Part III, Section 4

Appendix 2

Academic Learning Compacts

Academic Learning Compacts identify the skills students should acquire if they follow their major's prescribed course of study. These skills, known collectively as Student Learning Outcomes, describe the core learning expectations that UF is required to assess for each baccalaureate degree program.

Core learning expectations for each ALC will identify the communication, critical thinking and content knowledge skills, as well as one or more additional learning outcomes specific to that major.

This information applies to all undergraduates entering UF Summer B 2006 and beyond.

- **Academic Learning Compact:** identification of each major's learning expectations and student outcomes.
- **Student Learning Outcomes:** what students are expected to learn by completion of their baccalaureate degree program.
- **Individual Student Assessments:** the different ways in which UF will measure whether students have successfully completed the learning outcomes for a major. These assessments can include a passing score on a particular test or a final project, term paper, portfolio and so on.

ALC Index, by major

[A] [B] [C] [D] [E] [F] [G] [H] [I] [J] [L] [M] [N] [P] [R] [S] [T] [V] [W] [Z]

A

Accounting

Advertising

Aerospace Engineering

Agricultural and Biological Engineering, Colleges of Agriculture and Engineering

Agricultural Education and Communication

Agricultural Operations Management

American Indian and Indigenous Studies (IDS)

Animal Sciences

Anthropology

Applied Physiology and Kinesiology

Architecture

Art

Art Education

Art History

Asian Studies

Astronomy, B.A.

Astronomy, B.S.

Athletic Training

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B

Biochemistry

Biochemistry and Molecular Biology (IDS)

Biological Illustration (IDS)

Biology, Integrative

Botany

Building Construction

Business Administration, General Studies

Business Administration, Online Program

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C

Chemical Engineering

Chemistry

Civil Engineering

Classical Studies

Communication Sciences and Disorders, Liberal Arts and Sciences

Communication Sciences and Disorders, Public Health and Health Professions

Computer Engineering, Engineering

Computer Science, Engineering

Computer Science, Liberal Arts and Sciences

Creative Photography

Criminology

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D

Dance

Digital Arts and Sciences

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E

East Asian Languages and Literatures

Economics, Business Administration

Economics, Liberal Arts and Sciences

Education, Early Childhood

Education, Elementary and Special Education

Electrical Engineering

English

Entomology and Nematology

Environmental Engineering

Environmental Management in Agriculture and Natural Resources

Environmental Science

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F

Family, Youth and Community Sciences

Film and Media Studies (IDS)

Finance

Fire and Emergency Services

Food and Resource Economics

Food Science and Human Nutrition

- Dietetics
- Food Science
- Nutritional Sciences

Forest Resources and Conservation

French

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G

Geography, B.A.

Geography, B.S.

Geology, B.A.

Geology, B.S.

Geomatics

German

Golf and Sports Turf Management

Graphic Design

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H

Health Education and Behavior

Health Science

History

Horticultural Science

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I

Information Systems (formerly Decision and Information Sciences)

Industrial and Systems Engineering

Interdisciplinary Studies, College of Agricultural and Life Sciences

- Environmental Management in Agriculture and Natural Resources - See E
- Golf and Sports Turf Management - See G

Interdisciplinary Studies, College of Liberal Arts and Sciences

- American Indian and Indigenous Studies - see A
- Biochemistry and Molecular Biology - See B
- Biological Illustration - See B
- Film and Media Studies - See F
- International Studies- See I
- Medieval and Early Modern Studies - See M
- Modern European Studies - See M
- Middle Eastern Languages and Cultures - See M
- Neurobiological Sciences - See N

Interior Design

International Studies (IDS)

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J

Jewish Studies

Journalism

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L

Landscape and Nursery Horticulture

Landscape Architecture

Latin American Studies

Linguistics

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M

Management

Marketing

Materials Science and Engineering

Mathematics

Mechanical Engineering

Medieval and Early Modern Studies (IDS)

Microbiology and Cell Science

Middle Eastern Languages and Cultures (IDS)

Modern European Studies (IDS)

Music, Bachelor of Arts

Music, Bachelor of Music

Music Education

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N

Natural Resource Conservation

Neurobiological Sciences (IDS)

Nuclear Engineering

Nuclear and Radiological Sciences

Nursing

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P

Packaging Science

Philosophy

Physics, B.A.

Physics, B.S.

Plant Science

Political Science

Portuguese

Psychology

Public Relations

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R

Religion

Russian

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S

Sociology

Soil and Water Science

Spanish

Statistics

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T

Telecommunication

Theatre, General

Theatre Performance

- Acting
- Musical Theatre
- Production

Tourism, Recreation and Sport Management

- Recreation, Parks and Tourism
- Sport Management

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V

Visual Art Studies

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W

Wildlife Ecology and Conservation

Women's Studies

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Z

Zoology

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Academic Learning Compact

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Accounting

Description of the Major

The major offers a balanced, intellectually vibrant study of the field of accounting. Upon completion of the baccalaureate program, you will possess the requisite accounting skills for entry-level positions in the practice of public accounting, in industry, in financial services, in government and in business more generally. You will also be prepared for graduate study in accounting, in business and in related professions such as the law. More broadly, you will be prepared for success in a constantly evolving world economy.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Business Field Test as prepared and administered by the Educational Testing Service (ETS). The score will be incorporated into a core business course taken in the final term.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand individual business disciplines and their relationship to the global business environment.
2. Understand, create and analyze financial statements based upon generally accepted accounting principles.
3. Understand basic U.S. tax laws as applied to businesses and individuals.
4. Understand the attestation function and generally accepted auditing standards.
5. Understand the basic concepts of cost and managerial accounting and its role in business.
6. Apply mathematical concepts and technology to interpret, understand and communicate quantitative data.
7. Apply the conceptual framework, economic reasoning and generally accepted accounting principles to solving accounting problems.
8. Analyze and interpret economic and financial events for internal decision-making purposes.
9. Attest to the fairness of financial representations and the adequacy of internal controls.
10. Prepare basic individual and business tax returns; apply U.S. tax laws for tax planning purposes.
11. Effectively produce, interpret and analyze written text, oral messages and multimedia presentations used in business.

Courses	Content					Critical Thinking					Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
Preprofessional											
ACG 2021C	X	X				X	X				
CGS 2531						X					
ECO 2013	X					X					
ECO 2023	X					X					
MAC 2233						X					
STA 2023						X		X			
Business Core											
BUL 4310	X		X							X	
ECP 3703	X				X	X		X			
FIN 3403	X	X				X		X			
MAN 3025	X										
MAN 4504	X					X		X			
MAR 3023	X										
QMB 3250	X					X		X			
Major											
ACG 3481	X	X		X	X		X	X	X		
ACG 3482C	X	X			X		X	X			X
ACG 4133C		X				X	X				X
ACG 4352C					X	X	X	X			X

ACG 5637				X					X		X
TAX 5005				X						X	

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Advertising

Description of the Major

The major enables you to develop the analytical and communication skills necessary for effective advertising. You will learn marketing and advertising principles, perspectives for understanding and communicating with selected audiences, a campaign planning process, integration of the promotion mix and researching. The emphasis is on the analysis of information to identify advertising/marketing communications challenges and strategic insights into consumer behavior. You also learn to use tools and technologies and to apply problem-solving skills to formulate recommendations and to develop creative executions and media plans.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve a passing score of 70% on your student portfolio, which will be evaluated by two faculty members, as part of the major's capstone course, ADV 4800.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand concepts and theoretical perspectives relevant to the creation and execution of advertising campaigns.
2. Understand ethical principles and the importance of truth, honesty, accuracy, fairness and diversity in advertising.
3. Apply tools and technologies relevant to the practice of advertising.
4. Gather information and conduct research for campaign planning and evaluation.
5. Analyze information and apply problem solving skills in the development of an advertising campaign.
6. Write correctly and clearly in forms and styles appropriate for the advertising profession.

Courses	Content			Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
ADV 3000	X	X				
ADV 3001	X	X		X	X	X
ADV 3203	X	X	X		X	X
ADV 3501	X	X	X	X	X	X
ADV 4101	X	X	X	X	X	X
ADV 4300	X	X	X	X	X	X
ADV 4800	X	X	X	X	X	X
ADV 4930	X	X	X	X	X	X
MAR 3023	X	X		X	X	
MMC 2100	X	X				X
MMC 4200		X				

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Aerospace Engineering

Description of the Major

Aerospace engineers solve exciting problems of design, construction and operation of aircraft and spacecraft to meet the ever-increasing requirement for improved performance at lower unit cost. The undergraduate curriculum provides a broad education with a strong foundation in mathematics, science and basic engineering sciences. Advanced courses in aeronautics and astronautics complete the degree program and your preparation to work in the aerospace and related industries or to pursue graduate study.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete an exit interview your final semester.
- Satisfy the Florida statutory requirements for CLAST.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to aerospace engineering problems.
2. Design and conduct aerospace engineering experiments, analyzing and interpreting the data.
3. Design an aerospace engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other aerospace engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
EML 3301C		X		
EML 4147C or EML 4304C or EML 4314C		X		
EAS 4700	X		X	X
EAS 4710	X		X	X

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Agricultural and Biological Engineering

Description of the Major

The curriculum emphasizes engineering solutions to problems associated with biological and agricultural systems that often are related to renewable natural resources. Knowledge is gained through formal courses, laboratory experimentation and individual experience. You will learn to utilize math, science and engineering principles, to analyze and interpret data, to design and conduct experiments, systems and components, and to effectively communicate results within an appropriate presentation style.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass assessment by two or more faculty and/or industry practitioners of student performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each learning outcome.
- Complete an exit interview in your final semester. <
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to agricultural and/or biological engineering problems.
2. Design and conduct agricultural and/or biological engineering experiments and analyze and interpret the data.
3. Design an agricultural and/or biological system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
ABE 2012C	X	X		
ABE 3042C	X		X	X
ABE 3612C		X		
ABE 4043C	X		X	X

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Agricultural Education and Communication

Description of the Major

You will learn the knowledge and skills needed to educate individuals, enhance leadership in communities and organizations, and communicate ideas and issues to different audiences. Through formal courses and internship experiences, you will learn to apply principles of communication and educational theory to work-based settings; to create, interpret and analyze written and oral messages and multimedia presentations used in agricultural and life sciences; and to educate and communicate agricultural issues effectively to various audiences.

Additional information is available from your major's website.

Before Graduating You Must

- Agricultural education specialization: Achieve a passing grade on the state of Florida's Professional Knowledge Exam for teacher certification.
- Communication and leadership development specialization: Achieve a grade of C or higher in AEE 4930, Communication and Leadership Development Capstone Experience, as evaluated by a committee of faculty.
- Achieve a grade of C or higher in AEE 3030C and AEE 3033C.
- Achieve a grade of C or higher in a department internship course (AEE 4942, 4943, 4944 or 4948) or a capstone experience course (AEE 4930).
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Educate and communicate agricultural issues effectively to various audiences.
2. Apply principles of communication and/or educational theory in work-based settings.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AEE 3030C			X
AEE 3033C			X
AEE 3070	X		
AEE 3075	X		
AEE 3200	X		
AEE 3323	X		
AEE 3413	X		
AEE 3414	X		
AEE 4031	X		
AEE 4035	X		
AEE 4036	X		
AEE 4052	X		
AEE 4202	X		
AEE 4224	X		
AEE 4434	X		
AEE 4504	X		
AEE 4506	X		
AEE 4930		X	
AEE 4942		X	
AEE 4943		X	
AEE 4944		X	
AEE 4948		X	

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Agricultural Operations Management

Description of the Major

The agricultural operations management curriculum integrates business and technical knowledge of agricultural operations. Knowledge is developed through formal courses, laboratory experimentation and individual experience. You will learn to incorporate technical agricultural skills with modern business techniques and to communicate these results effectively in an appropriate presentation style.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the agricultural operations management competency exam, given in three parts. One part will be given in each of the following required courses:
  - AOM 4455 Agricultural Operation and Systems or AOM 3734 Principles of Irrigation
  - AOM 4314C Power and Machinery Management or AOM 3734 Principles of Irrigation
  - AOM 4642 Environmental Systems for Agricultural Structures or AOM 4434 Precision Agriculture
- Achieve satisfactory portfolio assessment in AOM 3073.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Integrate specific technical knowledge with the overall management of agricultural businesses and operations.
2. Combine management and analytical techniques for agricultural operations.
3. Articulate analytical results clearly in an accepted style of presentation.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AOM 3073	X		X
AOM 3220	X	X	
AOM 3333	X	X	
AOM 3734	X	X	
AOM 4314C	X	X	
AOM 4434	X	X	
AOM 4444	X	X	
AOM 4455	X	X	
AOM 4642	X	X	

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American Indian and Indigenous Studies

Description of the Major

The interdisciplinary studies major with a concentration in American Indian and indigenous studies provides you with knowledge of the issues and concerns of indigenous peoples of the Western hemisphere. You will be able to identify and conduct research or field work and understand historical, political, social and religious structures from an indigenous perspective. You will evaluate the significance, quality and veracity of information gathered in the literature and to apply it effectively. You will also be able articulate the results of research clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know major issues of indigenous peoples and conduct research in any of the disciplines which incorporate American Indian topics.
2. Integrate different sources and types of knowledge into holistic perspectives about indigenous peoples.
3. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
4. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
IDS 4906	X	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Animal Sciences

Description of the Major

Animal sciences majors receive a broad education in the healthy production of animals and animal products. Your knowledge will be developed through formal courses, laboratories and field trips and will be applied in internships, team projects and presentations. You will develop the ability to apply conceptual knowledge to solve problems in animal production and to make management decisions.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the animal sciences comepetency exam, given in three parts. One part will be given in each of the following required courses:
  - ANS 3006C Introduction to Animal Science
  - ANS 3043 Growth and Development of Farm Animals
  - ANS 3319C Reproductive Physiology and Endocrinology in Domestic Animals
- Satisfactorily complete AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand, evaluate and apply scientific and economic principles to animal health, production and products.
2. Apply a conceptual framework to solve problems in animal production and make management decisions.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AEE 3030C			X
AEE 3033C			X
ANS 3006C	X	X	
ANS 3043	X	X	
ANS 3319C	X	X	

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Anthropology

Description of the Major

The major enables you to develop critical thinking, problem solving and communication skills in the social sciences. Through study of human evolution and cultural diversity, you will learn holistic, comparative and relative perspectives of anthropology, both scientific and humanistic. Emphasis is on critical thinking skills in the evaluation of alternative knowledge claims. You will learn to identify western cultural biases, to integrate diverse sources of information into holistic perspectives and to apply anthropological knowledge and perspectives to solve problems of broad human relevance.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve satisfactory evaluation of a term paper written for an upper-division course or senior honors thesis.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand the four subfields of anthropology (archaeological, biological, linguistic, sociocultural)
   - A. Human and nonhuman primate evolution
   - B. Natural history of primates
   - C. Biological basis for human variation
   - D. Relationship between biology and culture
   - E. Cultural diversity
   - F. Culture change
   - G. Cultural relativism
   - H. Globalization
   - I. World prehistory
   - J. Sociolinguistics
   - K. Ethnographic method
   - L. Archaeological method
   - M. Linguistic method
2. Apply the scientific approach to investigate human variation in its biological, social and cultural dimensions.
3. Draw appropriate and alternative conclusions from comparative analysis of human diversity.
4. Identify and evaluate knowledge claims from a culturally and historically relativistic standpoint.
5. Integrate different sources and types of knowledge into holistic perspectives about human variation.
6. Evaluate the significance, quality and veracity of information and apply it effectively to solve problems.
7. Articulate anthropological knowledge professionally in written and verbal form.

Courses	Content															Critical Thinking			Communication
	SLO 1													SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
	A	B	C	D	E	F	G	H	I	J	K	L	M						
Core																			
ANT 2000	X	X	X	X	X	X	X	X	X	X									
ANT 2140				X	X	X			X			X		X	X	X	X	X	
ANT 2410					X	X	X	X			X			X	X				
ANT 3514C	X	X	X	X										X	X	X	X	X	
ANT 3620						X	X			X			X	X	X	X	X	X	
Electives: 15 hours at 3000/4000 level and another 3 hours at any level																			
ANT 3126												X		X	X			X	X
ANT 3141									X			X		X	X	X	X	X	X
ANT 3153									X			X		X	X	X	X	X	
ANT 3162									X			X		X	X	X	X	X	X
ANT 3164									X			X		X	X	X	X	X	X
ANT 3182					X		X									X	X		X
ANT 3241					X	X	X	X							X	X	X	X	

ANT 3302				X	X	X	X	X							X	X	X	X	X
ANT 3390											X				X	X			X
ANT 3428				X	X	X	X	X							X	X	X	X	X
ANT 3451				X	X		X	X							X	X	X	X	X
ANT 3515	X	X	X											X	X		X	X	
ANT 3522			X	X											X			X	
ANT 4023							X								X	X	X	X	X
ANT 4110					X	X	X					X		X	X	X	X	X	X
ANT 4114												X		X	X	X	X	X	X
ANT 4266					X	X	X	X							X	X	X	X	X
ANT 4274					X	X	X	X							X	X	X	X	X
ANT 4331					X	X	X	X			X				X	X	X	X	X
ANT 4336					X	X	X	X			X				X	X	X	X	X
ANT 4340					X	X	X	X			X				X	X	X	X	X
ANT 4352					X	X	X	X			X				X	X	X	X	X
ANT 4354					X	X	X	X			X				X	X	X	X	X
ANT 4403				X	X	X	X	X						X	X	X	X	X	X
ANT 4468			X	X										X	X		X	X	
ANT 4525			X	X											X		X	X	
ANT 4550		X		X										X	X		X	X	X
ANT 4552		X		X										X	X		X	X	X
ANT 4554	X	X	X	X										X	X		X	X	X
ANT 4586	X	X	X	X										X	X	X	X	X	X
ANT 4740														X	X		X	X	
ANT 4823												X		X	X	X		X	X
ANT 4824												X		X	X	X		X	X
ANT 4956					X	X	X	X			X		X	X	X	X	X	X	X

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Applied Physiology and Kinesiology

Description of the Major

The major offers the Bachelor of Science in Applied Physiology and Kinesiology (BS-APK). The BS-APK degree offers specializations in exercise physiology and in fitness/wellness. You will gain extensive understanding of the anatomical, physiological and psychological bases and consequences of human movement. You will explore the relationship between physical activity and health, and you will learn how to prevent and treat athletic injuries.

Additional information is available from your major's website.

Before Graduating You Must

- Pass a comprehensive critique performed by an approved professional in the field of applied physiology and kinesiology, and as determined by the department's grading rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Integrate and apply principles and methods of math, social sciences and arts and humanities to the applied physiology and kinesiology environment.
2. Identify the nomenclature, structure and location of the components of the human anatomy.
3. Explain the mechanisms and processes that human cells, tissues, organs and systems use to sustain homeostasis.
4. Explain the effects of exercise on psychological well-being as well as the perspectives used to enhance exercise adherence.
5. Explain both the acute and the chronic physiological adaptations to physical activity.
6. Select and apply the appropriate scientific principles when assessing and prescribing anaerobic and aerobic exercise.
7. Solve applied physiology and kinesiology problems using the scientific method and critical thinking skills.
8. Effectively collect, analyze and interpret quantitative data.
9. Effectively communicate with applied physiology and kinesiology cohorts and professionals through written text, oral messages and multimedia presentations.

Courses	Content						Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
APK 3110C	X	X	X		X	X	X	X	X
APK 3220C	X	X					X	X	X
APK 3400	X			X			X		X
APK 3405	X			X			X		X
APK 4125C	X	X	X		X	X	X	X	X
APK 4940	X	X	X	X	X		X	X	X

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Architecture

Description of the Major

The four-year Bachelor of Design degree requires you to demonstrate and to understand the creative design process and associated skills as they relate to problem solving and spatial organization. You will develop skills in spatial design, graphic communication, materials, technology and environmental issues. Programs analyze existing and projected examples of build form, define fundamental principles and knowledge of the discipline, develop each student's skills in the formation and projection of spatial experience and relate creativity to cultural and physical environment.

Additional information is available from your major's website.

Before Graduating You Must

- Follow and achieve national accreditation (NAAB) guidelines for terminal project and portfolio assessments.
- Receive acceptable review and assessment of studio work from faculty, industry professionals and peers.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate and understand the design process and associated skills.
2. Develop vocabulary and graphic skills associated with the studio teaching methodology.
3. Acquire, interpret and analyze information as it relates to the design process.
4. Communicate about the discipline to a variety of audiences using a variety of formats and approaches.
5. Acquire skills in drawing, electronic imaging, materials and environmental issues.
6. Think critically, analytically and logically about spatial design.
7. Develop understanding of the relationship between people's behavior and the built environment.

