculty in the various

areas of teaching and (iv) the introduction of a new educational model that support the learning styles of students from diverse backgrounds.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The BIS program will utilize courses currently offered by the University. Upon completion of the 36 hours requisite for the General Education Core curriculum, students select from nine core areas of emphasis and complete 48 hours, must satisfy the foreign language requirement of 12 credit hours. The Bachelor of Science does not require 12 hours of foreign language as part of the BS degree; however, students must have completed the foreign language admissions requirement in high school or its equivalent in college credits in order to graduate. Each School/College may require students to be computer literate by requiring them to take an appropriate course or by certifying that the student has mastered certain computer competencies specified by the school/college. Students also will complete 21 credit hours of electives in a selected area for a total of 120 credit hours. (See Areas of Emphasis).

There will not be an increased need of general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed concentration in the core areas of emphasis.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Not Applicable

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The primary objective of the BIS degree program is to provide undergraduate preparation for students who wish to take an interdisciplinary approach to their education. The program will allow students a different route to the undergraduate degree and will allow some students the means to finish that otherwise would not, increasing the earning power and improving the quality of their lives and enhancing the economic muscle of the state of Florida. In addition, the BIS program offers existing programs and departments a vehicle for planning non-traditional approaches to their degree packaging.

Two of FAMU's most significant and important contributions to both the state and national workforce are by being a top producer of African American graduates providing an education to students from socioeconomically disadvantaged families. The proposed BIS program continues FAMU's contribution to local, state and national workforce by producing more individuals, primarily but not exclusively African Americans, who have earned a baccalaureate degree necessary for entry into select occupations. By affording educational opportunities to students from low-income families, FAMU helps its graduate become

productive citizens and break the cycle of poverty in a single generation.

Earning the BIS degree makes a difference for the community's undereducated population. It provides them career mobility and promotion potential they would not have without the degree. Lifetime earnings increase substantially for those who hold a bachelor's degree. With increased earning a better quality of life for the individual and their family becomes possible.

V. Access and Articulation - Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

The degree does not exceed 120 hours. The degree is 120 hours.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Similar to the University of Central Florida, Florida A&M University will not require common prerequisites for this degree. We will follow Track 1 of the common prerequisite manual for CIP 30.0000.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

The university will not seek Limited Access status for the proposed program.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Articulation Agreement and Other Institutional Agreements

The program is not an AS to BS capstone.

INSTITUTIONAL READINESS

VI. RELATED INSTITUTIONAL MISSION AND STRENGTH

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The proposed BIS program is aligned with the SUS Strategic Plan Goal of Increasing Degree Productivity and Program Efficiency and FAMU's University Strategic programs to explore as revised June 2013. By offering this degree, students will be able to complete a 4-year program of study within a timely manner, draw from the numerous disciplinary offerings already available at the university, and combine interests in more than one field. The program will target students already enrolled at FAMU who have experienced a range of courses through general education and major courses. This will be a 120 hour degree.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed BIS program core areas of emphasis draws upon existing institutional strengths (e.g., health, science, education, qualitative analysis, social sciences, humanities, visual and performing arts, global studies, communication and design) in the CSSAH. The program also promote interdisciplinary collaboration among faculty in other academic units and provide students an alternative educational model for degree completion at the University. In addition, the BIS program offers existing program and departments a vehicle for planning non-traditional approaches to their degree packaging.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Feasibility Committee

A feasibility study committee was established under the auspices of the Office of the Dean of The Colleges of Social Sciences, Arts and Humanities (CSSAH). The Committee consisted of the following representatives:

Dr. Genyne Boston, Department of English and Modern Languages
Mr. Kyle Harris, CSSAH
Dr. Dorothy Henderson, Department of English and Modern Languages
Dr. Sundra Kinsey, Office of Institutional Effectiveness
Dr. Merlin R. Langley, Department of Social Work
Mr. Eugene Matthews, Office of University Retention

Dr. Yvonne E. McIntosh, Committee Chair and Associate Dean of CSSAH
 Dr. Valencia Matthews, ex-officio member, Dean of CSSAH
 Dr. Franz Reneau, Assistant Director, Office of University Retention
 Dr. Brenda Spencer, Director, Office of University Retention

Planning Process

Date	Participants	Planning Activity
9/6/12	8	Committee Meeting
9/13/12	6	Committee Meeting
9/27/12	7	Committee Meeting
10/9/12	7	Committee Meeting
10/16/12	7	Committee Meeting
2/14/13	4	Committee Meeting
3/7/13	5	Committee Meeting

The feasibility study was approved January 3, 2013 and the CAVP Pre-proposal was approved February 7, 2014. A new committee was established following the approval of the CAVP Pre-proposal to develop the full proposal and submission to the university Board of Trustees. Those committee members are as follows:

Interdisciplinary Committee

An interdisciplinary committee was established under the auspices of the Office of the Dean of The Colleges of Social Sciences, Arts and Humanities (CSSAH). The Committee consisted of the following representatives:

Mr. Derrick Bevans, Office of the Registrar's Office
 Dr. Jennifer Collins, School of Business and Industry
 Mr. Kyle Harris, CSSAH
 Dr. Ronald B. Lumpkin, School of Architecture
 Dr. Sundra Kinsey, Office of Institutional Effectiveness
 Dr. Merlin R. Langley, Committee Chair and Associate Professor of Social Work
 Mr. Eugene Matthews, Office of University Retention
 Dr. Valencia Matthews, ex-officio member, Dean of CSSAH
 Dr. Franz Reneau, Assistant Director, Office of University Assessment
 Dr. Paulette Reneau, Assistant Professor of Biology
 Dr. Brenda Spencer, Director, Office of University Retention
 Dr. John Warford, Assistant Professor of Geography
 Mrs. Cheree Wiltsher, School of Allied Health

Events Leading to Implementation

Date	Participants	Planning Activity
3/20/14	8	Committee Meeting
04/02/14		Committee Meeting
05/07/14		Committee Meeting

06/04/14		Committee Meeting
07/02/14		Committee Meeting

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The BS/BA Interdisciplinary Studies degree will draw from other programs and courses in existence at FAMU, which undergo cyclic program reviews as required by BOG Regulation 8.015. Recommendations from those reviews are used to enhance the quality of the disciplines from which this program's areas of emphasis and concentrations will be developed. There are no related program reviews specific to the BIS.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Students enrolled in the BIS program will demonstrate the following skills and qualities:

- Communicate effectively.
- Engage in critical thinking.
- Will demonstrate content knowledge in at least one or more areas by maintaining at least a "C" or above in the content area courses.

Demonstration of communication and critical thinking skills will be assessed through successful completion of the General Education Core as required by the university.

- B. Describe the admission standards and graduation requirements for the program.**

There is no closely related program at the University. The proposed curriculum and its academic content make the program unique. This proposal is a request is for the establishment of a new undergraduate degree program.

Any student who is admissible to the University, and meets the General Education core requirements would be admitted to the Interdisciplinary Studies program. However, first-time freshman students and other traditional students would be required to complete at least four semesters of full-time study (60 semester hours) at the college level prior to application for admission to the Interdisciplinary Studies program.

Bachelor of Science Degree Requirements

To qualify for a bachelor's degree in an academic discipline specified in this catalog, the student must have completed a minimum of 120 semester hours, which must include satisfactory completion of all State of Florida requirements, institutional undergraduate

requirements, and curriculum requirements. At least 25% of the credit hours required for an undergraduate degree program must be earned through instruction offered by FAMU. The university requires at least two semesters of residence for any degree and the last 30 hours must be earned in residence. If the term of residence is only two semesters, that period must be the student's senior year, provided at least 30 semester hours are earned at FAMU during this period.

The university requires that the last 30 semester credit hours be taken in residence at FAMU. Petitions for a waiver of up to six hours of the last 30 hours in residence, due to a documented hardship or unusual circumstance, may be submitted through the student's academic advisor, chair or program leader to the dean or director for consideration. Only waivers approved by the dean or director are valid. Courses taken while on university sponsored study abroad programs count as residency requirement for graduation purposes. General and specific degree requirements are listed elsewhere in this catalog. Students must make formal written application to the department or division Chairperson immediately prior to or at the beginning of the term in which degree requirements are expected to be met. Successful applicants must have earned at least a "C" average in all work attempted toward the degree. The applicable degree with the appropriate major will be awarded, upon the recommendation of the faculty, department and the dean of the college or school in which the student is enrolled.

Bachelor of Arts Degree Requirements (Additional Degree Required)

To qualify for a Bachelor of Arts degree all requirements listed above under the Bachelor of Science degree must be met, in addition to completing 12 semester hours in the (same) foreign language.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

To qualify for a bachelor's degree in an academic discipline specified in this catalog, the student must have completed a minimum of 120 semester hours, which must include satisfactory completion of all State of Florida requirements, institutional undergraduate requirements, and curriculum requirements. Students under the guidance of their advisors will select unrestricted electives. There are no thesis and dissertation requirements for the BIS program.

Total Degree Hours	120 credit hours
General Education	36 credit hours
Core Areas of Emphasis	30 credit hours
Minor	18 credit hours
Foreign Language	12 credit hours
Computer Literacy	3 credit hours
Electives	21 credit hours

- E. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The BS/BA Interdisciplinary Studies degree will not have a sequence of courses specific to

this degree. Rather, students will select a designated concentration(s) from either of the following areas and a minor to complete the degree.