Courses	Content			Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
ARC 3181					X	X	X
ARC 3320	X	X	X	X	X	X	X
ARC 3321	X	X	X	X	X	X	X
ARC 3463					X	X	X
ARC 3503				X	X		X
ARC 3610					X	X	X
ARC 3743						X	X
ARC 4220	X				X	X	X
ARC 4322	X	X	X	X	X	X	X
ARC 4323	X	X	X	X	X	X	X
ARC 4620					X	X	X

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Art Education

Description of the Major

The Bachelor of Arts in Art Education prepares you to teach art in public schools for certification as K-12 art teachers in Florida and other National Council for Accreditation of Teacher Education (NCATE) states. Through field placements in local art classrooms and alternative art education settings, you gain the knowledge and skills as art teachers to effectively meet the needs of all learners in a variety of educational contexts. Emphasis is on the ability to demonstrate the 12 Educator Accomplished Practices at the preprofessional level, in accordance with Florida legislation. The program culminates in a student teaching practicum, in which you are expected to demonstrate full responsibilities of a professional art educator.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory review of a teaching portfolio conducted by art education faculty and external professional educator at the culmination of the student teaching practicum.
- Pass the Subject Area Examination (SAE) ART K-12, Professional Education Examination (PED) and General Knowledge Examination (GK) portions of the Florida Teacher Certification Exam (FTCE).
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of current materials and methods of teaching art.
2. Knowledge of assessment techniques.
3. Ability to use sound research practices.
4. Ability to use appropriate technology.
5. Knowledge and understanding of child growth and development.
6. Knowledge of applicable techniques and ability to vary directions and curricula to accommodate different learning styles, cultural backgrounds and classroom settings.
7. Understanding of the world through study of international historic and contemporary art.
8. Ability to apply the skills and concepts related to the student's chosen art discipline.
9. Ability to engage in complex thought, analysis and reasoning.
10. Ability to observe and analyze.
11. Ability to communicate effectively in speech and writing.
12. Ability to reason and learn collaboratively.

Courses	Content				Critical Thinking						Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO 12
ARE 2045	X				X						X	
ARE 2456	X			X		X	X	X	X		X	X
ARE 4242	X	X			X		X	X		X	X	X
ARE 4243	X	X	X	X			X				X	X
ARE 4940	X	X	X	X		X	X	X	X	X		

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Art History

Description of the Major

The Bachelor of Arts in art history enables you to achieve proficiency in historical theory and criticism of art, to communicate independent, critical perspectives and to employ research methodology effectively. Through study of literature, social forces, ideology, cultural history and visual representation you will develop knowledge of the ancient, medieval, Renaissance/Baroque and modern world arts. You will also develop the ability to construct arguments and engage in advanced thought and analysis, in speech and in writing.

Additional information is available from your major's website.

Before Graduating You Must

- Present a dossier for faculty evaluation before graduation.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the history, scholarship and methodology of art history.
2. Knowledge of Western and non-Western art history (ancient, medieval, Renaissance/Baroque and modern art).
3. Knowledge of the skills and concepts of art criticism and theory.
4. Ability to use sound research practices.
5. Ability to use appropriate technology.
6. Knowledge and understanding of the social and cultural forces and ideologies that contribute to different periods and styles.
7. Understanding of the world through the study of international historic and contemporary art.
8. Ability to engage in complex thought, analysis and reasoning.
9. Ability to observe and analyze.
10. Ability to communicate effectively in speech and writing.
11. Ability to reason and learn collaboratively.

Courses	Content					Critical Thinking				Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
Required											
ARH 2050	X	X				X	X	X	X	X	
ARH 2051	X	X				X	X	X	X	X	
ARH 2401	X	X				X	X	X	X	X	
ART 2305C				X			X	X	X		
ART 2701C or 2757C			X	X	X	X	X	X	X		
Major and Art History Electives											
ARH 3115	X	X	X	X	X	X	X	X	X	X	
ARH 3171	X	X	X	X	X	X	X	X	X	X	
ARH 3421	X	X	X	X	X	X	X	X	X	X	
ARH 3422	X	X	X	X	X	X	X	X	X	X	
ARH 3423	X	X	X	X	X	X	X	X	X	X	
ARH 3525	X	X	X	X	X	X	X	X	X	X	
ARH 3526	X	X	X	X	X	X	X	X	X	X	
ARH 3585	X	X	X	X	X	X	X	X	X	X	
ARH 3605	X	X	X	X	X	X	X	X	X	X	
ARH 3610	X	X	X	X	X	X	X	X	X	X	
ARH 3650	X	X	X	X	X	X	X	X	X	X	
ARH 3656	X	X	X	X	X	X	X	X	X	X	
ARH 3657	X	X	X	X	X	X	X	X	X	X	
ARH 3800	X	X	X	X	X	X	X	X	X	X	X
ARH 4135	X	X	X	X	X	X	X	X	X	X	

ARH 4200	X	X	X	X	X	X	X	X	X	X	
ARH 4251	X	X	X	X	X	X	X	X	X	X	
ARH 4304	X	X	X	X	X	X	X	X	X	X	
ARH 4310	X	X	X	X	X	X	X	X	X	X	
ARH 4312	X	X	X	X	X	X	X	X	X	X	
ARH 4331	X	X	X	X	X	X	X	X	X	X	
ARH 4350	X	X	X	X	X	X	X	X	X	X	
ARH 4356	X	X	X	X	X	X	X	X	X	X	
ARH 4359	X	X	X	X	X	X	X	X	X	X	
ARH 4431	X	X	X	X	X	X	X	X	X	X	
ARH 4452	X	X	X	X	X	X	X	X	X	X	
ARH 4453	X	X	X	X	X	X	X	X	X	X	
ARH 4454	X	X	X	X	X	X	X	X	X	X	
ARH 4710	X	X	X	X	X	X	X	X	X	X	
ARH 4931	X	X	X	X	X	X	X	X	X	X	X

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Art

Description of the Major

The Bachelor of Fine Arts in art studio enables you to achieve proficiency in the principles and practices utilized by professional artists and affiliated industries. Through the study of art theory, art history and historic and contemporary art, you gain knowledge of art genres and systems of thought. Emphasis is on development of the concepts and skills related to art studio and the development of a personal artistic idiom. You will learn to use research practices effectively and to discuss the development of your work in speech and in writing.

Additional information is available from your major's website.

Before Graduating You Must

- Pass a particular test, a final project, a term paper and/or a portfolio, as determined by a particular major.
- Pass a senior-level capstone course that includes an exhibition of the student's work (portfolio). The portfolio will be evaluated by appropriate faculty prior to graduation.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply the principles and practices of a professional artist.
2. Understand and apply art criticism and theory.
3. Use sound research practices.
4. Use appropriate technology.
5. Understand the world through study of international historic and contemporary art.
6. Engage in complex thought, analysis and reasoning.
7. Observe, analyze and explain motivation for and intent of an individual's work.
8. Communicate effectively in speech and writing.
9. Reason and learn collaboratively.

Courses	Content				Critical Thinking			Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Required									
ARH 3XXX/ ARH 4XXX		X	X		X	X		X	
ART 1802C	X	X	X	X	X	X	X	X	X
ART 1803C	X	X	X	X	X	X	X	X	X
ART 2701C or ART 2757C			X	X	X	X	X	X	X
ART 2930C	X			X					
ART 3807C	X	X	X	X	X	X	X	X	X
ART 4930C	X			X		X	X	X	X
ART 4955C	X	X	X	X	X	X	X	X	
Specialization - Ceramics									
ART 3762C	X	X	X	X	X	X	X	X	X
ART 3764C	X	X	X	X	X	X	X	X	X
ART 3768C	X	X	X	X	X	X	X	X	X
ART 3784C	X	X	X	X	X	X	X	X	X
ART 4760C	X	X	X	X	X	X	X	X	X
Specialization - Digital Media									
ART 3616C	X	X	X	X		X	X	X	X
ART 3959C	X	X	X	X		X	X	X	X
ART 4612C	X	X	X	X		X	X		X
ART 4848C	X	X	X	X		X	X		X
DIG 3110C	X	X	X	X		X	X		X

DIG 3130C	X	X	X	X		X	X		X
DIG 4527C	X	X	X	X		X	X		X
DIG 4581C	X	X	X	X		X	X		X
Specialization - Drawing									
ART 3310C	X	X	X	X		X	X		
ART 3332C	X	X	X	X		X	X	X	
ART 3380C	X	X	X	X		X	X		X
ART 3381C	X	X	X	X		X	X		X
ART 4312C	X	X	X	X	X	X	X	X	X
Specialization - Painting									
ART 3504C	X	X	X	X	X	X	X		X
ART 3522C	X	X	X	X	X	X	X		X
ART 3560C	X	X	X	X	X	X	X		X
ART 3561C	X	X	X	X	X	X	X		X
ART 4505C	X	X	X	X	X	X	X		X
Specialization - Printmaking									
ART 3420C	X	X	X	X		X	X		
ART 3433C	X	X	X	X		X	X		
ART 3442C	X	X	X	X		X	X		X
ART 3462C	X	X	X	X		X	X		X
ART 4402C	X	X	X	X	X	X	X	X	X
Specialization - Sculpture									
ART 3711C			X	X	X	X	X	X	X
ART 3712C	X	X	X	X	X	X	X	X	X
ART 3715C			X	X	X	X	X	X	X
ART 3958C	X	X	X	X	X	X	X	X	X
ART 4710C	X	X	X	X	X	X	X	X	X

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Asian Studies

Description of the Major

This interdisciplinary major provides intermediate linguistic facility in an Asian language through a minimum of two years of study (Chinese, Japanese, Korean, Hindi, Vietnamese). You will acquire knowledge of the geography, history, culture and traditions of one or more Asian sociolinguistic regions or countries, and learn to distinguish between a humanities and social science approach to the study of Asia. You will develop the capacity to relate social and cultural traditions to contemporary phenomena and to conduct formal social inquiry. You will be able to construct analytical arguments and communicate your perspective confidently in spoken and written form.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the SAT II exam in Chinese or Japanese, or complete an internal department exam in the fourth semester of study of a less-commonly taught Asian language.*
- Submit a student portfolio, consisting of one social science and one humanities paper from your major's courses, or complete a senior thesis. The portfolio or senior thesis will be evaluated by faculty committee and a grade of C will be considered passing.**
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

* You must register for the SAT II the second semester of your second year of language study.
** During your senior year, you will be advised to revise and assemble two portfolio papers, submitting one at the beginning of each semester. Faculty committee review will occur between weeks 9-12 each semester of your senior year.

Skills You Will Acquire in the Major (SLOs)

1. Satisfactory proficiency in an Asian language as determined by SAT II score or internal department exam.
2. Familiarity with the culture and traditions of one or more Asian sociolinguistic regions or countries.
3. Capacity to relate social and cultural traditions to contemporary phenomena.
4. Research project with identified strategies to conduct social inquiry on modern Asia.
5. Construct analytical arguments, handle materials judiciously and communicate independent perspectives in spoken and written formats.

Courses*	Content		Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
African/Asian Language	X	X	X	X	X
African/Asian Literature/Culture		X	X		X
Anthropology		X	X	X	X
Art History		X	X		X
ASN 4905 (Hindi)	X	X	X		
CHI 2203 (Chinese)	X	X	X		
History		X	X	X	X
JPN 2203 (Japanese)	X	X	X		
Political Science			X	X	X
Religion		X	X		X

* Courses in these departments at the 3000-/4000-level with a focus on Asia or an Asian region count as courses in the major.

Recurring courses can include:

- African and Asian Languages:
  Chinese - CHI 1130/1131, CHI 2200/2203/2340, CHI 3410/3411
  Japanese - JPN 1130/1131, JPN 2203/2204, JPN 3410/3411
  Hindi, Korean - currently taught as ASN 4905
- African and Asian Literature/Cultures:
  Chinese - CHI 3500, 4850, 4905, 4930; CHT 3110, 3123, 3124, 4111;
  CHW 4120, 4130, 4140
  Japanese - JPN 3391, 3730, 4850, 4905, 4930, 4935, 4940;
  JPT 3100, 3120, 3121, 3130, 3140, 3150, 3300, 3500, 4502; JPW 4130, 4131
- Anthropology: ANT 3364, 4145, 4366

- Art History: ARH 3552, 3555
- History: ASH 3305, 3323, 3381, 3400, 3404, 3442, 3443, 3930
- Political Science: POS 4931
- Religion: REL 3318, 3330, 3335, 3336, 3366, 4337, 4345, 4349

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Astronomy

Description of the Major

The Bachelor of Arts in astronomy provides knowledge of basic concepts, theories and observational findings concerning the structure and evolution of planetary systems, stars, stellar systems such as galaxies, and cosmology. You will become familiar with modern physics and understand mathematics, including calculus. You will learn scientific methodology and its application in specific contexts, the use of observations in testing hypotheses and the limitations of astronomical observations as well as how to critically evaluate them.

Additional information is available from your major's website.

Before Graduating You Must

- Demonstrate satisfactory (C or better) performance on a selection of coursework from each of the 4000-level astronomy courses as graded by a faculty committee independently of the instructor and not as part of the course grade.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.

Skills You Will Acquire in the Major (SLOs)

1. Know fundamentals of physics, including modern physics.
2. Know mathematics at the level of multivariable calculus.
3. Know basic concepts, theories and experimental findings about planetary systems, stars, stellar systems and cosmology.
4. Know scientific methodology and its application, the use of observations in testing hypotheses and the limitations of astronomical observations.
5. Evaluate significance and quality of information from either observations or literature, and use it critically.
6. Articulate research results clearly in speech and in writing in an appropriate style of presentation.

Courses	Content				Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
AST 3018			X			
AST 3019			X			
AST 3722C				X	X	X
AST 4112			X	X		
AST 4211			X	X		
AST 4300			X	X	X	X
AST 4402			X	X	X	X
AST 4723C				X	X	
AST 4905					X	X
MAC 2311		X				
MAC 2312		X				
MAC 2313		X				
PHY 2048	X					
PHY 2048L	X			X	X	X
PHY 2049	X					
PHY 2049L	X			X	X	X
PHY 2464	X					
PHY 3101	X					
PHY 3221	X					
PHY 3323	X					
PHY 3513	X					
PHY 4222	X					
PHY 4324	X					
PHY 4422	X					
PHY 4523	X					
PHY 4604	X					

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Astronomy

Description of the Major

The Bachelor of Science in astronomy provides knowledge of basic concepts, theories and observational findings concerning the structure and evolution of planetary systems, stars, stellar systems such as galaxies, and cosmology. You will understand the basic concepts, theories and experimental findings in modern physics, electricity and magnetism, and mechanics as they apply to astronomy and astrophysics. You will learn scientific methodology and its application in specific contexts, the use of observations in testing hypotheses and the limitations of astronomical observations as well as how to critically evaluate them.

Additional information is available from your major's website.

Before Graduating You Must

- Demonstrate satisfactory (C or better) performance on a selection of coursework from each of the 4000-level astronomy courses as graded by a faculty committee independently of the instructor and not as part of the course grade.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.

Skills You Will Acquire in the Major (SLOs)

1. Know basic concepts, theories and observational findings concerning the structure and evolution of planetary systems, stars, stellar systems and cosmology.
2. Know basic concepts, theories and experimental findings in three core areas of physics – modern physics, electricity and magnetism and mechanics – as they apply to astronomy and astrophysics.
3. Know scientific methodology and its application in specific contexts, the use of observations in testing hypotheses and the limitations of astronomical observations.
4. Evaluate the significance and quality of information gathered observationally or from the literature, reason critically from this information and apply it effectively.
5. Articulate research results clearly in speech and in writing in an appropriate style of presentation.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Required					
AST 3018	X				
AST 3019	X				
AST 3722C			X	X	X
PHY 2048		X			
PHY 2048L		X	X	X	X
PHY 2049		X			
PHY 2049L		X	X	X	X
PHY 3101		X			
PHY 3221		X			
PHY 3323		X			
PHY 4222		X			
PHY 4324		X			
Take one of four					
PHY 3513		X			
PHY 4422		X			
PHY 4523		X			
PHY 4604		X			
Take five of six					
AST 4112	X		X		
AST 4211	X		X		
AST 4300	X		X	X	X
AST 4402	X		X	X	X

AST 4723C			X	X	
AST 4905				X	X

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Athletic Training

Description of the Major

The major offers the Bachelor of Science in athletic training. Through the integration of balanced didactic course work, intensive hands-on laboratory sessions and excellent clinical experiences students will become proficient in the prevention, diagnosis, treatment and rehabilitation of injuries and illnesses for the physically active. The curriculum is designed to meet accreditation standards set forth by the Commission on Accrediting Athletic Training Education (CAATE) and to prepare students for the Board of Certification (BOC) examination. Students who graduate from the athletic training education program will receive a Bachelor of Science (B.S.) degree in athletic training, and will meet the requirements to sit for the BOC examination.

Additional information is available from your major's website.

Before Graduating You Must

- Complete the cognitive, psychomotor competencies and clinical proficiencies that determine your readiness to be an entry level athletic trainer, as determined by the CAATE.
- Complete clinical education experiences under the supervision of a clinical instructor.
- Complete a minimum of 120 credit hours and fulfill all ATEP program requirements to successfully earn the Bachelor of Science in athletic training degree.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate proper prevention, evaluation, treatment, rehabilitation and documentation strategies used in athletic injury care.
2. Demonstrate proper taping, wrapping and protective equipment application for the athletic population.
3. Demonstrate proper application of therapeutic modalities and incorporation of such modalities in an effective rehabilitation program.
4. Demonstrate effective management of general medical and psychosocial conditions related to the athletic population.
5. Demonstrate proper emergency management skills required of an athletic trainer.
6. Identify important concepts related to athletic training administration used in professional practice.
7. Recognize the importance of professionalism and ethical behavior in the field of athletic training.
8. Recognize the components of effective communication with members of the sports medicine team (i.e., athlete, coach, physician, parent, etc,).

Assessment of program learning outcomes occurs through completion of the educational competencies and proficiencies set forth by the Education Council and documented for compliance with the Commission on Accreditation of Athletic Training Education (CAATE). Students must document successful completion of these requirements; this occurs through course examinations, practical assessments and clinical experiences. A complete student record is kept to ensure compliance.

Courses	Content						Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
APK 3301	X	X			X	X	X	X
APK 3113	X						X	X
APK 4302	X					X	X	X
APK 4305C	X				X		X	X
APK 4310C	X						X	X
APK 4315	X			X		X	X	X
APK 4320C	X		X			X	X	X
APK 4325C	X		X	X			X	X
APK 4330	X	X			X		X	X
APK 4335	X		X				X	X
APK 4340	X		X	X			X	X
APK 4345	X			X		X	X	X

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Biochemistry and Molecular Biology

Description of the Major

This interdisciplinary studies major in biochemistry and molecular biology provides you with an understanding of and competence in biochemistry, molecular biology and molecular cell biology. You will understand and use the scientific approach to gather and verify knowledge. You will be able to draw appropriate conclusions and inferences from properly conducted laboratory research. You will be able to evaluate the significance, quality and veracity of information gathered via experiment and literature and to apply them effectively. You will also possess the ability to articulate results clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of and competence in biochemistry, molecular biology and molecular cell biology.
2. Ability to draw appropriate conclusions and inferences from properly conducted laboratory research.
3. Evaluate the significance, quality and veracity of information gathered via experiment and literature and apply them effectively.
4. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
IDS 4906	X	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Biochemistry

Description of the Major

Biochemistry is the subdiscipline of chemistry that focuses on compounds of biological origin: their structures, biological functions and transformations needed to sustain life.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve at least 50% on the Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam.
- Achieve a grade of C or better in laboratory courses CHM 2211L, CHM 3120L, CHM 4302L and CHM 4413L.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by the chemistry faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of physical, organic, inorganic, analytical and biochemistry.
2. Comprehension and use of laboratory skills in synthetic, quantitative and instrumental methods as scientific approaches to gathering and verifying knowledge.
3. Mastery of the process of critical inquiry: interpretation, evaluation and explanation. Ask appropriate questions, gather relevant information efficiently and creatively, sort through this information, reason logically from this information and come to reliable and trustworthy conclusions.
4. Ability to collect, analyze and articulate results clearly and effectively in speech and in writing in an acceptable style of presentation.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
General				
CHM 2045	X			
CHM 2045L		X		
CHM 2046	X			
CHM 2046L		X		
Organic				
CHM 2210	X			
CHM 2211	X			
CHM 3217	X		X	
CHM 2211L		X	X	X
Analytical				
CHM 3120	X		X	
CHM 3120L		X	X	X
Physical and Inorganic				
CHM 3400	X		X	
CHM 3610	X		X	
CHM 4413L	X	X	X	X
Biochemistry				
CHM 3218	X		X	
CHM 4302L	X	X	X	X
Electives				
CHM 4034	X		X	
CHM 4130	X		X	
CHM 4130L	X	X	X	X
CHM 4304	X		X	
CHM 4413	X		X	

MCB 4304	X		X	
MCB 4403	X		X	
MCB 4503	X		X	
PCB 3063	X		X	
PCB 3134	X		X	
PHZ 4710	X		X	
Required Courses in Other Departments				
BSC 2010	X			
BSC 2010L		X		
BSC 2011	X		X	
BSC 2011L		X		
MAC 2311	X			
MAC 2312	X			
MCB 3020	X			X
PHY 2053	X		X	
PHY 2053L		X		
PHY 2054	X		X	
PHY 2054L		X		

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Biological Illustration

Description of the Major

The interdisciplinary studies major in biological illustration provides you with knowledge of and competence in biology, structural biology and structural zoology. You will know and use the scientific approach to gather and verify knowledge. You will be able to draw appropriate conclusions and inferences from properly conducted laboratory research. You will be able to evaluate the significance, quality and veracity of information gathered via experiment and literature and to apply them effectively. You will also possess the ability to articulate results clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of and competence in biology, structural botany and structural zoology.
2. Know and use the scientific approach to gather and verify knowledge.
3. Draw appropriate conclusions and inferences from properly conducted laboratory research.
4. Evaluate the significance, quality and veracity of information gathered via experiment and literature and apply them effectively.
5. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
IDS 4906	X	X	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Biology, Integrative

Description of the Major

The interdisciplinary major in integrative biology provides a broad approach to biology, integrating zoology, botany and other biological sciences. You learn fundamental knowledge of animals, plants and microorganisms.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve acceptable performance in all required botany courses.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the scientific method and how it facilitates the discovery of new knowledge in biology.
2. Knowledge of biodiversity, its evolution and significance.
3. Knowledge of the acquisition, flow, organization and uses of information, energy and nutrients in living systems; and how organisms and ecosystems function.
4. Ability to critically evaluate hypotheses and conclusions in biology using verifiable data.
5. Ability to clearly and effectively present ideas in speech and in writing concerning major biological concepts and hypotheses.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
BOT 2011C		X			
BOT 2710	X	X		X	X
BOT 3503/ BOT 3503L			X	X	X
PCB 3034C	X	X	X	X	X
PCB 3063	X		X	X	X
PCB 4044C	X	X	X	X	X
PCB 4674	X	X		X	X
PCB 4723C	X		X	X	X
ZOO 2203	X	X	X	X	X
ZOO 2303	X	X	X	X	X
ZOO 3513C	X		X	X	X
ZOO 3603C	X	X	X	X	X
ZOO 3713C	X	X	X	X	X

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Botany

Description of the Major

The botany major provides a foundation on knowledge in the life sciences with emphasis on plant systems. You will learn the diversity of life, the structure of organisms and ecosystems and how they function (i.e., the acquisition, flow, organization and uses of information, energy and nutrients in living systems). You will learn the scientific method and how it facilitates the discovery of new knowledge in botany and biology, including how to critically evaluate hypotheses and conclusions.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve acceptable performance in all required botany courses.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the scientific method and how it facilitates the discovery of new knowledge in botany and biology.
2. Knowledge of biodiversity, its evolution and significance.
3. Knowledge of the acquisition, flow, organization and uses of information, energy and nutrients in living systems, and how organisms and ecosystems function.
4. Critically evaluate hypotheses and conclusions in botany and biology using verifiable data.
5. Clearly and effectively present ideas in speech and in writing concerning major botanical and biological concepts and hypotheses.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
BOT 2010C	X		X		
BOT 2011C	X	X			
BOT 2710	X	X		X	X
BOT 3503			X	X	X
BOT 3503L	X			X	X
BOT 5225C		X	X		
PCB 3034C		X	X	X	X

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Building Construction

Description of the Major

The Bachelor of Science in Building Construction prepares you for a career in construction management techniques, operations and related areas of the construction industry.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the performance based capstone course utilizing Construction Project Simulation.
- Complete BCN 4753 in preparation for the Business and Financial Management portion of the Florida Contractors Exam.
- Complete financial analysis and construction loan applications.
- Submit internship assessment (provided by your employers).
- Submit alumni surveys, which will be used to determine program weaknesses and to propose revisions; receive BCN advisory council annual review; and participate in industry focus groups to assess current curriculum.
- Successfully utilize and interpret the Florida Building Code in classroom tests and reports.
- Submit required student presentations and written reports.
- Satisfy formal presentation requirements; attend field trips and provide reports; and submit professional memos and letters.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate and understand knowledge of general construction industry practices and policies.
2. Demonstrate knowledge of estimating, project scheduling, contract documents and payment acquisitions.
3. Demonstrate knowledge of financial management, project safety management and effective employee relations.
4. Demonstrate ability to recognize and apply appropriate general construction management skills.
5. Demonstrate ability to recognize and apply engineering theory and physical science principles in ALL design and technique courses.
6. Demonstrate ability to recognize and apply proper human resource management principles.
7. Demonstrate effective overall communication skills, in speech, public speaking and writing.

Courses	Content				Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
BCN 3027C	X			X			X
BCN 3223C	X	X		X			
BCN 3224C	X			X			X
BCN 3255C	X						X
BCN 3281C	X			X			
BCN 3431C	X				X		
BCN 3521C	X				X		X
BCN 3611C		X					
BCN 3700		X					
BCN 3735	X				X	X	X
BCN 4423C	X				X		
BCN 4510C	X				X		
BCN 4612C	X	X		X		X	
BCN 4709C	X	X	X	X		X	
BCN 4712C	X	X	X	X			X
BCN 4720	X	X		X		X	
BCN 4753	X	X	X	X			
BCN 4787C	X	X	X	X	X	X	X
BUL 4310	X						

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Business Administration, General Business Online Program

Description of the Major

The Bachelor of Science in Business Administration enables you to achieve foundation knowledge in the following areas of business: economics, accounting, finance, management, marketing, business law, statistics, operations management, human resource management, information technology and entrepreneurship. Special emphasis is placed on understanding the links between various business disciplines and the development of sound business plans. You will be able to effectively analyze a business entity's strengths and weaknesses as well as investigate the opportunities and threats present in the business environment.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Educational Testing Service's Business Field Test. The score from this exam will be incorporated into MAN 4504 taken in the final term.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Analyze a firm's decisions regarding prices, outputs, inputs and other micro and macro variables.
2. The acquisition and management of funds by business.
3. The legal environment of business and organizations.
4. The fundamentals of management in businesses and organization.
5. The functions, institutions and methods of marketing goods and services.
6. Regression modeling for business problems.
7. Concepts and tools for business production systems.
8. The influence of the international environment on business decision making.
9. Principles of real estate and insurance decision making.
10. Interpret, understand and communicate quantitative concepts.
11. Critically evaluate and compare alternative ideas or policies using complex criteria.
12. Effectively communicate concepts and ideas in spoken and written form.

Courses	Content									Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO 12
Business Core												
BUL 4310			X									X
ECP 3703	X							X		X		
FIN 3403	X	X								X		
MAN 3025				X								
MAN 4504							X			X		
MAR 3023					X							
QMB 3250						X				X		
Major												
ECO 3731	X							X			X	
GEB 3112	X	X	X	X						X	X	X
MAN 4301				X						X	X	
MAR 3231					X						X	X
REE 3043									X	X		
RMI 3011									X	X		

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Business Administration, General Studies

Description of the Major

The business administration general studies major provides you with a foundation in the following areas of business: economics, accounting, finance, management, marketing, business law, statistics and operations management. Special emphasis is placed on your ability to understand the links between various business disciplines and the development of sound business plans. You will be able to effectively analyze business' strengths and weaknesses, as well as investigate the opportunities and challenges that are present in the business environment. You will also have an opportunity for in-depth study of a chosen specialization.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Educational Testing Service's Business Field Test. The score from this exam will be incorporated into MAN 4504 taken in the final term.
- Complete the Individual Student Assessments required by the chosen area of specialization.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by the faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the basic business functions of accounting, decision sciences, economics, finance, management and marketing.
2. Knowledge of the chosen specialization (over **70 specialization options** are available, ranging from agricultural law to zoology).
3. Interpret, understand and communicate quantitative concepts.
4. Critically evaluate and compare alternative ideas (or policies) using complex criteria.
5. Effectively communicate concepts and ideas in spoken and written form.

Courses	Content		Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Preprofessional					
ACG 2021C	X				
ACG 2071	X				
CGS 2531			X		
ECO 2013	X		X		
ECO 2023	X		X		
MAC 2233			X	X	
STA 2023			X	X	
Business Core					
BUL 4310	X				X
ECP 3703	X		X		X
FIN 3403	X		X		
MAN 3025	X				
MAN 4504	X		X	X	
MAR 3023	X				
QMB 3250	X		X	X	
Major					
Specialization Course		X		X	X
Specialization Course		X		X	X
Specialization Course		X		X	X
Specialization Course		X		X	X

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Chemical Engineering

Description of the Major

The chemical engineering program will enable you to apply knowledge of mathematics, science and engineering principles to chemical engineering problems; to design and conduct chemical engineering experiments and to analyze and interpret the data; to design a chemical engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints; and to communicate technical data and design information effectively in speech and in writing to other chemical engineers.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.>
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to chemical engineering problems.
2. Design and conduct chemical engineering experiments and analyze and interpret the data.
3. Design a chemical engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other chemical engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
ECH 3101	X	X		
ECH 4323L	X		X	
ECH 4644		X	X	X
ECH 4934				X

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Chemistry

Description of the Major

Chemistry is the study of matter: The structure and properties of matter, the transformations from one form of matter to another and the energy transformations associated with these transformations.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve at least 50% on the Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam.
- Obtain a minimum grade of C or better in laboratory courses CHM 2211L, CHM 3120L, 4130L and either CHM 4411L or CHM 4413L.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by the chemistry faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of physical, organic, inorganic and analytical chemistry.
2. Comprehension and use of laboratory skills in synthetic, quantitative and instrumental methods as scientific approaches to gathering and verifying knowledge.
3. Critical thinking in chemistry including interpretation, evaluation, explanation and critical inquiry; how to ask appropriate questions, gather relevant information efficiently and creatively, sort through this information, reason logically from this information and come to reliable and trustworthy conclusions.
4. Ability to collect, analyze and articulate results clearly and effectively in speech and in writing in an acceptable style of presentation.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
General				
CHM 2045	X			
CHM 2045L		X		
CHM 2046	X			
CHM 2046L		X		
Organic				
CHM 2210	X		X	
CHM 2211	X		X	
CHM 2211L		X	X	X
Analytical				
CHM 3120	X		X	
CHM 3120L	X	X	X	X
CHM 4130	X		X	
CHM 4130L	X	X	X	X
Physical and Inorganic				
CHM 3610	X		X	
CHM 4411	X		X	
CHM 4411L	X	X	X	X
CHM 4412	X		X	
CHM 4413L	X	X	X	X
Electives				
CHM 3218	X		X	
CHM 3610L	X	X	X	X
CHM 4235	X		X	
CHM 4272	X		X	

Required Courses in Other Departments				
MAC 2311	X			
MAC 2312	X			
MAC 2313	X			
PHY 2048	X		X	
PHY 2048L		X		
PHY 2049	X		X	
PHY 2049L		X		

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Civil Engineering

Description of the Major

Civil engineering is the oldest and most diverse branch of engineering and includes the design and construction of bridges, buildings, dams, waterways, coastal protection works, airports, pipelines, space launching facilities, railroads, highways, sanitary systems, ocean structures and facilities, foundations, harbors, waterworks and many other systems and structures upon which modern civilization depends. In its broadest sense, the civil engineer adapts the physical features of the earth to the needs of society. Approximately one out of four engineers is engaged in civil engineering.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass an assessment in two courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete the Fundamentals of Engineering examination.
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to civil engineering problems.
2. Conduct civil engineering experiments, analyze and interpret data.
3. Design a civil engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other civil engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
CEG 4011		X		X
CES 3102	X			
CES 4702	X		X	
CGN 4905			X	X
CGN 4910			X	X
CWR 3201		X		

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Classical Studies

Description of the Major

The Bachelor of Arts in classical studies, with specializations in classical civilization, ancient language, or teacher certification is designed to provide a strong foundation in the liberal arts through study of the language, literature, monuments, and history of ancient Greece and Rome. Students majoring in classical studies will develop linguistic, critical thinking and writing skills while gaining knowledge of classical civilization. They will also explore the connection between the ancient and modern worlds and discover the contribution of classical culture to western civilization.

Additional information is available from your major's website.

Before Graduating You Must

- Successfully complete a department capstone course for majors.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Linguistic competency (complete the beginning language sequence in ancient Greek or Latin with a grade of C or better based on vocabulary and conjugation/declension exams) in either Latin or ancient or modern Greek (i.e., knowledge of vocabulary, morphology and syntax).
2. Knowledge of the socio-historical context of ancient Greece and Rome and their relationship to the modern world. (complete a paper or oral presentation in the capstone course, graded according to department rubric with a grade of C or better.)
3. Ability to read, analyze and interpret Greek and/or Latin literature in the original or in translation. (complete a literary analysis or oral presentation in the capstone course, graded according to department rubric with a grade of C or better.)
4. Ability to translate passages of ancient Greek and/or Latin (complete the beginning language sequence in ancient Greek or Latin with a grade of C or better based on vocabulary and conjugation/declension exams.)

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
Greek				
GRW 2250	X	X	X	X
GRW 3102	X	X	X	X
GRW 3300	X	X	X	X
GRW 3303	X	X	X	X
GRW 3501	X	X	X	X
Latin				
LNW 2630/ LNW 2660	X	X	X	X
LNW 3220	X	X	X	X
LNW 3310	X	X	X	X
LNW 3320	X	X	X	X
LNW 3360	X	X	X	X
LNW 3380	X	X	X	X
LNW 3490	X	X	X	X
LNW 3644	X	X	X	X
LNW 3660	X	X	X	X
LNW 3930	X	X	X	X
Modern Greek				
GRK 1130	X	X	X	X
GRK 1131	X	X	X	X
GRK 2200	X	X	X	X
GRK 2201	X	X	X	X
GRK 4300	X	X	X	X

Civilization				
CLA 2100		X	X	
CLA 2120		X	X	
CLA 3114		X	X	
CLA 3151		X	X	
CLA 3161		X	X	
CLA 3500		X	X	
CLA 3501		X	X	
CLA 3504		X	X	
CLA 3700		X	X	
CLA 3791		X	X	
CLA 3793		X	X	
CLA 3930		X	X	
CLA 4173		X	X	
CLA 4880		X	X	
CLT 3041		X	X	
CLT 3102		X	X	
CLT 3291		X	X	
CLT 3340		X	X	
CLT 3370		X	X	
CLT 3371		X	X	
CLT 3378		X	X	
CLT 3510		X	X	
CLT 4374		X	X	

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Communication Sciences and Disorders (for College of Liberal Arts and Sciences seniors who will graduate by Summer 2010)

Description of the Major

The Bachelor of Arts in communication sciences and disorders has two primary goals. First, this degree provides you with a liberal arts education, which gives you the option of several career paths, such as law, medicine, special education or other health related professions. Second, the undergraduate program provides an understanding of the normal processes involved in human communication so that you will be prepared for graduate programs where you will be immersed in dealing with atypical or pathological conditions related to speech, language, swallowing and/or hearing.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the undergraduate CSD written examination.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply theories and principles of basic acoustics/psychoacoustics, anatomy and physiology of speech/hearing, neuroanatomical/physiological bases of speech and normal language development.
2. Understand key issues in etiology and the characteristics of speech, language and auditory disorders.
3. Demonstrate the basics of assessment and treatment of speech, language and auditory disorders.
4. Understand and describe professional practice patterns and ethical standards.
5. Describe the fundamental relationships between aging and communication, cultural influences on communication and modalities of communication.
6. Transcribe normal and disordered speech phonetically.
7. Apply clinical problem-solving skills to defend assessment and treatment choices.
8. Articulate ideas effectively in an oral presentation on a critical topic.
9. Produce a coherent analytical essay on critical content.

Courses	Content						Critical Thinking	Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
LIN 2210					X	X			
SPA 3011	X				X		X		
SPA 3032	X						X		
SPA 3101	X	X			X				
SPA 4004	X				X	X			
SPA 4050		X	X	X	X		X		
SPA 4104	X	X			X				
SPA 4250	X	X	X	X	X	X	X		
SPA 4400	X	X	X		X		X	X	
SPA 4302		X	X	X	X		X		X
SPA 4321		X	X	X	X		X		

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Communication Sciences and Disorders (College of Public Health and Health Professions)

Description of the Major

The undergraduate program provides an understanding of the expected processes involved in human communication so that you will be prepared for graduate programs where you will be immersed in dealing with atypical or pathological conditions related to speech, language, swallowing and/or hearing.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the undergraduate CSD written examination.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply theories and principles of basic acoustics/psychoacoustics, anatomy and physiology of speech/hearing, neuroanatomical/physiological bases of speech and normal language development.
2. Understand key issues in etiology and the characteristics of speech, language and auditory disorders.
3. Demonstrate the basics of assessment and treatment of speech, language and auditory disorders.
4. Understand and describe professional practice patterns and ethical standards.
5. Describe the fundamental relationships between aging and communication, cultural influences on communication and modalities of communication.
6. Transcribe normal and disordered speech phonetically.
7. Demonstrate an understanding of the impact of disease and disability on the health of populations.
8. Apply clinical problem-solving skills to defend assessment and treatment choices.
9. Articulate ideas effectively in an oral presentation on a critical topic.
10. Produce a coherent analytical essay on critical content.

Courses	Content							Critical Thinking	Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
LIN 2210					X	X				
PHC 4101							X			
SPA 3011	X				X			X		
SPA 3032	X							X		
SPA 3101	X	X			X					
SPA 4004	X				X	X				
SPA 4050		X	X	X	X			X		
SPA 4104	X	X			X					
SPA 4250	X	X	X	X	X	X		X		
SPA 4302		X	X	X	X			X		X
SPA 4321		X	X	X	X			X		
SPA 4400	X	X	X		X			X	X	

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Computer Engineering

Description of the Major

The Bachelor of Science in Computer Engineering is concerned with the theory, design, development and application of computer systems and information processing techniques. You will be equally proficient working with computer systems, hardware and software, as with computer theory and applications.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass assessment according to department rubric of student performance on a major design experience.
- Pass assessment in one or more core courses of individual assignments targeted to each SLO.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement before the beginning of tracking term 5.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics and science to computer engineering problems.
2. Design and conduct computer engineering experiments, analyzing and interpreting the data.
3. Design a computer engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other computer scientists and engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
CEN 3031				X
CEN 4914 or EEL 4924C	X	X	X	X
CIS 3020			X	
COT 4501 or EEL 3135	X	X		

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Computer Science, Liberal Arts and Sciences

Description of the Major

The College of Liberal Arts and Sciences' computer science program exposes you to a broad range of disciplines, including programming languages, theory of computer science, physical science, mathematics and software engineering. You will graduate with the ability to apply knowledge of science and mathematics to computer science probelms, to design computer systems or components to satisfy users' needs and to communicate technical information regarding computer systems to other computer scientists. This program emphasizes the broader aspects of computer science and is less technical in depth than the computer science program in the College of Engineering.

Additional information is available from your major's website.

Before Graduating You Must

- Pass assessment according to department rubric of student performance on a major design experience.
- Pass assessment in one or more core courses of individual assignments targeted to each SLO.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement before the beginning of tracking term 5.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics and science to computer science problems.
2. Design a computing system, component or process, analyzing and interpreting the data.
3. Use the techniques, skills and tools necessary for computer science practice.
4. Design a computing system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, and health and safety constraints.
5. Identify, formulate and solve computer science problems.
6. Communicate technical data and design information effectively in writing, in speech and in multidisciplinary teams to other computer scientists.