- Health
- Science
- Education
- Quantitative Analysis
- Social Science
- Humanities
- Visual and Performing Arts
- Global Studies
- Communication and Design

From the above area, students may select two concentrations at fifteen (15) hours each and a minor or one area of concentration at thirty (30) hours and minor for the degree. For students seeking the Bachelor of Arts degree, they will also be required to complete twelve (12) hours of foreign language up to the 2000 level in the same language. For the BS degree, foreign language is not a requirement within the program of study; however, students must meet the university admissions requirement for foreign language.

All students must show proficiency in computer literacy either by taking a stand-alone course to meet this requirement or an integrated course within the areas of concentrations that will meet this requirement. Students must also satisfy the university general education core, which consists of 36 hours. All remaining hours will be considered electives to make-up the 120 hours for the degree.

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

Not Applicable

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Faculty who are familiar and knowledgeable about the STEM fields served on the faculty program review committee to review and approve concentrations and degree plans developed by students and advisors in BIS program.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The program will not seek accreditation by specialized agencies as none is available.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The traditional delivery systems of instruction (lectures, presentations, small group exercises) on campus will be used for the proposed BIS program. It is anticipated that over time student will be able to take advantage of distant education, evening and weekend classes when they become available at FAMU.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Existing undergraduate faculty will be involved directly in teaching courses that apply to the requirements of the BIS program. The student-faculty ratio in the subject area would be the same as the student faculty ratio for undergraduate instruction. The overall student-faculty ratio is 19:1 for undergraduate offerings at the University at noted in the 2012-13 University Accountability Report.

There will be no direct costs for recruitment of faculty specifically assigned to the BIS program. A current faculty member will be appointed as the administrator of the BIS program from CSSAH.

Faculty would continue to be involved in teaching, research, and community service in their respective academic disciplines. For undergraduate faculty, the standard teaching load is twelve (12) credit hours per semester. Faculty who will teach in the Interdisciplinary Studies program will be guided by this standard. The proposed program is not a graduate program.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

An existing tenured faculty with a nine month contract will be converted to a twelve (12) month appointment with responsibilities assigned to the BIS program. The funding source will be E&G funds within the CSSAH.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

Any faculty teaching undergraduate courses at FAMU may potentially teach courses utilized by students in this program. Attached is the curriculum vita for the Program Director.

- D. 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 HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The unit in which this program is coordinated will be a newly created division with the College of Social Sciences, Arts, and Humanities.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

Library resources and services are sufficient to ensure the achievement of the goals and outcomes of Interdisciplinary Studies. The University Libraries provide collections of current books, periodicals, and pertinent reference materials, which are readily accessible to students and are sufficient in scope to support the curriculum. The Samuel H. Coleman Memorial Library (the main library) and branch libraries provide traditional print, as well as electronic access to full text databases, e-journals, and e-books. Library collections contain materials that support Interdisciplinary Studies through the social sciences collections and the arts and humanities collections.

The following table shows library holdings targeted for use by the general campus and community population, as well as holdings targeted to support social sciences and arts and humanities.

Library Resources	GENERAL	Social Sciences	Arts & Humanities
Holdings	1,398,922	100,435	570,852
Books	1,255,906	97,545	532,109
Microforms	203,899	52,231	70,590
Media	25,068	230	3,172
Electronic Books	66,245	5,283	57,056
Journals/Serial	103,185	1,860	29,440
Electronic Journals	60,219	970	18,289
Electronic databases	320	30	177

The University maintains borrowing agreements and memberships that mutually enhance resources availability for FAMU and other Florida learning communities. Partnerships are with the State University Libraries of Florida, the Florida College System Libraries and the State Library of Florida. The Libraries are members of the Florida Virtual Campus (FLVC) which provides services to the users and staff of Florida's public college and university libraries. Florida public postsecondary college and university libraries provide services directly and indirectly to students and faculty of State of Florida postsecondary institutions. Approximately 6,400,793 volumes held by the other 39 Florida public postsecondary institutions supplement the FAMU interdisciplinary collections. The following information details the additional resources and services available to FAMU students and faculty.

Libraries	GENERAL	Social Sciences	Arts & Humanities
State Universities of Florida	25,114,915	1,610,480	4,713,475
Florida College System	4,883,380+	16,242	60,596

Full onsite and reciprocal borrowing privileges to students and faculty at all 39 Florida public institutions of postsecondary education is provided. Service includes daily document delivery via statewide courier among nearly 300 libraries in the Florida Library Information Network (FLIN). FAMU students and faculty have access to the courier service for interlibrary loan transactions.

Faculty and students also have access to the Publication of Archival, Library & Museum Materials (PALMM) Collection. This collection is a cooperative initiative of the public Universities of Florida to provide digital access to unique archival resources for research and scholarship.