Courses	Content			Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
CDA 3101	X		X	X	X	
CEN 3031						X
CIS 3020			X	X	X	
CIS 4914	X	X	X	X	X	X
COP 3530	X		X		X	
COP 4600			X	X		
COT 3100	X		X			
COT 4501	X	X			X	

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Computer Science, Engineering

Description of the Major

The College of Engineering's computer science program combines a strong engineering technical basis with a flexible interdisciplinary component and strong communication skills. This program emphasizes the technical aspects of computer science and is less flexible than the computer science program in the College of Liberal Arts and Sciences.

Additional information is available from your major's website.

Before Graduating You Must

- Pass assessment according to department rubric of student performance on a major design experience.
- Pass assessment in one or more core courses of individual assignments targeted to each SLO.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement before the beginning of tracking term 5.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics and science to computer science problems.
2. Design and conduct computer science experiments, analyzing and interpreting the data.
3. Design a computer science system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other computer scientists and engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
CDA 3101			X	
CEN 3031				X
CIS 4913C or 4914	X	X	X	X
COT 4501	X	X		X

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Creative Photography

Description of the Major

The Bachelor of Fine Arts in creative photography enables you to achieve proficiency in the principles and practices utilized by professional artists and affiliated industries. Through the study of art theory, art history and historic and contemporary art, you gain knowledge of art genres and systems of thought. Emphasis is on the development of the concepts and skills related to creative photography and the development of a personal artistic idiom. You will learn to use research practices effectively and to discuss the development of your work in speech and in writing.

Additional information is available from your major's website.

Before Graduating You Must

- Pass a particular test, a final project, a term paper and/or a portfolio, as determined by a particular major.
- Pass a senior-level capstone course that includes an exhibition of the student's work (portfolio). The portfolio will be evaluated by appropriate faculty prior to graduation.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply the principles and practices of a professional artist.
2. Understand and apply art criticism and theory.
3. Use sound research practices.
4. Use appropriate technology.
5. Understand the world through study of international historic and contemporary art.
6. Engage in complex thought, analysis and reasoning.
7. Observe, analyze and explain motivation for and intent of an individual's work.
8. Communicate effectively in speech and writing.
9. Reason and learn collaboratively.

Courses	Content				Critical Thinking			Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Required									
ARH 3XXX/ ARH 4XXX		X	X		X	X		X	
ART 1802C	X	X	X	X	X	X	X	X	X
ART 1803C	X	X	X	X	X	X	X	X	X
ART 2701C or ART 2757C			X	X	X	X	X	X	X
ART 2930C	X			X					
ART 3807C	X	X	X	X	X	X	X	X	X
ART 4955C	X	X	X	X	X	X	X	X	
Major									
PGY 2101	X	X	X	X	X	X	X		X
PGY 2441C	X	X	X	X					
PGY 2442C	X	X	X	X					X
PGY 3410C	X	X	X	X	X	X	X		
PGY 3421	X	X	X	X			X		X
PGY 3444C	X	X	X	X	X	X	X		
PGY 3801C	X	X	X	X					X
PGY 4420C	X	X	X	X	X	X	X	X	X

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Criminology

Description of the Major

The Bachelor of Arts in criminology introduces you to the study of criminal behavior, criminal justice systems and law from a multidisciplinary, liberal arts perspective. It enables you to understand crime, how society reacts to it (especially through the criminal justice system and law) and the interrelationships between features of society and law. It includes learning about the theories of crime and methods for studying crime, law and society.

Additional information is available from your major's website.

Before Graduating You Must

- Pass department examinations regarding crime, criminal justice, law and society, and criminological theory.
- Complete a research paper for CCJ 3701 demonstrating your ability to research and to interpret research in criminology, law and society.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know the criminal justice system, the interrelationships among its components and their fit with society.
2. Know the legal institutions, the law and their interaction in society.
3. Analyze theories of crime and their implications for programs and policies to reduce crime.
4. Interpret and evaluate research in criminology, law and society and exhibit proficiency in the techniques used to conduct such research.
5. Communicate ideas clearly and effectively in an accepted style of presentation.

Courses	Content		Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CCJ 3024	X				
CCJ 3038		X			
CCJ 3701				X	X
CCJ 4604			X		

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Dance

Description of the Major

The Bachelor of Fine Arts in dance provides extensive training and skills in contemporary dance and choreography with four interlocking areas of 21st century dance study: choreography and performance, intercultural dance studies, dance and medicine, and dance theatre. Dance is studied as a major performing art that impacts artistic, cultural, intellectual and social spheres.

Additional information is available from your major's website.

Before Graduating You Must

- Develop a senior project for faculty evaluation.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Proficiency in modern dance, ballet, jazz and world dance with mastery in modern dance.
2. Knowledge of appropriate traditional and innovative techniques.
3. Competency through public performance.
4. Ability to develop and realize a composition for public performance.
5. Abilities to develop creative processes and innovative contributions to dance; to develop visual and aural perceptions as related to performance quality, movement composition and production design.
6. Ability to understand and evaluate contemporary thinking about dance and related arts.
7. A critical sense of what defines 'serious' work in dance and the ability to recognize ideas and goals embodied in the work.
8. An informed view of the interaction of art and society in the 21st century.
9. Ability to make informed assessments about quality in dance.

Courses	Content				Critical Thinking				Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Core									
DAA 2381	X	X	X			X	X	X	
DAA 3548		X							
DAN 2100		X					X	X	X
DAN 4124		X				X		X	X
Major									
DAA 2104	X	X	X		X	X			
DAA 2204	X	X	X		X	X			
DAA 2504	X	X	X		X				
DAA 2610			X	X					X
DAA 2611			X	X					X
DAA 3108	X	X	X		X	X			
DAA 3208	X	X	X		X	X			
DAA 3508	X	X	X		X				
DAA 3614			X	X					X
DAA 3615			X	X					X
DAA 4110	X	X	X		X	X			
DAA 4210	X	X	X		X	X			
DAA 4510	X	X	X		X				
DAA 4920	X	X	X						
DAE 4300					X	X			
DAN 4180								X	
DAN 4959			X	X			X	X	
THE 4950				X	X				

TPA 3214				X	X				

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Digital Arts and Sciences

Description of the Major

The major crosses college boundaries between engineering and fine arts. This degree is an interdisciplinary engineering program combining developing skills in art and computers. You will be well versed in issues and solutions for basic art technique and graphic art design, as well as modeling 3D virtual worlds. You will be experienced in collaborative multidisciplinary teams, compositions and projects focusing on multimedia productions.

Additional information is available from your major's website.

Before Graduating You Must

- Pass assessment of performance on a major design experience, according to department grading rubric.
- Pass assessment in one or more core courses of individual assignments targeted to each SLO.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement before beginning tracking term 5.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics and science to computer science problems.
2. Apply knowledge of multimedia, human-computer interaction, graphics and simulation to application domains.
3. Design a human-computer interface involving animation, sound and immersive environments.
4. Communicate technical information in a team environment comprised of artists, designers and computer scientists.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
CDA 3101			X	
CEN 3031				X
CIS 4913C or 4914	X	X	X	X
COT 4501	X	X		X

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East Asian Languages and Literatures

Description of the Major

The major in East Asian languages and literatures, with specialization in Chinese or Japanese, enables you to achieve language proficiency in Chinese or Japanese. Through study of literature, film, culture and linguistics, you gain knowledge of literary and historical genres, systems of thought and language structure and use. Emphasis is on cultivating your ability to assemble arguments from literary or media texts, and to analyze patterns in language. You will learn to locate and use reference tools and to demonstrate the ability to communicate independent, critical perspectives.

Additional information is available from your major's website.

Before Graduating You Must

- Pass either the Chinese STAMP Proficiency Test Level 4, the Japanese Language Proficiency Test Level 3 or the equivalent by the end of the second semester of the third-year language course.
- Achieve satisfactory faculty evaluation of a self-selected term paper written for an upper-division course or senior thesis.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Proficiency in either Chinese or Japanese in the third year of language study.
2. Distinguish literary genres and define basic historical genres in East Asian literature; or identify formal patterns of sound and syntax in Chinese or Japanese and know the social patterns of language use in context.
3. Analyze meaning based on genre attributes.
4. Identify strategies for assembling arguments from literary or media texts; or isolate patterns in linguistic data and apply frameworks toward their analysis.
5. Know how to locate and use reference tools to add an independent perspective to critical arguments.
6. Identify premises in your argument, judiciously handle materials and effectively communicate independent, critical perspectives in oral or written form.

Courses	Content			Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Chinese						
CHI 3410	X					
CHI 3411	X					
CHI 3500					X	X
Japanese						
JPN 3410	X					
JPN 3411	X					
JPT 3500		X	X	X	X	X
Any four of the following						
CHI 3440	X					
CHI 4850		X		X	X	X
CHI 4930					X	X
CHI 4935					X	X
CHT 3110		X	X	X	X	X
CHT 3123		X	X	X	X	X
CHT 3124		X	X	X	X	X
CHT 4111		X	X	X	X	X
CHT 4122		X	X	X	X	X
CHW 4120	X	X	X	X	X	X
CHW 4121	X	X	X	X	X	X
CHW 4130	X	X	X	X	X	X
CHW 4140	X			X	X	X

CHI 3403		X	X			
FOL 3932		X	X			
JPN 3440	X					
JPN 3730		X		X	X	X
JPN 4850		X		X	X	X
JPN 4930					X	X
JPN 4935					X	X
JPN 4940					X	X
JPT 3100		X	X	X	X	X
JPT 3120		X	X	X	X	X
JPT 3121		X	X	X	X	X
JPT 3140		X	X	X	X	X
JPT 3300		X	X	X	X	X
JPT 3391		X	X	X	X	X
JPT 4502		X	X	X	X	X
JPT 4130		X	X	X	X	X
JPT 4510		X	X	X	X	X
JPW 4130	X	X	X	X	X	X
JPW 4131	X	X	X	X	X	X

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Economics, Business Administration

Description of the Major

The economics, business administration major teaches you the skills used to understand how households, firms and governments make economic decisions and the implications of those decisions for the business environment, resource allocation, pricing, the distribution of income and macroeconomic variables. You also learn core business skills in accounting, decision sciences, economics, finance, management and marketing.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Educational Testing Service's Economics and Business Field Tests. The Economics Field Test will be 10% of your grade in ECO 3203; the Business Field Test will be incorporated into MAN 4504 taken in the final term.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand the basic business functions of accounting, statistics, operations management, economics, finance, management and marketing.
2. Understand the implications of utility maximization for the behavior, choices of households and how households respond to incentives.
3. Understand the implications of profit maximization for the behavior and choices of firms in the short run, the long run and a variety of market structures.
4. Understand the meaning and implications of economic efficiency.
5. Understand how the implications of decisions made by households, firms, the government and the foreign sector affect a country's macroeconomic variables like output, interest rates, inflation, exchange rates and the trade balance.
6. Understand how economists use statistics to learn about economic behavior.
7. Critically evaluate and compare alternative policies using complex criteria.
8. Interpret, understand and communicate quantitative concepts.
9. Articulate ideas clearly and effectively in speech and in writing in an accepted manner of presentation.

Courses	Content						Critical Thinking	Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Preprofessional									
ACG 2021C	X								
ACG 2071	X								
CGS 2531								X	
ECO 2013	X				X			X	
ECO 2023	X	X	X	X				X	
MAC 2233								X	
STA 2023						X		X	
Business Core									
BUL 4310	X								
ECP 3703	X	X	X	X				X	
FIN 3403	X							X	
MAN 3025	X								
MAN 4504	X							X	
MAR 3023	X								
QMB 3250	X					X		X	
Major									
ECO 3203					X	X	X	X	X
ECO Electives*		X	X	X	X	X	X	X	X

* Economics electives: ECO 3532, ECO 3704, ECO 3713, ECO 4400, ECO 4431, ECO 4504, ECO 4730, ECO 4935, ECP 3006, ECP 3113, ECP 3203, ECP 3302, ECP 3429, ECP 3530, ECP 4330, ECP 4403, ECP 4451, ECS 3403, ECS 4013, ECS 4203 and ECS 4334.

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Economics, Liberal Arts and Sciences

Description of the Major

This major teaches you the skills used to understand how households, firms and governments make economic decisions and the implications of those decisions for resource allocation, pricing, the distribution of income and macroeconomic variables.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Economics Field Test conducted by the ETS. This test will be 10% of your grade in ECO 3203.The goal of the Department of Economics is that our students' average score exceed the national average of 154. However, a score of 154 is not a graduation requirement.
- Honors students only: Propose and defend an honors thesis before the department's undergraduate committee.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand the implications of utility maximization for the behavior and choices of households and understand how households respond to incentives.
2. Understand the implications of profit maximization for the behavior and choices of firms in the short run, the long run and a variety of market structures.
3. Understand the meaning and implications of economic efficiency.
4. Understand how the implications of decisions made by households, firms, the government and the foreign sector affect a country's macroeconomic variables like output, interest rates, inflation, exchange rates and the trade balance.
5. Understand how economists use statistics to learn about economic behavior.
6. Critically evaluate and compare alternative policies using complex criteria.
7. Interpret, understand and communicate quantitative concepts.
8. Articulate ideas clearly and effectively in speech and in writing, in an accepted manner of presentation.

Courses	Content					Critical Thinking	Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
Preprofessional								
ECO 2013				X			X	
ECO 2023	X	X	X				X	
MAC 2233							X	
STA 2023					X		X	
Major								
ECO 3101	X	X	X				X	X
ECO 3203				X	X	X	X	X
ECO Electives*	X	X	X	X	X	X	X	X
Honors Thesis	X	X	X	X	X	X	X	X

* Economics electives: ECO 3532, ECO 3704, ECO 3713, ECO 4400, ECO 4504, ECO 4730, ECO 4934, ECO 4935, ECP 3006, ECP 3113, ECP 3203, ECP 3302, ECP 3409, ECP 3530, ECO 4213, ECP 4330, ECP 4403, ECP 4451, ECS 3403, ECS 4013 and ECS 4203.

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Education, Early Childhood (PreK - grade 3)

Description of the Major

This degree is the first step of a two-step process that prepares you for certification to teach Preschool Education (birth - age 4) in the state of Florida. The second step requires completion of the Master of Education degree in prekindergarten education (age 3 - grade 3). The undergraduate program develops the foundation knowledge and skills for effective planning, teaching and evaluating young children's learning and development.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the General Knowledge Test and the Preschool Education (Birth - Age 4) Subject Area Test of the Florida Teacher Certification Examination.
- Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices 1, 2 and 4 - 12, as determined by multiple instructors across the program of study.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate competency for children, birth to age 4, in child development, contemporary research in early childhood, cultural and linguistic diversity, strategies for engaging families, developmentally appropriate instructional practices, special services for children, screening and assessment, and safety, mental and physical health.
2. Create, select and implement: (1) specific learning goals, (2) appropriate teaching methods and instructional materials and (3) evaluation strategies aligned with goals, using knowledge of children and developmentally appropriate practices.
3. Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time.
4. Effectively communicate with students, including students whose home language is not standard English, as well as parents and other school personnel.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
EDF 3122	X	X		
EDF 3433	X	X		
EEC 4215		X		
EEX 3012	X			X
EEX 3062	X	X	X	
EEX 3226	X	X		
EEX 4754	X	X	X	
EEX 4790	X	X	X	X
EEX 4812	X	X	X	
EEX 4905	X		X	
EME 4401	X	X		
LIN 3710	X	X		

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Education, Elementary and Special Education (grades K-6)

Description of the Major

This degree is the first step of a two-step process that prepares you for certification to teach grades K - 6 in the state of Florida. The second step requires completion of the Master of Education degree in elementary education or special education. The undergraduate program develops the foundation knowledge and skills for effective planning, teaching and evaluating pupil learning.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the General Knowledge Test and the Elementary Education (K - 6) Subject Area Test of the Florida Teacher Certification Examination.
- Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices 1 - 12 as determined by multiple instructors across the program of study.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate competency in subject matter for grades K - 6 in language arts, social science, mathematics, science, technology, physical education and health and the arts.
2. Create, select and implement: (1) specific learning goals, (2) appropriate teaching methods and instructional materials and (3) evaluation strategies aligned with goals, using knowledge of subject matter, learners and classroom management.
3. Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time.
4. Effectively communicate with students, including students whose home language is not standard English, as well as with parents and other school personnel.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
ARE 4314	X			
EDE 4942		X	X	X
EDF 3115		X	X	
EEX 3070		X	X	X
EEX 3257		X	X	
EEX 3616		X		
EME 4401		X		
HSC 3301	X			
LAE 3005		X		
LAE 4314		X		
MAE 3811	X			
MAE 4310		X		
MUE 3210	X			
SCE 4310		X		
SSE 4312		X		
TSL 3526		X		
Electives*	X			

* Select from department list one 3000-level social science course and one 3000-level science course.

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Electrical Engineering

Description of the Major

Electrical engineering emphasizes development of the transmission and utilization of electric energy and intelligence. Electrical engineers design products and systems that meet the needs of today and tomorrow's electrical and electronic systems. You will be able to design communication systems; design the electronic components that run computers, motor vehicles, TVs, stereo systems and robots for automated factories; design aircraft and spacecraft control systems; design utility and industrial power systems; and design biological and biomedical systems.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to electrical engineering problems.
2. Design and conduct electrical engineering experiments, analyzing and interpreting the data.
3. Design an electrical engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other electrical engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
EEE 3308C		X	X	X
EEL 3135	X			
EEL 3472	X			
EEL 4924C		X	X	X

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English

Description of the Major

English explores the rich diversity of cultures through study of the interaction of cultural objects and contexts. In the English major, you learn how to understand, to communicate about and to produce cultural objects. The study of English does not imply a specific course of study nor a prescribed set of outcomes; instead, you explore the study of language, literature, theory, etc., within different contexts such as American literary history, British literary history, African American literary history, film and media studies, genders and sexualities, theory, cultural studies, post-colonial studies, world literatures in English, communications and creative writing.

Additional information is available from your major's website.

Before Graduating You Must

- Complete ten English courses (3000 or above) that demonstrate proficiency in the five student learning outcomes, graded according to **department grading rubric**.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand cultural objects by exposure to interpretations and/or the practice of interpretations in different contexts.
2. Effectively produce cultural objects and/or interpretations of cultural objects: texts, films, media, hypertexts, etc.
3. Understand and work with contexts. Context models include:
   - A. Advanced Writing
   - B. African American/Africa Diaspora Studies
   - C. American Literature
   - D. British Literature
   - E. Children's Literature
   - F. Creative Writing
   - G. Cultural Studies
   - H. Drama/Theater
   - I. Feminisms, Genders and Sexualities
   - J. Film and Media Studies
   - K. Medieval Studies
   - L. Postcolonial Studies
   - M. Studies in Theory
   - N. Individual Studies
4. Demonstrated ability to interpret cultural objects.
5. Articulate cultural objects in texts (e.g., essays, term papers, reaction papers, short stories, poems, screenplays, memos, reports, etc.), films or videos, hypertexts, media, etc.

Courses	Content																Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3														SLO 4	SLO 5
			A	B	C	D	E	F	G	H	I	J	K	L	M	N		
AML 3031	X	X			X				X							X	X	X
AML 3041	X	X			X				X							X	X	X
AML 3270	X	X		X	X				X							X	X	X
AML 3271	X	X		X	X				X							X	X	X
AML 3284	X	X			X				X		X					X	X	X
AML 3285	X	X			X				X		X					X	X	X
AML 4170	X	X	X		X				X						X	X	X	X
AML 4213	X	X			X				X							X	X	X
AML 4225	X	X			X				X							X	X	X
AML 4242	X	X			X				X							X	X	X
AML 4282	X	X			X				X		X			X		X	X	X
AML 4311	X	X			X				X							X	X	X
AML 4453	X	X			X				X							X	X	X

AML 4685	X	X		X	X				X					X		X	X	X
CRW 3110	X	X							X							X	X	X
CRW 3310	X	X							X							X	X	X
CRW 4905	X	X							X							X	X	X
CRW 4906	X	X							X							X	X	X
ENC 3250	X	X		X												X	X	X
ENC 3254	X	X		X												X	X	X
ENC 3310	X	X		X												X	X	X
ENC 3312	X	X		X												X	X	X
ENC 3414	X	X		X								X				X	X	X
ENC 4212	X	X		X												X	X	X
ENC 4255	X	X		X												X	X	X
ENC 4260	X	X		X												X	X	X
ENG 3010	X	X			X				X	X					X	X	X	X
ENG 3011	X	X							X	X					X	X	X	X
ENG 3063	X	X		X					X							X	X	X
ENG 3113	X	X							X			X				X	X	X
ENG 3115	X	X			X				X	X		X			X	X	X	X
ENG 3121	X	X							X			X				X	X	X
ENG 3122	X	X							X			X				X	X	X
ENG 4015	X	X			X				X	X					X	X	X	X
ENG 4060	X	X		X					X				X			X	X	X
ENG 4110	X	X							X			X			X	X	X	X
ENG 4130	X	X							X			X		X		X	X	X
ENG 4133	X	X							X			X				X	X	X
ENG 4134	X	X							X		X	X				X	X	X
ENG 4135	X	X							X			X		X		X	X	X
ENG 4136	X	X							X			X				X	X	X
ENG 4139	X	X							X			X		X		X	X	X
ENG 4146	X	X							X			X				X	X	X
ENG 4905	X	X														X	X	X
ENG 4936	X	X														X	X	X
ENG 4940	X	X		X												X	X	X
ENG 4953	X	X														X	X	X
ENG 4956	X	X														X	X	X
ENG 4970	X	X														X	X	X
ENL 3112	X	X				X			X							X	X	X
ENL 3122	X	X				X			X					X		X	X	X
ENL 3132	X	X				X			X							X	X	X
ENL 3133	X	X				X			X							X	X	X
ENL 3154	X	X				X			X							X	X	X
ENL 3210	X	X				X			X				X			X	X	X
ENL 3230	X	X				X			X							X	X	X
ENL 3231	X	X				X			X							X	X	X
ENL 3241	X	X				X			X							X	X	X
ENL 3251	X	X				X			X							X	X	X

	X	X				X			X				X			X	X	X
ENL 4221	X	X				X			X				X			X	X	X
ENL 4273	X	X				X			X					X		X	X	X
ENL 4311	X	X				X			X				X			X	X	X
ENL 4333	X	X				X			X	X			X			X	X	X
LIN 3680	X	X														X	X	X
LIN 4600	X	X														X	X	X
LIN 4605	X	X														X	X	X
LIT 3003	X	X							X	X			X		X	X	X	X
LIT 3031	X	X							X	X						X	X	X
LIT 3041	X	X							X	X			X			X	X	X
LIT 3043	X	X							X	X						X	X	X
LIT 3173	X	X							X							X	X	X
LIT 3313	X	X							X							X	X	X
LIT 3362	X	X							X							X	X	X
LIT 3374	X	X							X				X			X	X	X
LIT 3383	X	X							X		X			X		X	X	X
LIT 3400	X	X							X							X	X	X
LIT 4183	X	X		X					X	X				X	X	X	X	X
LIT 4188	X	X							X					X		X	X	X
LIT 4192	X	X				X			X							X	X	X
LIT 4194	X	X		X					X					X		X	X	X
LIT 4320	X	X				X			X							X	X	X
LIT 4322	X	X					X		X							X	X	X
LIT 4331	X	X					X		X							X	X	X
LIT 4332	X	X					X		X							X	X	X
LIT 4333	X	X					X		X							X	X	X
LIT 4334	X	X					X		X							X	X	X
LIT 4431	X	X	X				X		X							X	X	X
LIT 4483	X	X		X					X					X	X	X	X	X
LIT 4535	X	X							X		X					X	X	X
LIT 4554	X	X		X					X	X	X				X	X	X	X
LIT 4930	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SPC 3605	X	X	X													X	X	X
SPC 4680	X	X								X					X	X	X	X

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Entomology and Nematology

Description of the Major

The entomology and nematology curriculum develops an excellent knowledge base and an understanding of concepts and fundamental practices. Through formal courses, laboratory experimentation and individual research experience, you will learn how the scientific method is applied to the biological world at the whole organism and population levels. You will learn to evaluate hypotheses, to acquire and interpret experimental data, and to communicate results effectively in appropriate styles. Special focus will be information on insect identification, morphology, behavior, physiology and ecology.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the entomology and nematology competency exam, which will be tailored to individual specializations.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of insect identification, morphology, physiology and behavior.
2. Ability to acquire and analyze experimental data and interpret results in the entomological sciences.
3. Ability to articulate research results clearly.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
ENY 3005	X	X	X
ENY 3005L	X	X	X
ENY 4161	X	X	X

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Environmental Engineering

Description of the Major

Environmental engineering applies engineering and scientific principles to protect and preserve human health and the environment. It embraces broad environmental concerns, including air and water quality, solid and hazardous wastes, groundwater protection and remediation, water resources and management, environmental policy, radiological health, environmental biology and chemistry, systems ecology, water and wastewater treatment and wetlands ecology.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass assessment by two or more faculty and/or industrial practitioners of student performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each particular learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Take the Fundamentals of Engineering exam (the first exam for professional engineering license).
-
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to environmental engineering problems.
2. Design and conduct environmental engineering experiments, analyzing and interpreting the data.
3. Design an environmental engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in writing and in speech to other environmental engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
EES 4102L		X		
EES 4201	X			
ENV 3040C	X			
ENV 4041C		X		
ENV 4514C			X	X
Capstone Course ENV 4432, ENV 4532 or ENV 4913			X	X

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Environmental Management in Agriculture and Natural Resources

Description of the Major

The interdisciplinary major in environmental management in agriculture provides you with the scientific and technical foundation to integrate and communicate the diverse environmental issues associated with agriculture and natural resources. You will be able to deal in an informed manner with the agricultural regulations and permitting requirements established by various agencies and jurisdictions, and you will achieve an appreciation for the complexities of agricultural practices. You will learn to integrate, balance and communicate the mix of agricultural and environmental issues that need to be addressed in modern society.

Additional information is available from your major's website.

Before Graduating You Must

- Complete an approved senior-year research project (SOS 4905, Individual Work) related to management and science skills.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Cite specific examples of natural resources and environmental public policy issues and identify contending stakeholder interests with respect to each issue.
2. Appraise similarities between agronomic production and environmental protection issues.
3. Describe the role of soil and water in transport of contaminants in ecosystems and illustrate the interconnectedness of ecosystems and ecosystem components with specific examples.
4. Acquire and analyze experimental data and interpret results as related to agronomic, environmental and ecosystem issues.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
AEE 3030C					X
AEE 3033C					X
AEB 4123	X				
AEB 4274	X				
ALS 3133	X	X	X		
ALS 3153		X			
SOS 3022		X	X		
SOS 4244	X				
SOS 4245			X		
SOS 4720C				X	

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Environmental Science

Description of the Major

Environmental science is the science of humanity's role in natural systems, the basis of our economy. This program accesses courses universitywide and provides numerous opportunities for international study. You will acquire reliable knowledge and interdisciplinary perspectives of complex environmental issues, gaining the full range of knowledge relevant to a professional understanding of complex environmental problems in the biological and physical sciences, ethics, economics, policy and law.

Additional information is available from your major's website.

Before Graduating You Must

- Complete at least one course in each of the foundation areas.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know the essential concepts of physical and biological sciences that describe environmental systems.
2. Know the essential concepts of social sciences that describe human activity in the environment.
3. Apply the scientific method to developing reliable knowledge and to informing the policy process.
4. Effectively communicate concepts and conclusions in spoken and written form.

Courses	Content	Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4
Required, both degrees				
EVS 3000 and EES 3000L	X	X	X	X
EVS 4021			X	X
Bachelor of Arts Foundation Areas				
Earth and Soil Sciences	X	X		
Ecology	X			
Environmental Ethics		X		X
Environmental Law		X	X	X
Environmental Policy		X	X	
Global Systems	X			
Hydrologic Systems	X			
Natural Resource Management	X	X		
Public Administration		X	X	X
Resource Economics		X	X	
Bachelor of Science Foundation Areas				
Biological Sciences	X			
Earth and Soil Sciences	X			
Ecology	X			
Environmental Ethics		X		X
Environmental Policy		X	X	
Global Systems	X			
Human Dimensions		X		X
Hydrologic Systems	X			
Natural Resource Management	X	X		
Organic Chemistry	X			
Physical Sciences	X			

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Family, Youth and Community Sciences

Description of the Major

This major takes an interdisciplinary approach to the applied social sciences and prepares you for a career in professions that strengthen families, children, youth and communities. Your knowledge and skills will be developed through foundation courses in sociology, psychology and economics; through advanced courses in family, youth and community development; and through specialized courses in prevention and intervention. You will be able to evaluate strategies, integrate knowledge of ethical standards and use professional skills for handling contemporary problems.

Additional information is available from your major's website.

Before Graduating You Must

- Pass an exam on fundamental concepts given as part of FYC 4931.
- Pass AEE 3030C and AEE 3033C.
- Complete a final project, including a written report and oral presentation, for FYC 4931.
- Complete the practicum course FYC 4941 with performance evaluations completed by agency supervisors.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Explain, utilize and apply the guiding framework of human ecology and other related theories to contribute to positive outcomes for diverse families, youth and communities at home and abroad.
2. Identify, evaluate, interpret and apply current research findings relevant to families, youth and communities.
3. Integrate professional skills, ethical standards and knowledge needed to participate in and to provide leadership in civic and professional life.
4. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences and in family, youth and community sciences.

Courses	Content	Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4
AEE 3030C				X
AEE 3033C				X
FYC 3001	X	X	X	
FYC 3101	X	X		
FYC 3112	X	X		
FYC 3201	X	X		
FYC 3401	X			
FYC 4126	X	X	X	
FYC 4212	X	X	X	
FYC 4622	X			
FYC 4801		X		
FYC 4931	X	X		X
FYC 4941	X		X	

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Film and Media Studies

Description of the Major

The interdisciplinary studies major in film and media studies provides you with knowledge of film in its diversity and through its techniques. You will learn film theory and criticism and implement these ideas in the practice of viewing and/or making films. You will also present ideas clearly and effectively in writing and/or in film/video format as an optional ability.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know film in its diversity and through its techniques.
2. Know film theory and criticism, and implement these ideas in the practice of viewing and/or making films.
3. Present ideas clearly and effectively in a well-argued essay.
4. Optional ability to produce films in video format.

Courses	Content	Critical Thinking	Communication	
	SLO 1	SLO 2	SLO 3	SLO 4
IDS 4906	X	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Finance

Description of the Major

The finance major enables you to gain the basic finance, communication and critical thinking skills required for entry-level positions in corporate financial analysis, banking, investment and certain regulatory agencies. You will learn the basics of financial statements, the basics of working capital management and capital budgeting decisions, the types of securities available to investors and the risk/return attributes of those securities, the factors affecting security pricing, and the tradeoffs inherent in financing a business and paying out the profits of a business.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Educational Testing Service's Business Major Field Test. The score from this exam will be incorporated into MAN 4504 taken in the final term.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand computer technology and develop the ability to access and work with financial data.
2. Integrate and apply principles and methods of scientific inquiry, social sciences, arts and humanities to the business environment.
3. Understand individual business disciplines and their relationship to the domestic and global business environment.
4. Understand the basics of financial statements produced by corporations.
5. Understand basic operating decisions that require financial analysis such as working capital management and capital budgeting.
6. Understand the types of securities available to investors and the risk/return attributes of those securities.
7. Understand the tradeoffs involved in deciding how to finance a business and how to pay out profits to investors.
8. Understand the factors that determine the pricing of equity, debt and derivative securities.
9. Apply mathematical concepts to interpret, understand and communicate quantitative data.
10. Analyze and interpret economic and financial events for internal decision-making purposes.
11. Prepare spreadsheets for forecasting cash flows and valuing the cash flows with appropriate discount rates.
12. Effectively produce, interpret and analyze written text, oral messages and multimedia presentations used in business.

Courses	Content								Critical Thinking			Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO 12
Preprofessional												
ACG 2021C			X	X					X		X	
ACG 2071			X						X			
CGS 2531	X											
ECO 2013		X	X					X	X	X		
ECO 2023		X	X		X			X	X	X		
MAC 2233									X			
STA 2023		X				X			X	X		
Business Core												
BUL 4310			X									
ECP 3703			X		X		X		X	X		
FIN 3403	X		X	X	X	X	X	X	X	X		
MAN 3025		X	X									
MAN 4504		X	X						X	X		
MAR 3023		X	X									
QMB 3250	X		X			X			X	X		
Major												
FIN 4243	X		X	X	X	X	X	X	X	X	X	X
FIN 4504	X		X	X	X	X	X	X	X	X	X	X

FIN 4414	X		X	X	X	X	X	X	X	X	X	X

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Fire and Emergency Services

Description of the Major

The School of Building Construction offers an accessible Bachelor of Science program for members of the fire and emergency services. This degree program is designed to build on your experience in the fire service and to add the academic substance to prepare you to lead public or private sector fire and emergency service units.

Additional information is available from your major's website.

Before Graduating You Must

- Demonstrate ability in management, labor issues and operations.
- Demonstrate ability in services related to medical, disaster and human resources.
- Demonstrate ability in public relations, ethical practices and leadership.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Management skills and organizational problems associated with fire and emergency services.
2. Communications systems used in fire and emergency services.
3. Knowledge of and correct application of safety, health and environmental regulations at state and federal levels.
4. Demonstrate leadership skills in fire and emergency services.
5. Ability to address issues of management, code regulations and the labor market.
6. Effective demonstration of verbal communication skills for leadership in fire and emergency services.

Courses	Content			Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Professional						
FES 3015	X	X	X	X	X	X
FES 3033	X		X	X	X	X
FES 3153	X					
FES 3284	X	X	X	X	X	X
FES 3285	X		X	X	X	
FES 3753	X			X		X
FES 3755	X		X	X		X
FES 3803	X	X	X	X		X
FES 3815	X		X			X
FES 3823		X	X	X		X
FES 4003	X	X	X	X	X	X
FES 4023	X	X	X	X		X
FES 4034			X	X		X
FES 4045			X		X	X
FES 4055		X		X		X
FES 4224		X	X	X		X
FES 4225		X	X	X		X
FES 4585	X	X		X	X	X
FES 4685	X	X		X	X	X
FES 4825		X	X	X		X
FES 4835		X	X	X		X
FES 4935	X	X	X	X	X	X

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Food and Resource Economics

Description of the Major

You will learn to apply a conceptual framework using economic reasoning and generally accepted economic principles to problem solving. You will also learn to analyze and interpret economic data, and to critically evaluate economic information in media and politics.

Additional information is available from your major's website.

Before Graduating You Must

- Complete AEB 4325 for the food and agribusiness management and marketing specialization, OR
  Complete AEB 4343 for the international food and resource economics specialization, OR
  Complete AEB 4454 for the natural resource, environmental economics and policy specialization.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Analyze and interpret economic data, critically evaluating economic information in media and politics.
2. Apply a conceptual framework using economic reasoning and generally accepted economic principles to problem solving.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AEE 3030			X
AEE 3033C			X
AEB 3103	X	X	
AEB 3281	X	X	
AEB 3450	X	X	
AEB 3510	X	X	
AEB 3550	X	X	
AEB 4334	X	X	
AEB 4325 or 4343 or 4454	X	X	
FRE Policy Course	X	X	

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Food Science and Human Nutrition - Dietetics

Description of the Major

Dietetics applies the science of food and nutrition to the health and well-being of individuals and groups. You will learn to use knowledge of nutrient requirements, food sources and physiological systems to determine nutrient and dietary needs of individuals in various life-cycle stages and/or with nutrition-related diseases. You also will apply your knowledge of food science and management principles to food service operations.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete three exams in HUN 4221 Nutrition and Metabolism, the final exam in DIE 4245 Medical Nutrition Therapy Applications 1 and embedded questions on exams in DIE 4125 and 4125L Foodservice Systems Management and Laboratory. Examinations and embedded questions will be developed, approved and evaluated by a committee of faculty.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Use knowledge of nutrient functions, food sources and physiological systems to determine nutrient and dietary needs of individuals in various life-cycle stages and/or with nutrition-related diseases.
2. Use knowledge of biochemical processes and nutrient functions to interpret effects of changes in nutrient availability on metabolic functions.
3. Apply knowledge of food science and management principles to the functions of the food service system.
4. Analyze data and interpret results relevant to the nutritional sciences and dietetics practice.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
AEE 3030C					X
AEE 3033C					X
BCH 3025 or 4024		X			
DIE 4125			X	X	
DIE 4125L			X	X	
DIE 4245C	X			X	
DIE 4246C	X			X	
FOS 4310L			X		
FOS 4311			X		
HUN 3403	X			X	
HUN 4221		X		X	
HUN 4445	X			X	
HUN 4446	X			X	

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Food Science and Human Nutrition - Food Science

Description of the Major

Food science applies the principles of chemistry, biology, physics and analysis to solve problems related to composition, reactions, processing, quality, safety and packaging of foods. You will learn to apply principles of microbiology and quality control with regulatory requirements to assure the quality and safety of food products. Emphasis will be placed on food processing and engineering in selecting appropriate methods for commercial food production.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the food science competency exam administered in FOS 4435C. The exam will consist of questions from:
  - FOS 4222 and 4222L Food Microbiology and Laboratory
  - FOS 4311 and 4311L Food Chemistry and Laboratory
  - FOS 4321C Food Analysis
  - FOS 4427C Principles of Food Processing
  - FOS 4722C Quality Control in Food Systems
  - FOS 4731 Government Regulations and the Food Industry
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply principles of chemistry, biology, physics and analysis to solve problems related to composition, reactions, processing, quality, safety and packaging of foods.
2. Apply principles of microbiology and quality control, along with regulatory requirements, to assure the quality and safety of food products.
3. Apply principles of food processing and engineering to the selection of appropriate methods for commercial food production.
4. Analyze and interpret analytical data using knowledge and application of food science, technology and related tools.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
AEE 3030C					X
AEE 3033C					X
FOS 4222 and 4222L		X		X	
FOS 4311 and 4311L	X			X	
FOS 4321C	X			X	
FOS 4427C			X	X	
FOS 4435C	X	X	X	X	
FOS 4722C	X	X	X	X	
FOS 4731		X		X	

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Food Science and Human Nutrition - Nutrition

Description of the Major

Nutritional sciences integrates knowledge of biological principles to interpret emerging knowledge of cellular and physiological systems. Your knowledge of biochemical processes and nutrient functions will enable you to interpret effects of changes in nutrient availability on metabolic functions. You will utilize your knowledge of nutrient requirements, food sources and physiological systems to determine nutrient and dietary needs of individuals in various life-cycle stages and/or with nutrition-related diseases.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete three examinations in HUN 4221 Nutrition and Metabolism. Examinations will be developed, approved and evaluated by a committee of faculty.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Use knowledge of nutrient functions, food sources and physiological systems to determine nutrient and dietary needs of individuals in various life-cycle stages and/or with nutrition-related diseases.
2. Use knowledge of biochemical processes and nutrient functions to interpret effects of changes in nutrient availability on metabolic functions.
3. Integrate knowledge of biological principles to interpret emerging knowledge of cellular and physiological systems.
4. Analyze data and interpret results in the nutritional sciences.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
AEE 3030C					X
AEE 3033C					X
BCH 3025 or 4024		X			
HUN 3403	X			X	
HUN 4221		X	X	X	
HUN 4445	X			X	
HUN 4446	X			X	
MCB 3020 and 3020L			X		
PCB 4723C			X		
PCB 3063 or AGR 3303			X		

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Forest Resources and Conservation

Description of the Major

The forest resources and conservation major provides a broad education in the ecological, economic and social aspects of forest and natural resources and their management. The major also provides national accreditation from the Society of American Foresters.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the forest resources and conservation competency exam, given in five parts. One part will be given in each of the following required courses:
  - FNR 3131C Dendrology of Forest Plants
  - FNR 3410C Natural Resource Sampling
  - FNR 4040C Natural Resource Communication
  - FNR 4623C Integrated Natural Resource Management
  - FNR 4660C Natural Resource Policy and Administration
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge in and competency in biology/ecology, quantification, policy/administration, management of forest and related natural resources.
2. Ability to analyze, interpret, synthesize and communicate information and data, including the use of mathematical and statistical methods.
3. Create, interpret and analyze written text, oral messages and multimedia presentations.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
FNR 3131C	X		X
FNR 3410C	X	X	X
FNR 4040C		X	X
FNR 4623C	X	X	X
FNR 4660C	X	X	X

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French

Description of the Major

The French major allows you to achieve communicative competence in all four language skills: speaking, comprehension, reading and writing. You will become knowledgeable in the areas of French culture, literature and/or linguistics, and you will learn how to interpret French-language texts according to their cultural, literary and/or linguistic content.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete an assignment in a 4000-level course that includes (a) the written analysis of a text according to its cultural, literary and/or linguistic content (text analyzed and the analysis will be in French), (b) an oral presentation and discussion conducted in French.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Language competence in French; knowledge of grammar and vocabulary.
2. Knowledge of cultural correlates, literary production and/or linguistic structure of French.
3. Ability to interpret French-language texts according to their cultural, literary and/or linguistic content.
4. Communicative competence in French.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
French Language and Linguistics				
FRE 3070	X			X
FRE 3224	X	X		X
FRE 3300	X	X	X	X
FRE 3320	X	X	X	X
FRE 3410	X			X
FRE 3440	X	X	X	X
FRE 3442	X	X	X	X
FRE 3500	X	X	X	X
FRE 3502	X	X	X	X
FRE 3564	X	X	X	X
FRE 3780L	X			X
FRE 4411	X			X
FRE 4420	X			X
FRE 4780 or FRE 4850	X	X	X	X
FRE 4905		X	X	
FRE 4906		X	X	
FRE 4930		X	X	
FRT 3561	X	X	X	X
French and Francophone Literature				
FRW 3100	X	X	X	X
FRW 3101	X	X	X	X
FRW 3282		X	X	
FRW 4212	X	X	X	X
FRW 4273	X	X	X	X
FRW 4281	X	X	X	X

FRW 4310	X	X	X	X
FRW 4324	X	X	X	X
FRW 4350	X	X	X	X
FRW 4391	X	X	X	X
FRW 4410	X	X	X	X
FRW 4480	X	X	X	X
FRW 4532	X	X	X	X
FRW 4552	X	X	X	X
FRW 4762	X	X	X	X
FRW 4770	X	X	X	X
FRW 4822	X	X	X	X
FRW 4932	X	X	X	X

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Geography, B.A.