Expenditures for Interdisciplinary Resources

Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
University Libraries Budget	\$2,551,096.00	\$2,504,384.0	\$2,500,410.0	\$2,625,803.00	\$3,417,950.00
Interdisciplinary Expenditures					
Books	\$122,923	\$123,806	\$120,730	\$215,528	\$389,058
Journals	\$783,028	\$715,935	\$769,954	\$830,329	\$891,338
Databases	\$165,620	\$217,140	\$204,352	\$296,084	\$437,402
Total					\$1,717,798.00

In addition to the funds provided by the University, electronic resources in support of Interdisciplinary Studies are funded by the Florida Virtual Campus and the Florida Electronic Library at an annual cost of approximately \$7,080,660.

Access to Collections and Services

Students, faculty and staff have access to collections, resources and services 24 hours a day, seven days a week, either through the 141 hours that the main library is open or through the library web page. Through the University Libraries' web page, faculty and students have

full access to the FAMU library catalog on or off campus, and the library catalogs of the State University System and Florida College System libraries. Online resources and services are available within the libraries, from campus computers, in faculty offices, and from residence halls. Off-campus access is also available 24 hours a day to authenticated users (students, faculty, and staff). Support services such as instruction, interlibrary loans, loan renewals, course reserves, reference assistance, and distance learning services are also accessible from the web page.

Services

FAMU Libraries provide a full range of traditional and innovative library services. Users have access to reference services via local and toll free telephone, electronic mail, online chat service (AskALibrarian), and fax. Services enable users to access and to use information resources in the libraries and from remote locations. The Information Commons, in Coleman Library, allows users to access main library services from one common area. Several Library services are available from this service point. Services include borrowing privileges, interlibrary loan, course reserves, reference and research services, and systems support services.

Borrowing Privileges

Students, faculty, and staff have borrowing privileges at the FAMU Libraries, and reciprocal borrowing privileges to the 39 public universities and colleges in Florida. Borrowers may view and renew items that are currently checked out through the online catalog.

Interlibrary Loan

Students, faculty, and staff who are currently enrolled and engaged in academic research have Interlibrary Loan (ILL) borrowing privileges to the 39 public universities and colleges in Florida and to other libraries globally. Requests may be initiated in person or through the online catalog, which along with reciprocal borrowing and the provision of licensed databases, provides access to materials that the University does not own.

Course Reserves

Print and electronic materials may be placed on reserve at the Libraries. The reserve service provides a central and convenient location for students to retrieve materials. These materials are owned by the University or come from the private collections of faculty who place materials on reserve for enrolled students.

Reference and Research Services

On site and virtual reference/research services are provided. Reference Services include individual research/consultation, the provision of electronic and print research guides and the provision of online tutorials. Reference librarians provide a variety of instructional services to meet the information literacy needs of students, faculty, staff, administrators, and the community at large.

Instruction/Information Literacy

The University Libraries provide competent, quality, and timely instruction through a variety of instructional services. Information is delivered through informal and point of use instruction, individual and group instruction, formal orientations and literacy sessions, orientation to new student groups, subject specific scheduled workshops, printed handouts, research guides and online tutorials. Instruction is provided to local users as well as to distance learners. Library users should be able to differentiate between trustworthy and untrustworthy sources, and have the skills to use resources independently. Information literacy sessions are designed to equip users with the skills needed to locate, evaluate, and use library information resources and services. Formal literacy instruction is based upon goals as defined by classroom faculty. These classes are held in state-of-the-art classrooms,

which allow hands-on interactive instruction. Library instruction is based upon guidelines published by the Association of College and Research Libraries (ACRL) Guidelines for Instruction Programs in Academic Libraries.

Liaison Program

Librarians work with all academic units to assure that the collection supports defined curricular goals and that adequate services, including instruction are provided. The College of Social Sciences Arts and Humanities has appointed representatives from each department to the Library Collection Development Committee. These liaisons work in collaboration with library faculty to evaluate, select, and purchase resources recommended for social sciences and arts and humanities.

Systems Support Services

The Systems Department provides and maintains 250 public computers along with software, hardware and support services necessary for providing and using information resources. Computers are configured to provide access to the libraries' web page and online catalog. Computers are also configured with various types of production software allowing users' access to the Microsoft Office Suite (Word, Excel, PowerPoint, OneNote, InfoPath, Groove, and Access), Write-N-Cite, Course Compass, SciFinder Scholar, and Census Tract. Designated computer areas make it possible for patrons to save documents temporarily to a designated hard drive. As a result of customer service surveys and analysis, several additional services have been made available. Separate email stations have been installed near the Information Commons Desk. A Microtek 9800XL flatbed scanner that provides scanning of photos and multiple document formats and sizes is available. A Print-N-Go station is available for patrons who need to print documents hurriedly and go. Computers have been placed in group study rooms and in the Jazzman's Café and Study Lounge. Library users can print to designated print stations. Computers are located in several areas of the main library and in all branch libraries. A help desk is staffed as part of the Information Commons to assist users with software applications and technology support. Helpdesk staff assists users with directional questions, laptop registration and circulation, referrals and resolution of computing and printing needs and issues.