Description of the Major

The Bachelor of Arts in geography enables you to know the earth's physical environment, to learn social, cultural and economic concepts from a spatial and regional perspective, and to understand the relationship between environment and society. You will learn how geographic techniques, skills and concepts are applied by professionals in various subfields of geography. Computer-based lab assignments teach you how to analyze geographic information and to apply an interpretation of data toward problem solving or modeling. You will be able to interpret and to effectively communicate information spatially, graphically and/or with statistics.

Additional information is available from your major's website.

Before Graduating You Must

- Complete a capstone exam in GEO 4930 developed by geography faculty.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know the earth's physical environment and geographic perspectives regarding the relationship between environment and society.
2. Know the social, cultural and economic concepts from spatial and regional perspectives.
3. Know how geographic techniques, skills and concepts are applied by professionals.
4. Analyze geographic information and apply interpretation of data toward problem solving or modeling.
5. Interpret and effectively communicate information spatially, graphically and/or with statistics.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Regional Geography GEA 2-4000 level		X			
Human Geography GEO 2-4000 level		X			
GEO 2200/2200L	X				X
GIS 3043 or GIS 4001C			X	X	X
GEO 3162C			X	X	X
GEO 4930			X		
STA 2023					X

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Geography, B.S.

Description of the Major

The Bachelor of Science in geography enables you to know the earth's physical environment, to learn social, cultural and economic concepts from spatial and regional perspectives, and to understand the relationship between environment and society. You will learn basic concepts in sciences related to the earth and its atmosphere. You will learn the geographic techniques, skills and concepts applied by professionals in various subfields of geography. Computer-based lab assignments teach you how to analyze geographic information and to apply an interpretation of data toward problem solving or modeling. You will be able to interpret and to effectively communicate information spatially, graphically and/or with statistics.

Additional information is available from your major's website.

Before Graduating You Must

- Complete a capstone exam in GEO 4930 developed by geography faculty.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know the earth's physical environment and geographic perspectives regarding the relationship between environment and society.
2. Know the social, cultural and economic concepts from spatial and regional perspectives.
3. Know how geographic techniques, skills and concepts are applied by professionals.
4. Know basic concepts in sciences related to the earth and its atmosphere.
5. Analyze geographic information and apply interpretation of data toward problem solving or modeling.
6. Interpret and effectively communicate information spatially, graphically and/or with statistics.

Courses	Content				Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Regional Geography GEA 2-4000 level		X				
Human Geography GEO 2-4000 level		X				
GEO 2200/2200L	X					X
GIS 3043 or GIS 4001C			X		X	X
GEO 3162C			X		X	X
GEO 4930			X			
STA 2023						X
Physical Science						
CHM 1020				X		
GLY 2010				X		
MET 1010				X		
PHY 2004 and 2004L				X		
PHY 2005 and 2005L				X		
SOS 3022 and 3022L				X		

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Geology, B.A.

Description of the Major

The Bachelor of Arts in geology provides knowledge of the basic concepts related to earth materials and processes, and how to collect and organize geological data in the field. Through laboratory and field-based exercises, you will learn how to interpret geologic maps and cross sections, and to understand the application of the scientific method to solve these problems in teams and individually.

Additional information is available from your major's website.

Before Graduating You Must

- Pass GLY 4750L Geologic Field Methods according to the department grading rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know the basic concepts related to earth materials and processes.
2. Collect data in the field.
3. Organize geologic, temporal and spatial data.
4. Interpret geologic maps and cross sections.
5. Know the scientific method.
6. Produce a clearly and effectively written synthesis of data collected in the field.
7. Work in teams to solve simple geologic problems and to present the result of such collaboration effectively.

Courses	Content			Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
GLY 2010C	X	X	X	X	X		X
GLY 2100C	X	X	X	X	X		
GLY 3105C	X	X	X	X	X		
GLY 4750L	X	X	X	X	X	X	X
GLY 3074					X		
GLY 3163			X				
GLY 3200C	X	X	X				
GLY 3603			X				
GLY 3784	X	X	X	X	X	X	X
GLY 3882			X		X		
GLY 4155	X	X	X		X		
GLY 4310			X		X		
GLY 4400			X		X	X	
GLY 4455			X		X		
GLY 4571			X		X		
GLY 4734			X		X		

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Geology, B.S.

Description of the Major

The Bachelor of Science in geology provides knowledge of the basic concepts, theories, observational findings related to earth materials and processes, minerals and rocks, geologic time, stratigraphy and landforms. Through laboratory and field-based exercises, you will learn how to analyze data in the published literature, synthesize analog and digital datasets to produce geological maps, and understand the application of the scientific method to solve geological problems in teams and individually.

Additional information is available from your major's website.

Before Graduating You Must

- Pass GLY 4790 Summer Field Camp according to the department grading rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know the basic concepts, theories and observational findings related to earth materials and processes.
2. Understand minerals and rocks.
3. Understand geologic time, stratigraphy and landforms.
4. Analyze data in the published literature.
5. Synthesize analog and digital datasets to produce geologic maps.
6. Apply the scientific method to the analysis of published and self-generated data.
7. Use computers for the presentation of geologic maps and data.
8. Work in teams to solve geologic problems and to present the result of such collaboration effectively.

Courses	Content			Critical Thinking			Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
GLY 3105C	X		X			X		X
GLY 3200C	X	X				X		
GLY 3603C	X				X	X		
GLY 4310C	X	X		X		X		X
GLY 4400C	X				X	X		X
GLY 4750L	X	X	X		X	X	X	X
GLY 4790	X	X	X	X	X	X	X	X
GLY 4552C								
GLY 4905								
GLY 3074	X							
GLY 3163	X							
GLY 3784	X	X	X	X		X	X	X
GLY 3882	X					X		
GLY 4155	X		X	X		X		X
GLY 4455	X	X	X	X		X		X
GLY 4571	X					X		X
GLY 4734	X					X		X

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Geomatics

Description of the Major

Geomatics addresses land information development and management through field survey, photogrammetry, remote sensing, satellite positions and other techniques. The program is nationally accredited by the Accreditation Board for Engineering and Technology. Graduates often obtain licensure as professional surveyors and mappers.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the geomatics competency exam, given in five parts. One part will be given in each of the following required courses:
  - SUR 2101C Geomatics
  - SUR 3520 Measurement Science
  - SUR 4430 Surveying and Mapping Practice
  - SUR 4463 Subdivision Design
  - SUR 4912 Senior Project
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge and competency in geometry, statistics, boundary law, surveying and mapping instrument usage, statutes and ordinances pertaining to professional practice.
2. Define problems, formulate solutions, assess legal evidence, interpret statistical results, design a system or process, understand professional and ethical issues.
3. Create, interpret and analyze written and oral messages and multimedia presentations, and function on interdisciplinary teams.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
SUR 2101C	X		
SUR 3520	X	X	
SUR 4430	X	X	X
SUR 4463	X	X	X
SUR 4912			X

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German

Description of the Major

The Bachelor of Arts in German allows you to achieve communicative competence in German as well as to learn the inter-cultural skills and practical know-how to negotiate situations in which you find yourself when traveling and studying in German-speaking countries.You will gain knowledge and understanding of the German-speaking world, in particular of main aspects of its literature, intellectual history, film and media. You will also learn to connect with other disciplines and further your knowledge of them through German. Within your chosen areas of studies you may concentrate your focus on the development of advanced language proficiency and inter-cultural competence or on the study of literature, intellectual history, film and media.

Additional information is available from your major's website.

Before Graduating You Must

- Complete 10 German courses (3000 or above) that demonstrate proficiency in your area of study, as well as in spoken and written competence in German.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understanding of the cultures of German-speaking countries.
2. Proficiency in German as defined by criteria set by recognized European and German benchmarks, if you chose the literature, film and media studies option.
3. More advanced proficiency in German as defined by criteria set by the appropriate European and German benchmarks, if you choose the language and culture studies option.
4. Understanding of cultural phenomena such as literature and theoretical approaches to culture, including media, by exposure to interpretations in different contexts.

Courses	Content				Critical Thinking			Communication
	SLO 1	SLO 2		SLO 3	SLO 4		SLO 5	SLO 6
		A.	B.		A.	B.		
GER 3234	X	X		X	X	X	X	X
GER 3330	X	X		X	X	X	X	X
GER 3332	X	X		X	X	X	X	X
GER 3401 or GER 3402	X	X		X	X	X	X	X
GER 3440	X	X		X	X	X	X	X
GER 4850	X	X		X	X	X	X	X
GER 4956	X	X		X	X	X	X	X
GET 3000		X		X	X		X	X
GET 3001		X		X	X		X	X
GET 3200		X		X	X		X	X
GET 3331	X	X		X	X	X	X	X
GET 3501		X		X	X		X	X
GET 3520		X		X	X		X	X
GET 3580		X		X	X		X	X
GET 3581					X		X	X
GET 4291					X		X	X
GET 4293					X		X	X
GEW 3100	X				X	X	X	X
GEW 3101	X				X	X	X	X
GEW 4301	X				X	X	X	X
GEW 4400	X				X	X	X	X
GEW 4542	X				X	X	X	X

GEW 4730	X				X	X	X	X
GEW 4731	X				X	X	X	X
GEW 4750	X				X	X	X	X
GEW 4760	X				X	X	X	X
GEW 4905	X				X	X	X	X
GEW 4930	X				X	X	X	X

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Golf and Sports Turf Management

Description of the Major

This interdisciplinary major develops an excellent knowledge base and understanding of the principles of turfgrass production and management for employment in the "green industry." You will develop the ability to solve problems encountered in turfgrass systems effectively through collection, critical evaluation and hands-on application of science-based information.

Additional information is available from your major's website.

Before Graduating You Must

- Complete an internship, ORH 4941 Practical Work Experience, with an onsite employer performance evaluation and a faculty-evaluated portfolio journal.
- Complete a research paper demonstrating your ability to analyze and evaluate turfgrass maintenance systems and best management practices, and to interpret research findings.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Effectively solve problems in turfgrass management through hands-on application of science-based information.
2. Apply a conceptual framework using economic reasoning and generally accepted economic principles to problem solving.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in the agricultural and life sciences.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AEE 3030			X
AEE 3033C			X
HOS 4304	X		
ORH 3222C	X		
ORH 4236C	X		
ORH 4941	X	X	
PCB 4522	X		
PLP 3031C	X		
PLS 4601C	X		
SOS 4116	X		

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Graphic Design

Description of the Major

The Bachelor of Fine Arts in graphic design enables you to achieve proficiency in the principles and practices utilized by professional designers and affiliated industries. Through the study of art theory, art history and historic and contemporary art, you gain knowledge of design genres and systems of thought. Emphasis is on development of the concepts and skills related to graphic design and the development of a personal artistic idiom. You will learn to use research practices effectively and to discuss the development of your work in speech and in writing.

Additional information is available from your major's website.

Before Graduating You Must

- Pass a particular test, a final project, a term paper and/or a portfolio, as determined by a particular major.
- Pass a senior-level capstone course that includes an exhibition of the student's work (portfolio). The portfolio will be evaluated by appropriate faculty prior to graduation.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge and ability to apply the principles and practices of a professional designer.
2. Knowledge of the skills/concepts in art criticism and theory.
3. Ability to use sound research practices.
4. Ability to use appropriate technology.
5. Understanding of the world through study of international historic and contemporary art.
6. Ability to engage in complex thought, analysis and reasoning.
7. Ability to observe, analyze and explain motivation for and intent of an individual's work.
8. Ability to communicate effectively in speech and writing.
9. Ability to reason and learn collaboratively.

Courses	Content				Critical Thinking			Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Required									
ART 1802C	X	X	X	X	X	X	X	X	X
ART 1803C	X	X	X	X	X	X	X	X	X
ART 2701C or ART 2757C			X	X	X	X	X	X	X
ART 2930C	X			X					
ART 3807C	X	X	X	X	X	X	X	X	X
ART 4955C	X	X	X	X	X	X	X	X	
GRA 4186C	X	X	X	X	X	X	X	X	X
Major									
ARH 3XXX/ ARH 4XXX		X	X		X	X		X	
GRA 2208C		X		X			X		
GRA 3193C	X	X	X	X		X	X	X	X
GRA 3194C	X	X	X	X		X	X	X	X
GRA 3198C	X	X	X	X		X	X	X	X
GRA 3209C	X	X	X	X		X	X	X	X
GRA 4186C	X	X	X	X	X	X	X	X	X
GRA 4187C	X	X	X	X	X	X	X	X	X
GRA 4196C	X	X	X	X	X	X	X	X	X
GRA 4197C	X	X	X	X	X	X	X	X	X

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Health Education and Behavior

Description of the Major

The Bachelor of Science in health education prepares you to work as a health education specialist in schools, government agencies, voluntary health organizations, philanthropic foundations, colleges and universities, private-sector industry, health care and other settings to improve the health and well-being of individuals, families, groups and community populations. Grounded in social, behavioral, biological and health sciences, the curriculum develops your understanding of the causes and determinants of mortality and morbidity, and develops specific competencies required of entry-level health education specialists. Upon graduation, you will be eligible to take the Certified Health Education Specialist examination governed by The National Commission for Health Education Credentialing, Inc.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory performance on at least one major assignment or examination for each core course required for the degree as determined by performance criteria developed specifically for the assignment.
- Satisfactory completion of the 15 credit hour health education internship (HSC 4876) as indicated on the final performance appraisal.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Assess individual and community needs for health education.
2. Plan effective health education programs.
3. Implement health education programs.
4. Evaluate the effectiveness of health education programs.
5. Coordinate the provisions of health education services.
6. Act as a resource person in health education.
7. Communicate health needs, concerns and resources to identified clients and consumers.
8. Understand the major concepts and principles related to nutrition, substance abuse, emotional health, human sexuality and environmental health.
9. Analyze situations, conditions and events to solve problems independently and to evaluate health education outcomes.
10. Select health education programs and services based on best-evidence.
11. Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings.

Courses	Content								Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
HSC 3032									X		X
HSC 3133	X	X				X		X	X		X
HSC 3134	X	X				X		X	X		X
HSC 3143	X	X				X		X	X		X
HSC 3201					X	X	X	X	X	X	X
HSC 3232C	X					X					X
HSC 3301	X	X	X						X	X	X
HSC 3537								X			
HSC 3574	X	X	X	X					X		X
HSC 4302	X	X	X	X					X	X	X
HSC 4593	X	X				X		X	X		X
HSC 4624						X			X	X	X
HSC 4663	X	X	X	X	X	X			X	X	X
HSC 4694	X	X							X	X	X
HSC 4713	X	X		X			X		X	X	X
HSC 4800	X					X	X			X	X
HSC 4876	X	X	X	X	X	X	X		X		X

HSC 4950						X	X		X	X	X

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Health Science

Description of the Major

Students graduating with a Bachelor of Health Science will be prepared for careers in health care systems or organizations providing health or more general human services to individuals/communities with health concerns. They will learn the foundational skills necessary to succeed in the dynamic health care environment and/or enter postbaccalaureate academic programs such as medicine, physical therapy and public health.

Additional information is available from your major's website.

Before Graduating You Must

- Earn grades of C or better in HSC 3502, Survey of Diseases/Disability, HSC 4558, Disability Management, and PHC 4101, Public Health Concepts.
- Pass a BHS capstone exam.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate an understanding of the U.S. health care system and the role of the health professional in this system.
2. Understand and comprehensively describe various disabilities and factors affecting management.
3. Demonstrate an understanding of the impact of disease and disability on the health of populations.
4. Demonstrate basic knowledge of core bioethical and legal principles impacting contemporary health issues.
5. Develop appropriate professional behaviors and leadership skills for careers in health care.
6. Critically evaluate the empirical bases of practice in health science disciplines.
7. Demonstrate basic therapeutic communication skills using appropriate presentation modalities.

Courses	Content					Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
HSA 3111	X						
HSC 3057						X	
HSC 3502		X					
HSC 3661							X
HSC 4184					X		
HSC 4558		X					
HSC 4608L	X				X	X	
HSC 4653L				X			
OTH 3416		X					
PHC 4101		X	X				
RCS 4240	X	X				X	
RCS 4415L							X
RCS 4800				X	X		
RCS 4930	X	X					

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History

Description of the Major

This major exposes you to key issues in the history of the United States, Europe and areas of Africa, Asia and Latin America. You will develop the critical interpretative skills needed to assess both primary and secondary sources in the complex task of thinking about the past. You will master a set of research skills that help you develop your own historical arguments. Significant emphasis is laid on effective written communication reflected in the cogency of your arguments and your use of evidence.

Additional information is available from your major's website.

Before Graduating You Must

- Complete the distribution requirements of the major (6 hours in AMH, 6 hours EUH, 6 hours in AFH, ASH or LAH), graded by department rubric.
- Complete HIS 3942 and HIS 4930 with grades of B- or better, graded by department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate basic knowledge of major issues in the history of the United States, Europe and areas of Africa, Asia and Latin America.
2. Conduct basic historical research: use the print and electronic resources of the library to find primary and secondary sources, compile bibliographies, use web resources effectively and correctly quote and cite sources.
3. Critically evaluate primary and secondary sources.
4. Develop historical arguments.
5. Produce an effectively written analytical research paper that gathers primary sources, analyzes them in the context of secondary literature and then marshals the evidence in support of a coherent historical argument.

Courses	Content		Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
American History, 6 credits	X	X	X		
African, Asian or Latin American History, 6 credits	X	X	X		
European History, 6 credits	X	X	X		
General History, HIS 3942	X	X	X	X	
AFH 4930, AMH 4930, ASH 4930, EUH 4930 or LAH 4930	X	X	X	X	X

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Horticultural Science

Description of the Major

The horticultural science major prepares you for a career in plant science, including management, production, research, marketing and sales. You will gain knowledge ranging from commodity production and cropping systems to basic plant science and molecular biology. You will develop skills to describe how plant physiology and genetics relate to plant growth and development as well as developing knowledge of plant diseases and other factors that affect horticultural crops.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the horticultural sciences competency test, given in three parts. One part will be given in each of the following required courses:
  - HOS 3020 Principles of Horticultural Crop Production
  - HOS 4304 Horticultural Physiology
  - HOS 4341 Advanced Horticultural Physiology
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Illustrate and describe basic plant physiology and plant genetics.
2. Describe techniques, systems, soils and nutrition required for successful production of fruits and vegetables.
3. Identify plant diseases, insect damage and weed species that can threaten the livelihood of horticultural crops.
4. Describe how plant physiology and plant genetics relate to plant growth and development, and integrate structure and function of the whole plant.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
AEE 3030C					X
AEE 3033C					X
AGR 3303	X			X	
ENY 3005 and 3005L			X		
HOS 3020		X		X	
HOS 3420		X			
HOS 3430C		X			
HOS 4304	X			X	
HOS 4341	X			X	
HOS 4933					X
PLP 3002C			X		
PLS 3221 and 3221L		X			
PLS 4601C			X		
SOS 3022 and 3022L		X			

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Industrial and Systems Engineering

Description of the Major

Industrial and systems engineering prepares you for industrial practice in product design, process design, plant operation, production control, quality control, facilities planning, work system analysis and evaluation and economic analysis of operational systems. You will be prepared to use engineering principles to solve problems that require a quantitative basis for decision making and the application of economics, operations research, statistics, mathematics and engineering analysis, with dependence on the computer.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to industrial and systems engineering problems.
2. Design and conduct experiments relevant to industrial and systems engineering processes and problems, as well as to analyze and interpret the data.
3. Design industrial engineering decision support systems and manufacturing/service system processes to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical information effectively in speech and in writing to other industrial engineers and managers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
EIN 4365			X	X
ESI 4161			X	
ESI 4221C		X		
ESI 4312	X			
ESI 4523	X	X		X

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Information Systems (formerly Decision and Information Sciences)

Description of the Major

The major in information systems provides you with computing, quantitative and application skills that can be used in a business problem-solving setting. You learn a set of focused information technology skills, communication skills and critical thinking skills enabling you to be an effective decision maker.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Educational Testing Service's Business Field Test. The score from this exam will be incorporated into MAN 4504 taken in the final term.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand the application of methods of scientific inquiry used in the social sciences, arts and humanities as applied to the business discipline.
2. Understand each individual business discipline.
3. Demonstrated understanding and application of programming languages.
4. Demonstrated understanding and application of database design.
5. Demonstrated understanding and application of systems analysis and design.
6. Demonstrated understanding and application of decision support systems.
7. Demonstrated understanding and application of information systems strategy.
8. Apply statistical and mathematical tools to analyze quantitative data.
9. Apply established frameworks in information systems in solving IT related problems.
10. Develop mechanisms to combat viruses, worms and hackers.
11. Understand the basis of technology drivers for compliance reporting.
12. Produce, interpret and analyze written text and oral messages.
13. Use multimedia presentations to present business cases.

Courses	Content							Critical Thinking				Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11	SLO 12	SLO 13
Preprofessional													
ACG 2021C		X						X			X		
ACG 2071		X						X			X		
CGS 2531			X										
ECO 2013	X	X						X					
ECO 2023	X	X						X					
MAC 2233	X												
STA 2023	X												
Business Core													
BUL 4310		X											
ECP 3703		X						X					
FIN 3403		X						X					
MAN 3025		X											
MAN 4504		X						X					
MAR 3023		X						X					
QMB 3250		X											
Major													
ISM 3254			X				X		X	X		X	X
ISM 3255			X				X		X	X		X	X

ISM 4113					X		X		X		X	X	X
ISM 4210				X			X		X		X	X	X
ISM 4220							X		X	X		X	X
ISM 4330				X	X		X		X	X	X	X	X
QMB 4701						X		X				X	X
QMB 4702						X		X				X	X

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Interior Design

Description of the Major

The four-year bachelor of design degree in Interior Design requires you to demonstrate and understand the creative design process and associated skills as they relate to problem solving and spatial organization. You will develop skills in interior design, computer rendering and modeling, graphic communication, theory, materials and the history of interior design. In the studio, you explore advanced problem solving, communication skills and issues related to environmental technology, lighting, professional practice and interior construction.

Additional information is available from your major's website.

Before Graduating You Must

- Complete FIDER academic requirements.
- Receive acceptable review and assessment of studio work from faculty, industry professionals and peers.
- Complete internship assessments.
- Submit senior project.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate a discipline-based interior design vocabulary.
2. Demonstrate skills in drawing, electronic imaging, finish materials, codes, interior lighting, interior environment and interior design practice.
3. Think analytically, critically and logically about spatial design.
4. Think critically about the discipline for a variety of audiences using a variety of formats and approaches.
5. Think critically about drawing, electronic imaging, materials and environmental issues.
6. Communicate about the discipline to a variety of audiences using a variety of formats and approaches.
7. Communicate skills in drawing, electronic imaging, materials and environmental issues.

Courses	Content			Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
IND 3215	X	X	X	X	X	X	X
IND 3216	X	X	X	X	X	X	X
IND 3424	X	X	X	X	X	X	X
IND 3431	X	X	X	X	X	X	X
IND 3468	X	X	X	X	X	X	X
IND 3505	X	X	X	X	X	X	X
IND 4225	X	X	X	X	X	X	X
IND 4226	X	X	X	X	X	X	X
IND 4440	X	X	X	X	X	X	X
IND 4450C	X	X	X	X	X	X	X

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International Studies

Description of the Major

The interdisciplinary studies major in international studies provides you with knowledge of major international issues. You will be able to identify and conduct internationally relevant research. You will evaluate the significance, quality and veracity of information gathered in the literature and to apply it effectively. You will also be able articulate the results of research clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know major international issues and identify and conduct internationally relevant research.
2. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
3. Articulate research results clearly and effectively in speech and in writing in an accepted syle of presentation.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
IDS 4906	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Jewish Studies

Description of the Major

This major familiarizes you with the aspects of Jewish history, religion, languages and cultures. Emphasis is placed on basic language acquisition, analysis and critical evaluation of texts and contexts, integration of cultural data with disciplinary concerns outside of Jewish studies, and comparative frameworks among different Jewish groups and with co-territorial non-Jews.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory evaluation of paper written for the CJS capstone course, graded according to deparment rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of and competence in the Jewish experience (including minority and diasporic communities within a comparative framework).
2. Knowledge of transformations of Jewish communities over time and space.
3. Know significance of language in accessing Jewish culture(s).
4. Evaluate and apply effectively the significance, quality and veracity of information (both primary and secondary) in the literature.
5. Articulate research results clearly and effectively in accepted style of presentation.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
You will take these courses multiple times with a change in topic					
JST 2930	X	X		X	
JST 3930	X	X	X	X	X

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Journalism

Description of the Major

The major in journalism prepares you for a career in a variety of media, with emphases on storytelling, ethical principles and responsible communication. You will develop an understanding of concepts and theories in courses devoted to media history, ethics and law. You will learn to gather information and to think critically, creatively and independently as writer and photographer in skills courses that begin at a basic level and build to advanced courses where everything you have learned is applied to the production of a fully realized work of journalism. Clear and direct writing is essential for every student in the program.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory evaluation of your professional portfolio and evaluated by a team of professionals and faculty.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand concepts and theories and apply them in the presentation of images and information.
2. Understand professional ethical principles.
3. Apply tools and technologies relevant to the journalism profession.
4. Gather information, conduct research and evaluate information by methods appropriate to the journalism profession.
5. Think critically, creatively and independently.
6. Write correctly and clearly in forms and styles appropriate for the journalism profession.

Courses	Content			Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Core						
JOU 1100	X	X	X	X	X	X
JOU 3101	X	X	X	X	X	X
JOU 3110	X		X	X	X	X
JOU 4201	X	X	X	X	X	X
JOU 4700		X			X	X
MMC 2100	X		X	X	X	X
MMC 4200		X		X	X	X
Capstone						
JOU 4181	X		X	X	X	X
JOU 4202	X		X	X	X	X
JOU 4311	X		X	X	X	X
JOU 4421	X		X	X	X	
JOU 4445C	X		X	X	X	X
JOU 4605	X		X	X	X	
JOU 4946	X		X	X	X	X
Special Topics						
JOU 4930						X

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Landscape and Nursery Horticulture

Description of the Major

Course work in the landscape and nursery horticulture curriculum will allow you to develop an excellent knowledge base and understanding of the principles of landscape and nursery management and supporting disciplines for employment in the "green industry." You will develop the ability to solve problems encountered in landscape and nursery management effectively through collection, critical evaluation and hands-on application of science-based information.

Additional information is available from your major's website.

Before Graduating You Must

- Complete an internship, ORH 4941 Practical Work Experience, with an onsite employer performance evaluation and a faculty-evaluated portfolio journal.
- Complete research papers in ORH 4236C and PLS 3221, demonstrating your ability to analyze and evaluate plant production and landscape maintenance systems and best management practices, and to interpret research findings.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Proficiency in selection, propagation, installation and maintenance of plants in exterior and interior landscapes.
2. Effectively solve problems in landscape and nursery management through hands-on application of science-based learning.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in the agricultural and life sciences.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AEE 3030C			X
AEE 3033C			X
ORH 3253C	X		
ORH 3513C	X		
ORH 4263C	X	X	X
ORH 4941	X	X	X
PLP 3031C	X		
PLS 3221	X	X	X

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Landscape Architecture

Description of the Major

The five-year bachelor of Landscape Architecture degree requires you to demonstrate and understand the planning, design, implementation and management of the natural and cultural landscapes in Florida as the basis for professional studies and training.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfy professional, faculty and peer review of studio work.
- Complete senior final studio project.
- Submit internship assessments.
- Complete internships that emphasize application of your design, planning and management knowledge.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate understanding of design process and essential skills in landscape architecture.
2. Demonstrate understanding of values and ethics in the practice of landscape architecture.
3. Develop a vocabulary illustrating your understanding of the relationship between people's behavior and the built environment.
4. Demonstrate ability to think critically, analytically and logically about design skills in design and construction studios.
5. Demonstrate critical thinking skills and apply design, planning and management knowledge as part of scheduled internships.
6. Demonstrate ability in graphic, oral and written presentations and work to faculty, visiting jurors and clients.

Courses	Content			Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
LAA 3230			X			
LAA 3350C	X		X	X		X
LAA 3352C	X		X	X		X
LAA 3420	X	X	X	X		X
LAA 3421	X	X	X	X		X
LAA 3530	X	X	X			X
LAA 4210		X				
LAA 4353C	X	X	X			X
LAA 4357						
LAA 4358	X	X	X	X		X
LAA 4359	X	X	X	X		X
LAA 4450	X	X	X	X		X
LAA 4940					X	
LAA 4941C					X	
LAA 4952C	X	X	X	X		X

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Latin American Studies

Description of the Major

The interdisciplinary major in Latin American studies provides students with broad knowledge of contemporary and historical issues relevant to Latin America. The program offers training in areas such as the geography, history, society, economy, politics, religion, arts and culture of Latin America. You will demonstrate or otherwise acquire proficiency in at least one major Latin American language and will learn how to identify and conduct relevant research or field work on a Latin America-related topic. Upon completion of the program, you should be able to evaluate the significance, quality and veracity of information gathered from scholarly sources and to apply it effectively. You also will be able to construct analytical arguments and communicate their perspective confidently in spoken and written form.

Additional information is available from your major's website.

Before Graduating You Must

- Demonstrate satisfactory proficiency in a major Latin American language as determined by successful course completion, adequate score on the AP or SAT II exams or individual oral examination (for native speakers).
- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Familiarity with the culture and arts of Latin America or one of its sub-regions.
2. Understand the contemporary Latin American experience, its historical roots and relevant social issues.
3. Research experience that integrates perspectives from diverse disciplines to examine issues relevant to Latin America.
4. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
5. Construct analytical arguments, handle materials judiciously and communicate independent perspectives in spoken and written formats.
6. Satisfactory proficiency in a major Latin American language.

Courses*	Content		Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Latin American Language**	X					X
Approved social science course	X	X			X	
Approved humanities course	X	X			X	
IDS 4906	X	X	X	X	X	
LAS 4935	X	X	X	X	X	

* These are the only required courses for the major. You must complete a total of 21 credit hours of 3000-4000 level courses with Latin American and Caribbean area content, not including 7-12 hours of IDS 4906, Interdisciplinary Research Thesis work.

** This course work is unnecessary if you demonstrate satisfactory proficiency in a major Latin American language as demonstrated by adequate score on either the AP or the SAT II exam, or by individual oral examination (for native speakers).

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Linguistics

Description of the Major

The Bachelor of Arts in linguistics provides you with the ability to analyze language structure and use on multiple levels and to apply knowledge, concepts and skills developed from previous research. The major emphasizes your ability to analyze patterns in language in terms of the sound system (phonetics and phonology) and word and sentence structure (morphology and syntax), to present and justify these analyses, and to apply linguistic knowledge and analytical skills to the study of language use, learning, teaching, processing and change.

Additional information is available from your major's website.

Before Graduating You Must

- Obtain a grade of C or higher on the critical assignment from LIN 3201 that demonstrates SLOs 1, 3 and 5, graded according to department rubric.
- Obtain a grade of C or higher on critical assignments from LIN 3460 that demonstrate SLOs 2, 4 and 5, graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the concepts related to phonetics and phonology (sounds and sound systems).
2. Knowledge of the concepts related to morphology and syntax (word and sentence structures).
3. Analyze linguistic data applying to concepts and knowledge from phonetics and phonology.
4. Analyze linguistic data applying to concepts and knowledge from morphology and syntax.
5. Articulate research results clearly and effectively in an accepted style of presentation.

Courses	Content		Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
LIN 3010	X	X	X	X	X
LIN 3201	X		X		X
LIN 3460		X		X	X
Electives: Must take five courses from a list that includes the courses below:					
LIN 3611	X	X	X	X	X
LIN 4033	X	X	X	X	X
LIN 4127	X	X	X	X	X
LIN 4205	X		X		X
LIN 4320	X		X		X
LIN 4400		X		X	X
LIN 4500		X		X	X
LIN 4600	X	X	X	X	X
LIN 4656					X
LIN 4701	X	X	X	X	X
LIN 4702					X
LIN 4721	X	X	X	X	X
LIN 4784	X	X	X		X
LIN 4790	X	X	X	X	X
LIN 4803		X		X	X
LIN 4850		X		X	X
TSL 3360	X	X	X	X	X

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Management

Description of the Major

The management major provides you with computing, quantitative and application skills to be used in a business problem-solving setting. You will learn a set of focused management, communication and critical thinking skills that will enable you to be an effective decision maker.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Educational Testing Service's Business Field Test. The score for this test will be incorporated into MAN 4504 taken in the final term.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand the application of methods of scientific inquiry used in the social sciences, arts and humanities as applied to the business discipline.
2. Understand each individual business discipline.
3. Management Skills
   - A. Understand computer technology and develop ability to search for information.
   - B. Understand the methods of recruiting.
   - C. Understand the basic concepts of evaluation and management of employees.
   - D. Understand basic principles of equal employment law.
   - E. Understand basic concepts of leadership.
   - F. Understand the principles of teams and groups.
   - G. Understand basics of organizational structure.
   - H. Understand principles of strategic analysis.
   - I. Understand the impact of corporate governance on firm performance.
   - J. Understand causes of organizational change.
   - K. Understand fundamentals of the operation of business enterprises.
   - L. Understand legal and ethical considerations in corporate governance.
4. Apply mathematical concepts to analyze, understand and communicate quantitative data.
5. Analyze and interpret economic and financial events for internal decision-making purposes.
6. Analyze problems and learn to distinguish factual scenarios.
7. Effectively produce, interpret and analyze written text and oral messages.

Courses	Content														Critical Thinking			Communication
	SLO 1	SLO 2	SLO 3												SLO 4	SLO 5	SLO 6	SLO 7
			A	B	C	D	E	F	G	H	I	J	K	L				
Preprofessional																		
ACG 2021C		X													X		X	
ACG 2071		X													X			
CGS 2531			X															
ECO 2013	X	X													X			
ECO 2023	X	X													X			
MAC 2233	X														X			
STA 2023	X														X			
Business Core																		
BUL 4310		X				X											X	
ECP 3703		X												X	X			X
FIN 3403		X													X			
MAN 3025	X	X							X					X				
MAN 4504	X	X										X	X		X			
MAR 3023		X													X			

QMB 3250		X															
Major																	
MAN 3240	X		X				X	X	X			X		X			X
MAN 4301	X		X	X	X	X				X				X			X
MAN 4723	X		X		X		X			X	X	X	X	X	X	X	X
BUL 4443	X		X			X					X			X		X	X

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Marketing

Description of the Major

Upon completion of the marketing major, you will possess the knowledge and skills necessary for a variety of entry-level marketing positions. Through lecture, case study and project-based instruction, you will gain a fundamental understanding of consumer behavior, market segmentation and positioning, the role of marketing in corporate strategy and how the tactical tools of pricing, promotion and distribution are utilized by marketing practitioners.

Additional information is available from your major's website.

Before Graduating You Must

- Take the Educational Testing Service's Business Field Test. The score for this test will be incorporated into MAN 4504 taken in the final term.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Consumer Behavior: Understand consumer motivations and decision processes.
2. Market Segmentation: Understand the traditional basis for segmentation and how segmentation can inform marketing strategy.
3. Product Positioning: Understand product category differentiation and its role in shaping a firm's competitive strategy.
4. Advertising: Understand marketing communication, media strategy and message strategy.
5. Pricing: Understand pricing tactics and competing approaches for extracting profit from a market offering.
6. Distribution: Understand the fundamental up-stream and down-stream issues that confront firms along the value chain.
7. Marketing Strategy: Understand corporate objectives, competitor analysis and competitive strategies.
8. Apply substantive knowledge to marketing situations (cases, scenarios) analytically.
9. Apply formal quantitative tools to the task of data analysis.
10. Effectively produce, interpret and analyze written text, oral messages and multimedia presentations used in business.

Courses	Content							Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
Preprofessional										
ACG 2021C									X	
ACG 2071					X				X	
CGS 2531									X	
ECO 2013							X			
ECO 2023	X									
MAC 2233									X	
STA 2023									X	
Business Core										
BUL 4310										
ECP 3703	X						X			
FIN 3403									X	
MAN 3025	X									
MAN 4504						X			X	
MAR 3023	X	X	X	X	X	X	X			
QMB 3250									X	
Major										
MAR 3231	X				X	X				
MAR 3503	X	X	X					X		X
MAR 4156	X	X		X	X	X	X			
MAR 4403		X			X	X				
MAR 4613									X	

MAR 4803	X	X	X	X	X	X	X	X		X

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Materials Science and Engineering

Description of the Major

The major enables you to develop an understanding of materials systems and their role in engineering. Emphasis is placed on the ability to apply knowledge of mathematics, science and engineering principles to materials science and engineering; to design and conduct experiments, as well as to analyze and interpret data; and to design a *program name* system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to materials science and engineering.
2. Design and conduct materials science and engineering experiments and analyze and interpret the data.
3. Design a materials science and engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in speech and in writing to other materials engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
EMA 3066	X		X	
EMA 3513C		X		X
EMA 4714	X	X	X	

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Mathematics

Description of the Major

The major in mathematics will enable you to develop proficiency in calculus, differential equations, advanced calculus, linear algebra and abstract algebra, and expose you to several other mathematical areas beyond these core fields. You will learn to read and to construct mathematical proofs, to reason in abstract mathematical systems and to use mathematical models. You will also acquire the ability to read new mathematics and to formulate mathematical models and arguments.

Additional information is available from your major's website.