Staff

All Library and related personnel meet or exceed minimal educational requirements as defined by the Association of College and Research Libraries (ACRL). Librarians hold master's degrees from ALA accredited schools. Additionally, two faculty librarians have completed the specialists' degree in library science and four faculty librarians have completed master's degrees in other subject disciplines. The University employs 15 librarians. Support staff are also very well qualified, evidenced by one support staff holding a master's degree and 16 support staff holding bachelor's degrees.

Facilities

All faculty and students have full access to the facilities of FAMU's Coleman Memorial Library and branch libraries. These facilities more than adequately support faculty and student use of information technology for instruction, learning and research. Coleman Memorial Library occupies approximately 88,964 net square feet. Almost 20,000 additional square feet are available in the branch libraries. The University Libraries have a seating capacity of 834, including group study rooms, a student study lounge and cafe, and 20 graduate/faculty study carrels. The recent addition to Coleman Library also includes a state of the art information literacy classroom and teleconference rooms. All library facilities enjoy dense fiber optic wiring (one outlet for every 40 square feet of floor space) to the desktop. In addition to fiber wiring, much of the main library and its immediate grounds are wireless, enabling students and faculty convenient and generous access to the wireless

network using their own supported laptops, or they may borrow one of 24 network-ready laptops from the Library Systems Department for use in the library.

The Office of Instructional Technology is housed in Coleman Library. Instructional Technology contains two teleconference centers/distance learning classrooms, with a combined seating capacity of over 50 people, designed for both satellite teleconferencing and for mediated viewing. The IMC also contains an open computer laboratory, television services, graphics and production laboratory, and faculty development laboratory. Non-print resources and equipment are available for faculty to borrow and/or view.

Interdisciplinary Journals

The library has access to over 16,000 journals in support of Interdisciplinary Studies. The journals applicable to this degree are provided in Appendix B.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources I Table 3 in Appendix A.**

There are no expected additional library resources needed to implement and/or sustain the program through Year 5.

Faye Watkins
Signature of Library Director

May 14, 2014
Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Office Space

The existing facilities on the Florida A&M University campus are adequate for housing the proposed BIS program. The Dean, to whom the Director will report, in consultation with the Provost and Vice president for Academic Affairs, will identify office space for this new program. Resources required for implementation of the BIS program include office space for the Director, Assistant Director/Senor Advisor, staff person (advisor) and an office manager to maintain records. Also, the reallocation of faculty time commitments to the proposed program would be required. The BIS program office space will be located within the College of Social Sciences, Arts and Humanities. There is no need for new facilities to house the proposed program.

Classroom and Teaching Laboratory

While classroom space will not be allocated to the BIS program, the use of classrooms and laboratories will continue in the current manner for the various participating academic disciplines. There is no need for specialized equipment related to the instructional needs of the project. The proposed BIS program is not a graduate program.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

Not applicable.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Not applicable

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

The following specialized equipment will be required to effectively implement and sustain the proposed program through Year 5:

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
Enrollment	50	100	150	175	175
Equipment					
4 Computers	\$12,000	0	0	0	0
4 I Pads	\$3,600	0	0	0	0
4 Printers	\$4,000	0	0	0	0
Copier/fax/scanner	\$7,000	0	0	0	0
Maintenance Packages	\$1,500	\$1,650	\$1,815	\$1,996	\$2,196
Supplies/Mail/Copies	\$7,000	\$10,000	\$12,500	\$15,000	\$15,000
Telephone	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Travel	\$5,000	\$5,500	\$6,050	\$6,655	\$7,320
TOTAL	\$43,150	\$20,150	\$23,365	\$26,651	\$27,516

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

The Director of the program will need to have access to statistical programs that will be used to evaluate the effectiveness of this new proposed program.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

Not Applicable

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Not Applicable

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

Not Applicable

Interdisciplinary Journals

Art & Applied Arts

- Arts & Crafts (51)
- Fine Arts - General (104)
- Gardens, Landscape Architecture & Parks (32)
- Visual Arts
 - Decorative Arts (75)
 - Drawing, Design & Illustration (14)
 - Painting (4)
 - Photography (66)
 - Sculpture (5)
 - Visual Arts - General (384)

History & Archaeology

- Archaeology (102)
- Biography - General (8)
- History - General (391)
- Regions & Countries - Africa (266)
- Regions & Countries - Americas
 - Americas - General (53)
 - Canada (76)
 - Latin America (260)
 - Mexico (41)
 - United States - General (130)
 - United States Local History (1486)
- Regions & Countries - Asia & the Middle East
 - East Asia (161)
 - Middle East (295)
 - South Asia (137)
 - Southeast Asia (32)
- Regions & Countries - Australia & Pacific Islands - Oceania (168)
- Regions & Countries - Europe
 - Austria (12)
 - Balkan Peninsula (91)
 - Central Europe (21)
 - Eastern Europe (9)
 - Europe - General (27)
 - France (38)
 - Germany (15)

- Great Britain (157)
- Greece (22)
- Ireland (14)
- Italy (27)
- Mediterranean Region & Greco-Roman World (21)
- Netherlands, Belgium & Luxembourg (8)
- Northern Europe & Scandinavia (16)
- Russia & Former Soviet Republics (136)
- Spain & Portugal (46)
- Switzerland (3)
- Related Historical Sciences (1)
 - Archives, Ancient Documents & Seals (25)
 - Genealogy (6)
 - Numismatics (1)

Languages & Literatures

- African Languages & Literatures (14)
- Austronesian, Papuan & Australian Languages & Literatures (4)
- Celtic Languages & Literatures (1)
- East Asian Languages & Literatures (16)
- English
 - American Literature (153)
 - English Language (89)
 - English Literature (165)
 - Germanic Languages (26)
 - Germanic Literature (18)
 - Greek & Latin Languages & Literatures (70)
 - Indo-Iranian Languages & Literatures (5)
 - Literature - General (529)
 - Middle Eastern Languages & Literatures (36)
 - Native American & Hyperborean Languages (8)
 - Philology & Linguistics (427)
 - Romance Languages (79)
 - Romance Literatures
- French Literature (37)
- Italian Literature (14)
- Portuguese Literature (10)
- Spanish Literature (73)
- Slavic, Baltic and Albanian Languages & Literatures (44)
- Uralic and Basque Languages & Literatures (4)

- Western European Languages - General (42)

Law, Politics & Government

- Canon Law (12)
- Government - General
 - Government Documents & Papers (36)
 - Political Institutions & Public Administration - General (105)
- Government - Non-U.S.
 - Government - Asia (29)
 - Government - Canada (9)
 - Government - Central & South America (13)
 - Government - Europe (41)
- Government - U.S.
 - Local Government - U.S. (13)
 - Political Institutions & Public Administration - U.S., Executive Branch (16)
 - Political Institutions & Public Administration - U.S., General (43)
 - Political Institutions & Public Administration - U.S., Legislative Branch (7)
 - Political Rights - U.S. (8)
 - State Government - U.S. (27)
- Human Rights (83)
- International Law
 - International Cooperation (60)
 - International Law - General (145)
 - Treaties, International (19)
- International Relations (200)
- Law - Non-U.S.
 - Law - Africa, Asia, Pacific & Antarctica (44)
 - Law - Americas, Latin America & West Indies (5)
 - Law - Canada (23)
 - Law - Europe, except U.K. (48)
 - Law - Great Britain (18)
- Law - U.S.
 - Constitutional Law - U.S. (72)
 - Criminal Law & Procedure - U.S. (38)
 - Disabled Legislation - U.S. (9)
 - Food, Drug & Cosmetics Legislation - U.S. (6)
 - Health Insurance and Medicare Legislation - U.S. (6)
 - Intellectual Property Law - U.S. (22)
 - Labor Law - U.S. (23)
 - Law - N.Y. State (10)

- Law - New York City (2)
- Law - U.S. - General (462)
- Medical & Hospital Legislation - U.S. (26)
- Military Law - U.S. (8)
- Public Finance Laws - U.S. (41)
- Public Health Legislation - U.S. (28)
- Public Property Laws - U.S. (26)
- State Law - except N.Y. (131)
- Law, General & Comparative (1735)
- Military & Naval Science
 - Air Forces (23)
 - Armies (72)
 - Marines (2)
 - Military Administration (35)
 - Military Engineering (15)
 - Military Science - General (118)
 - Naval Architecture (14)
 - Naval Science - General (25)
 - Navigation (29)
- Political Science (1)
 - Colonialism & Postcolonialism (8)
 - Immigration & Emigration (31)
 - Political Science - General (350)
 - Political Science Study & Teaching (4)
 - Political Science Theory (20)
 - Political Theory of the State (26)
 - Public Finance (134)
 - Socialism, Communism & Anarchism (51)

Music, Dance, Drama & Film

- Dance (22)
- Drama (88)
- Film (114)
- Music
 - Ethnomusicology (11)
 - Music History & Criticism, General (20)
 - Music History & Criticism, Instrumental (22)
 - Music History & Criticism, National - Folk, Patriotic, Political (11)
 - Music History & Criticism, Popular - Jazz, Rock, etc. (19)
 - Music History & Criticism, Vocal (12)

- Music Instruction & Study (30)
- Music Literature (234)
- Music Philosophy (26)

Philosophy & Religion

- Philosophy (357)
 - Aesthetics (13)
 - Ethics (29)
 - Logic (12)
 - Speculative Philosophy (22)
- Religion
 - African Religions (2)
 - Buddhism (12)
 - Christianity (385)
 - Eastern Religions (8)
 - Hinduism (5)
 - Islam (33)
 - Jainism (1)
 - Judaism (41)
 - Mythology, Comparative (2)
 - North & South American Religions (2)
 - Oceania Religions (2)
 - Rationalism (1)
 - Religion - General (175)

Social Sciences

- Anthropology
 - Anthropogeography & Human Ecology (38)
 - Anthropology - General (184)
 - Folklore (45)
 - Manners & Customs (10)
 - Physical Anthropology (15)
 - Prehistoric Anthropology (28)
 - Social & Cultural Anthropology (73)
- Gender & Ethnic Studies
 - Ethnic & Race Studies (309)
 - Gay & Lesbian Studies (17)
 - Gender Studies & Sexuality (196)
- Parapsychology & Occult Sciences (13)
- Psychology (726)
- Social Sciences - General (447)

- Social Welfare & Social Work
 - Child & Youth Development (120)
 - Criminology, Penology & Juvenile Delinquency (237)
 - Disabilities (83)
 - Family Violence (5)
 - Gerontology (59)
 - Social Welfare & Social Work - General (255)
 - Substance Abuse (66)
- Sociology & Social History
 - Communities - General (2)
 - Communities - Rural Groups (11)
 - Communities - Social Classes (6)
 - Communities - Urban Groups (95)
 - Family & Marriage (97)
 - Social Change (305)
 - Social Conditions (136)
 - Societies & Clubs (9)
- Statistics - General (200)

FAMU Advisory Reviews

All Program Proposals

The Dean of the College of Social Sciences, Arts, and Humanities has reviewed the proposal for the BS/BA Interdisciplinary Studies and recommends it for consideration.

Valencia E. Mathews
Dean or Chair/Director of the academic unit

March 26, 2014
Date

The Curriculum Committee of the Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of that Committee.

Neil Jones
Chair, Curriculum Committee of Faculty Senate

April 17, 2014
Date

The Faculty Senate has reviewed the proposal and affirms that it is consistent with the policies of the full body and recommends approval.

Narayan Persaud
President, Faculty Senate

5/1/14
Date

Graduate Programs Only:

The Chair of the Graduate Council has reviewed the proposal and affirms that it is consistent with the policies of that Council.

Chair, Graduate Council

APPENDIX A

**TABLE 1-A (DRAFT)
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)**

Source of Students (Non-duplicated headcount 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 the university**	50	31.875	75	46.875	75	43.125	65	33.75	65	33.75
Students who initially entered the university as FTTC students and who are progressing from the lower to the upper level***	0	0	25	18.75	25	18.75	35	26.25	35	26.25
Florida College System transfers to the upper level***	0	0	0	0	25	18.75	45	33.75	45	33.75
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	25	18.75	30	22.5	30	22.5
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	50	31.875	100	65.625	150	99.375	175	116.25	175	116.25

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

APPENDIX A

TABLE 2 PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5						
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	115,437	74,878	0	0	0	0	\$190,315	0	190,315	0	0	0	\$190,315
A & P Salaries and Benefits	0	113,068	0	0	0	0	\$113,068	0	113,068	0	0	0	\$113,068
USPS Salaries and Benefits	0	45,714	0	0	0	0	\$45,714	0	45,714	0	0	0	\$45,714
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	43,150	0	0	0	0	\$43,150	0	27,516	0	0	0	\$27,516
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Total Costs	\$115,437	\$276,811	\$0	\$0	\$0	\$0	\$392,248	\$0	\$376,613	\$0	\$0	\$0	\$376,613

*Faculty dedicated to this program will be administrators of the program.

Faculty and Staff Summary			
Total Positions	Year 1	Year 5	
*Faculty (person-years)	2	2	
A & P (FTE)	2	2	
USPS (FTE)	1	1	

Calculated Cost per Student FTE			
	Year 1	Year 5	
Total E&G Funding	\$392,248	\$376,613	
Annual Student FTE	11.5	10.73	
E&G Cost per FTE	\$34,109	\$35,099	



Florida Agricultural and Mechanical University Board of Trustees Action Item

Meeting Date June 4, 2014

Agenda Item _____

Item Origination and Authorization

Policy Resolution _____ Award of Bid _____ Contract _____ Budget Amendment _____ Grant _____ Change Order _____ Other _____

Action of Board

Approved _____ Approved w/ Conditions _____ Disapproved _____ Continued _____ Withdrawn _____

Subject: Revision of Regulation 4.012 – Levels of Academic Standing for Undergraduate Students

Rationale: BOT Regulation 4.012 Levels of Academic Standing for Undergraduate Students was modified to strengthen the existing regulation.

Summary: Revision of Regulation 4.012 Levels of Academic Standing for Undergraduate Students will now require that student have a 2.0 GPA at the end of the student's first term at FAMU. If student falls below 2.0, student is given an academic warning. If a continuing student's cumulative GPA falls below 2.0, the student is placed on academic probation and may not register for more than 15 semester hours. Academic suspension occurs when a student's cumulative GPA is still below 2.0 after the student's next enrolled term. Students on academic suspension cannot re-enroll at the university for at least two consecutive terms.

Recommendation: It is recommended that the Florida A&M University Board of Trustees approve the revision to Regulation 4.012 Levels of Academic Standing for Undergraduate Students, effective Fall 2014.

**Florida A&M University
Academic Affairs Regulation**



4.012 Levels of Academic Standing for Undergraduate Students

Good Academic Standing occurs when a student's cumulative grade point average (GPA) is 2.0 or above.

Academic Warning occurs when ~~a current student in Good Academic Standing, or when a new (i.e. first term at FAMU)~~ student's cumulative GPA is below 2.0 at the end of the student's first term at FAMU. Students on Academic Warning will have a hold placed on their registration until they have met with an advisor and devised an academic plan of study to return to Good Academic Standing at the end of their next enrolled term. ~~Students may receive only two academic warnings for the entire matriculation time to a degree. Students will be placed on Academic Probation instead of receiving a third Academic Warning.~~

Academic Probation occurs when a ~~continuing (i.e. not first term at FAMU)~~ student's cumulative GPA falls below 2.0. ~~a second consecutively enrolled term. Academic Probation further results in the cancellation of course registration for the subsequent term. A registration hold is also placed requiring the student to see an academic advisor prior to being allowed to return to the university.~~ Students on Academic Probation may not register for more than 15 semester hours. ~~A hold is placed on their registration until they have met with an advisor and devised an academic plan of study to return to Good Academic Standing at the end of their next enrolled term. Students may receive only two academic probations for the entire matriculation time to a degree. Students will be placed on Academic Suspension instead of receiving a third Academic Probation.~~

Academic Suspension occurs when a student's ~~on Academic Probation~~ cumulative GPA ~~falls is still~~ below 2.0 ~~for three or more consecutively after the student's next~~ enrolled terms. Students on Academic Suspension cannot re-enroll at the university for at least two (2) consecutive terms. They must file a petition for readmission prior to the beginning of any term in which they are eligible to return. All readmission petitions are forwarded to the University Admissions Committee for review. This committee will recommend approval or disapproval of each petition to the Provost and Vice President for Academic Affairs. The decision of the Provost will be final. ~~Students readmitted from Academic Suspension are placed back on Academic Probation.~~ Students will be placed on **Academic Dismissal** instead of receiving a second Academic Suspension.

Students on Academic Dismissal are not allowed to reenroll at FAMU unless they have been reinstated.

Reinstatement after Academic Dismissal

An undergraduate student who has been academically dismissed from the university may petition to be reinstated after earning an Associate of Arts degree from a community college. This option is not available for students who have already earned an Associate of Arts degree prior to being dismissed. As part of the reinstatement, students may request that their cumulative GPA be renewed after reentry. The new cumulative GPA will begin immediately upon enrollment after being reinstated. All previous grades will remain on students' transcripts; however, they will not be calculated into students' cumulative GPA. For honor's purposes, all grades, including grades earned prior to the academic dismissal, will be considered.

After returning to Florida A&M University, a student must remain in Good Academic Standing by maintaining a cumulative GPA of 2.0 or better. Student petitions for reinstatement will be considered on a case-by-case basis by the Admissions Committee. All decisions of the Admissions Committee are final. If a reinstated student's cumulative GPA falls below 2.0, the student will be academically dismissed and is not eligible to return.

Effective Date

This policy is effective with the Fall ~~2011-2013~~⁴ Semester and later cohort of students. Students entering Florida A&M University prior to the Fall ~~2011-2013~~⁴ Semester are subject to the Levels of Academic Standing policy in effect at the time of their matriculation.

Specific Authority 1001.74. Law Implemented 1001.74.

*Revised 2/17/11
Retention Council
Revised 4/26/2011
AAPC Subcommittee
Revised 5/12/2011
AAPC Full Committee
Revised 2/13/2014
AAPC Full Committee*