Before Graduating You Must

- Be evaluated on your responses to certain examination questions in upper-division courses that are required for your degree.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Proficiency in core mathematics fields: calculus, differential equations, advanced calculus, linear algebra and abstract algebra.
2. Ability to read and to construct mathematical proofs.
3. Ability to reason in abstract mathematical systems and mathematical models.
4. Ability to read new mathematics and to formulate mathematical models and arguments.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
MAA 4102 (B.A. only)	X	X	X	
MAA 4103 (B.A. only)	X	X	X	
MAA 4211 (required for B.S.)	X	X	X	X
MAA 4212 (required for B.S.)	X	X	X	X
MAC 2312 or MAC 2512 or MAC 3473	X			
MAC 2313 or MAC 3474	X			
MAP 2302	X			
MAS 3300 or MHF 3202		X	X	X
MAS 4105	X	X	X	X
MAS 4301	X	X	X	X

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Mechanical Engineering

Description of the Major

Mechanical engineers are responsible for creating and manufacturing devices and systems that alter, transfer, transform and utilize energy forms that cause motion. The baccalaureate program provides a broad education with a strong foundation in mathematics, science and basic engineering sciences. Advanced courses develop specialized engineering skills in manufacturing, robotics, solid mechanics, thermal and fluid systems, dynamics and controls, and biomechanics.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to mechanical engineering problems.
2. Design and conduct mechanical engineering experiments and analyze and interpret the data.
3. Design a mechanical engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical data and design information effectively in speech and in writing to other mechanical engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
EGM 3401	X			
EML 4147C		X	X	
EML 4501	X	X	X	X
EML 2920				X

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Medieval and Early Modern Studies

Description of the Major

The interdisciplinary studies major in medieval and early modern studies provides you with knowledge of the key issues, figures, social and cultural trends and basic chronology of the period or field studied. You will be able to evaluate the significance, quality and veracity of information gathered in the literature and to apply it effectively. You will also articulate the results of research clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the key issues, figures, social and cultural trends and basic chronology of the period or field studied.
2. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
3. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
IDS 4906	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Microbiology and Cell Science

Description of the Major

The Bachelor of Science in microbiology and cell science offers you flexibility in a curriculum that develops an excellent knowledge base and an understanding of concepts in microbiology, cell biology and the bio-molecular sciences. Emphasis will be placed on application of the scientific method to gain an understanding of the biological world at the cellular and molecular levels. You will learn to evaluate hypotheses, to interpret experimental data and to communicate results effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Pass a microbiology and cell sciences competency test consisting of four parts, one part from each of the following required courses:
  - MCB 3023 Principles of Microbiology
  - MCB 4304 or PCB 4522 Genetics of Microorganisms or Molecular Genetics
  - MCB 4203 or PCB 5235 Bacterial and Viral Pathogens or Immunology
  - MCB 3023L and MCB 4034L (or equivalent) Laboratory for Principles of Microbiology and Advanced Microbiology Laboratory
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge in microbial classification, comparative physiology and metabolism, genetic information expression and cellular regulation, and mechanisms of host and pathogen interaction.
2. Analyze experimental data and interpret results in the cellular and molecular sciences.
3. Demonstrate the ability to articulate experimental results clearly in speech and in writing in an accepted style of presentation.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
MCB 3023	X		
MCB 3023L		X	X
MCB 4034L	X	X	X
MCB 4203 or PCB 5235	X	X	
MCB 4304 or PCB 4522	X	X	X

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Middle Eastern Languages and Cultures

Description of the Major

The interdisciplinary studies major in middle eastern languages and cultures provides you with knowledge of political, cultural, literary, linguistic and historical issues of the Middle East. You will be able to evaluate the significance, quality and veracity of information gathered in the literature and to apply it effectively. You will also articulate research results clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of political, cultural, literary, linguistic and historical issues of the Middle East.
2. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
3. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
IDS 4906	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Modern European Studies

Description of the Major

The interdisciplinary studies major with a concentration in modern European studies provides you with knowledge of major European issues. You will be able to identify and conduct modern Europe-relevant research. You will evaluate the significance, quality and veracity of information gathered in the literature and to apply it effectively. You will also be able articulate the results of research clearly and effectively.mation gathered in the literature and to apply it effectively. You will also articulate the results of research clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know major issues of modern Europe and identify and conduct Europe-relevant research.
2. Integrate different sources and types of knowledge into holistic perspectives about Europe.
3. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
4. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Content	Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4
IDS 4906	X	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Appendix III.4.2

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Music Education

Description of the Major

The Bachelor of Music in music education prepares you to become musicians and music teachers in a K-12 instructional setting. Through studies in conducting, rehearsal planning, teaching techniques, and theory, applied performance, music literature and history, and piano, you will be able to structure and apply music for meaningful and effective music class and ensemble instruction.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the General Knowledge Test and the Music (K-12) Subject Area Test of the Florida Teacher Certification Examination.
- Satisfactory faculty evaluation of a student portfolio.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Solo and ensemble performance at an advanced level.
2. Teaching, planning, rehearsal and conducting skills for K-12 music classes and ensembles.
3. Knowledge of common elements and organizational patterns of music.
4. Knowledge of music history from early practice to the present.
5. Ability to critically analyze and evaluate problems and issues in music and other disciplines.
6. Ability to consistently and accurately discriminate musical quality based on sound musical reasoning.
7. Effective verbal and written communication of musical judgments, criticisms and preferences.
8. Effective vebal and written communication of ideas, thoughts and feelings in music and other disciplines.

Courses	Content				Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
Core - All Concentrations								
EDF 3210		X			X			
MUE 3311		X			X	X		
MUE 3330		X			X	X		
MUE 4140		X			X	X		
MUE 4940		X			X	X		
MUG 4104		X						
MUG 4202		X						
MUH 2501 or MUH 2530 or MUH 3541				X	X	X	X	X
MUH 3211				X	X	X	X	X
MUH 3212				X	X	X	X	X
MUN 3000-level ensemble						X	X	
MV_ 141_, MV_ 242_, MV_ 343_	X					X	X	
MV_ 3970	X					X	X	
RED 3312		X			X			
Specialization: Choral								
MUE 4421		X			X	X		
Specialization: Choral and Keyboard								
MUE 4421		X			X	X		
MVK 3702	X		X					

Specialization: Instrumental								
MUT 3321			X		X	X		
MUE 3343 or MUE 4422		X			X	X		
MUE 3451		X						

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Music, Bachelor of Arts

Description of the Major

The Bachelor of Arts in music provides a liberal arts education with an emphasis in ethnomusicology, music history and literature, music theory and composition, or performance. Studies in music theory, applied performance, music literature, music history and piano, provide knowledge of the structure and expression of music within the historical context of musical genres. You will also be able to apply your knowledge through singing or performing a musical instrument and you will be able to apply critical thinking skills when hearing musical sounds.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory faculty evaluation of a student portfolio.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Solo performance on a musical instrument.
2. Knowledge of elements of music.
3. Ability to apply knowledge of historical and stylistic contexts.
4. Ability to apply knowledge of the aesthetic properties of style in reference to specific musical examples.
5. Ability to critically analyze and evaluate problems and issues in music and other disciplines.
6. Ability to consistently and accurately discriminate aural musical sounds.
7. Ability to apply facts, terminology, concepts and theories to musical examples.
8. Effective verbal and written communication of musical judgments, criticisms and preferences.
9. Effective vebal and written communication of ideas, thoughts and feelings in music and other disciplines.
10. Demonstrated skills for effective collaboration.

Courses	Content				Critical Thinking			Communication		
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
Core - All Concentrations										
MUH 3211/ MUH 3212			X		X	X	X	X		
MUS 4905		X				X				
MV_ 141_, MV_ 242_, MV_ 343_	X	X	X	X			X	X		X
MVK 3702*	X		X							
Concentration in Ethnomusicology										
MUH 3541			X		X	X	X			
Concentration in Music History and Literature										
MUH 3XXX/ MUH 4XXX			X		X	X	X	X		
MUL 3XXX/ MUL 4XXX			X		X	X	X	X		
Concentration in Music Composition/Theory**										
MUC 3XXX/ MUC 4XXX		X			X	X	X			
MUG 4104		X								
MUT 3XXX/ MUT 4XXX			X		X	X	X	X		

Voice principals must take French, German, Italian and English diction during the first two semesters of enrollment.

* Keyboard principals must take MVK 3702 during the first two semesters of enrollment instead of MUN 1000.

** Theory majors do not take composition skills and should add four additional hours of MUT electives.

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Music, Bachelor of Music

Description of the Major

The Bachelor of Music enables you to enter a professional career in music, to teach music privately and to achieve proficiency in a performance area such as composition, instrumental or voice. With study in theory, music literature, music history, piano and applied instruction, you learn the structure and expression of music and the historical context of musical genres. Through their applied study, you develop advanced skills and can apply this knowledge through singing, performing on a musical instrument or composing a musical work, and you can apply advanced critical thinking skills when hearing musical sounds.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory faculty evaluation of a student portfolio.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Solo and ensemble performance at an advanced level.
2. Knowledge of common elements and organizational patterns of music.
3. Knowledge of music history from early practice to the present.
4. Independent, professional musicianship through high personal performance standards and expectations.
5. Ability to critically analyze and evaluate problems and issues in music and other disciplines.
6. Ability to consistently and accurately discriminate musical quality based on sound musical reasoning.
7. Effective verbal and written communication of musical judgments, criticisms and preferences.
8. Effective vebal and written communication of ideas, thoughts and feelings in music and other disciplines.
9. Demonstrated skills for effective collaboration.

Courses	Content				Critical Thinking		Communication		
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Core - All Specializations									
MUG 4104		X						X	
MUH 2501 or MUH 2530 or MUH 3541			X		X	X	X		
MUH 3211			X		X	X	X		
MUH 3212			X		X	X	X		
MUN 3000-level ensemble	X			X	X		X		X
MV_ 242_, MV_ 343_	X	X	X	X	X		X		X
MV_ 3970	X	X		X			X		
Specialization: Music in Combination with Outside Field									
MV_ 141_	X	X	X	X	X		X		X
Specialization: Composition									
MUC 3231		X				X			
MUC 3232		X				X			
MUC 4241 or MUC 4401		X				X			
MUC 4313		X				X			
MUS 4905		X				X			
MUT 3321		X			X				
MUT 3322		X			X				
MUT 3611		X			X				

MUT 4411		X			X				
MUT 4421		X			X				
MUT 4601		X			X				
Specialization: Performance - Instrumental									
MUL 444X			X		X	X	X		
MUT 3321		X			X				
MUT 3611		X			X				
MUT 4411 or MUT 4421		X			X				
MV_ 444_	X	X	X	X	X		X		X
MV_ 4640				X			X		
MV_ 4971	X	X		X			X		
Specialization: Performance - Voice									
MUL 4602			X				X		
MUT 3611		X			X				
MV_ 444_	X	X	X	X	X		X		X
MV_ 4971	X	X		X			X		
MVV 4441	X	X		X			X		
MVV 4640	X	X		X			X		

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Natural Resource Conservation

Description of the Major

The natural resource conservation major provides a broad education in the ecological, economic and social aspects of forest and natural resources and their management. The individualized nature of the major allows students and their faculty advisers to create a curriculum specific to their interests.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the forest resources and conservation competency exam, given in five parts. One part will be given in each of the following required courses:
  - FNR 3131C Dendrology of Forest Plants
  - FNR 3410C Natural Resource Sampling
  - FNR 4040C Natural Resource Communication
  - FNR 4623C Integrated Natural Resource Management
  - FNR 4660C Natural Resource Policy and Administration
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge in and competency in biology/ecology, quantification, policy/administration, management of forest and related natural resources.
2. Ability to analyze, interpret, synthesize and communicate information and data, including the use of mathematical and statistical methods.
3. Create, interpret and analyze written text, oral messages and multimedia presentations.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
FNR 3131C	X		X
FNR 3410C	X	X	X
FNR 4040C		X	X
FNR 4623C	X	X	X
FNR 4660C	X	X	X

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Neurobiological Sciences

Description of the Major

The interdisciplinary studies major in neurobiological sciences provides you with an understanding of and competence in the neurobiological sciences. You will understand and use the scientific approach to gather and verify knowledge. You will be able to draw appropriate conclusions and inferences from properly conducted laboratory research. You will be able to evaluate the significance, quality and veracity of information gathered via experiment and literature and to apply them effectively. You will also possess the ability to articulate results clearly and effectively.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete IDS 4906 Interdisciplinary Research Thesis (capping 7-12 credits of thesis research), graded according to department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of and competence in neurobiological sciences.
2. Understand and use the scientific approach to gather and verify knowledge.
3. Evaluate the significance, quality and veracity of information gathered via experiment and literature and apply them effectively.
4. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
IDS 4906	X	X	X	X

This is the only required course for this major (or equivalent with other prefixes). SLOs are met through this course and through preparation of material to write your thesis.

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Nuclear and Radiological Sciences

Description of the Major

The major in nuclear and radiological sciences educates you to work professionally in areas related to the control and safe utilization of nuclear energy, radiation and radioactivity.

Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two or more courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to nuclear science problems.
2. Design and conduct nuclear science experiments, analyzing and interpreting the data.
3. Design a nuclear engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability constraints.
4. Communicate technical information effectively in speech and in writing to other nuclear scientists and engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
ENU 4612C	X	X		X
ENU 4630	X		X	X
ENU 4641C	X			X

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Nuclear Engineering

Description of the Major

The major in nuclear engineering educates students to work professionally in areas related to the control and safe utilization of nuclear energy, radiation and radioactivity.

This is a nationally accredited ABET program.
Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment by two or more faculty and/or industry practitioners of performance on a major design experience.
- Pass assessment in two or more courses of individual assignments targeted to each learning outcome. Assessment will be provided by the instructor of the course according to department standards.
- Complete an exit interview in your final semester.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Apply knowledge of mathematics, science and engineering principles to nuclear engineering problems.
2. Design and conduct nuclear engineering experiments, analyzing and interpreting the data.
3. Design a nuclear engineering system, component or process to meet desired needs within realistic economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability constraints.
4. Communicate technical information effectively in speech and in writing to other nuclear engineers.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
ENU 4192	X		X	X
ENU 4505L		X	X	X
ENU 4612	X	X		

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Nursing

Description of the Major

The major in nursing enables you to use knowledge from nursing and other disciplines to provide care to diverse client populations. You learn to use the nursing process to solve clinical problems and to communicate with clients, members of the health care team and the community. Principles of leadership and management are learned and applied in a variety of health care settings with integration of legal and ethical principles applicable to health care delivery systems.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve a rating of satisfactory in all clinical courses, graded according to College of Nursing rubric.
- Achieve an acceptable score on the Health Education Systems Incorporated RN Exit Examination, or the equivalent, by the eighth week of semester nine.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Utilize nursing knowledge, theory, research findings and knowledge from the humanities and sciences to provide nursing practice that is responsive to diverse client systems.
2. Apply leadership and management principles to ensure efficiency, quality and continuity of care.
3. Apply the nursing process to promote, maintain and restore wellness and to prevent and treat illness.
4. Demonstrate the ability to solve clinical problems in a variety of health care delivery systems utilizing legal and ethical guidelines.
5. Integrate professional values into your own practice.
6. Apply communication principles with clients, members of the health care team and the community.

Courses	Content		Critical Thinking			Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
NUR 3119/ NUR 3119L	X		X	X		X
NUR 3129	X					
NUR 3145	X					
NUR 3225/ NUR 3225L	X		X	X		X
NUR 3355/ NUR 3355L	X		X	X		X
NUR 3455/ NUR 3455L	X		X	X		X
NUR 3825	X				X	
NUR 3826	X			X		
NUR 4165	X					
NUR 4535/ NUR 4535L	X		X	X	X	X
NUR 4635/ NUR 4635L	X	X	X	X	X	X
NUR 4767/ NUR 4767L	X	X			X	X
NUR 4829	X	X			X	X
NUR 4945L	X	X	X	X	X	X

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Packaging Science

Description of the Major

The Bachelor of Science in packaging science, one of only a few such programs in the country, prepares you for immediate employment in the field. You will learn to apply fundamental principles to issues facing the packaging industry. You will understand basic functions of packages, materials used in packaging and industrial methods used to create, analyze and evaluate packaging operations and applications.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the packaging science competency test, given in four parts. One part will be given in each of the following required courses:
  - PKG 3001 Principles of Packaging
  - PKG 3103 Food Packaging
  - PKG 3009 Consumer Products Packaging
  - PKG 4011 Packaging Production and Processing
- Complete individual and team projects in PKG 4007C and PKG 4008.
- Satisfactorily complete the capstone design project in PKG 4905.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the basic functions of a package and the materials used for packaging.
2. Knowledge of industrial methods used to create, analyze and evaluate economic feasibility of packaging and packaging equipment.
3. Competency to contribute to interdisciplinary teams in product/package and process development.
4. Evaluate and develop packaging designs and operations.
5. Demonstrate ability to articulate thoughts, ideas and results clearly in speech and in writing, and in an accepted style of presentation.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
PKG 3001	X				
PKG 3009					X
PKG 3103		X		X	
PKG 4007C				X	
PKG 4008		X	X		
PKG 4011		X			
PKG 4252C				X	
PKG 4905			X	X	
PKG 4932		X			X

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Philosophy

Description of the Major

The major in philosophy will provide you with a thorough knowledge of philosophical problems and arguments as well as critical thinking skills applicable to a wide variety of intellectual areas. You will become familiar with key positions in the history of Western philosophy, learn how to navigate the contemporary philosophical terrain and acquire a working knowledge of formal logic. You will learn how to represent complex arguments in a clear and fair fashion, to evaluate them for cogency and to construct arguments of your own. Finally, you will become practiced in writing about abstract and elusive topics in a critical and compelling manner.

Additional information is available from your major's website.

Before Graduating You Must

- Earn a C or better in all courses satisfying the major's distribution requirements, thereby demonstrating achievement of SLOs 1 - 3.
- Complete a model paper in a 4000-level philosophy class with a grade of B or better, thereby demonstrating achievement of SLOs 4 - 7.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand the major questions addressed, the range of answers offered and the methods employed in the history of Western philosophy.
2. Demonstrated competence in contemporary philosophy with an understanding of major arguments and options in core areas, including ethics and epistemology.
3. Working knowledge of the fundamental aspects of formal logic, including the propositional and predicate calculus.
4. The ability to discern the structure of arguments, to represent them fairly and clearly and to evaluate them for cogency.
5. The ability to formulate one's own original arguments, to anticipate objections and to respond in a conscientious fashion.
6. The ability to read and discuss complex philosophical texts from both historical sources and contemporary works.
7. The ability to speak and to write clearly and persuasively about abstract and conceptually elusive matters.

Courses	Content			Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
PHH 3100	X			X	X	X	X
PHH 3400	X			X	X	X	X
PHI 3130			X	X			
PHI 3300		X		X	X	X	X
PHI 3650		X		X	X	X	X

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Physics, B.A.

Description of the Major

The laws of physics are the starting point for most scientific research and engineering applications. Students majoring in physics obtain broad-based knowledge and experience applying these laws as well as hands-on experience building electronic equipment and performing experiments. This provides a wide range of career options. Many of our students go on to graduate study in physics, but an equal number pursue advanced degrees in other science disciplines, all branches of engineering and medical school. Physics majors are employed in industry doing applied work and in academia seeking the answers to fundamental questions.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the University of Florida Physics field test, which consists of five parts. One part is given in each of the following required courses:
  - PHY 2060 Enriched Physics with Calculus 1 or PHY 3221 Mechanics
  - PHY 3323 Electromagnetism
  - PHY 3513 Thermal Physics
  - PHY 4604 Introductory Quantum Mechanics
  - PHY 4802L Laboratory Physics 1
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Competence in mechanics, electromagnetism, thermal physics and quantum mechanics.
2. Knowledge of and competence in experimental physics and data analysis.
3. Formulate and solve problems in physics in the above areas, and draw conclusions from experimental data.
4. Effectively and clearly communicate ideas in speech and in writing in an accepted style and presentation.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
PHY 2048 or PHY 2060	X		X	
PHY 2049 or PHY 2061	X		X	
PHY 2048L	X	X	X	X
PHY 2049L	X	X	X	X
PHY 3101 or PHY 3063	X		X	X
PHY 3221 or PHZ 3113	X		X	X
PHY 3323	X		X	X
PHY 3513	X		X	X
PHY 4604	X		X	X
PHY 4802L	X	X	X	X

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Physics, B.S.

Description of the Major

The laws of physics are the starting point for most scientific research and engineering applications. Students majoring in physics obtain broad-based knowledge and experience applying these laws as well as hands-on experience building electronic equipment and performing experiments. This provides a wide range of career options. Many of our students go on to graduate study in physics, but an equal number pursue advanced degrees in other science disciplines, all branches of engineering and medical school. Physics majors are employed in industry doing applied work and in academia seeking the answers to fundamental questions.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the University of Florida Physics field test, which consists of five parts. One part is given in each of the following required courses:
  - PHY 2060 Enriched Physics with Calculus 1 or PHY 3221 Mechanics
  - PHY 3323 Electromagnetism
  - PHY 3513 Thermal Physics
  - PHY 4604 Introductory Quantum Mechanics
  - PHY 4802L Laboratory Physics 1
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Competence in mechanics, electromagnetism, thermal physics and quantum mechanics.
2. Knowledge of and competence in experimental physics and data analysis.
3. Formulate and solve problems in physics in the above areas, and draw conclusions from experimental data.
4. Effectively and clearly communicate ideas in speech and in writing in an accepted style and presentation.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
PHY 2048 or PHY 2060	X		X	
PHY 2048L	X	X	X	X
PHY 2049 or PHY 2061	X		X	
PHY 2049L	X	X	X	X
PHY 3101 or PHY 3063	X		X	X
PHY 3221 or PHZ 3113	X		X	X
PHY 3323	X		X	X
PHY 3513	X		X	X
PHY 4222	X		X	X
PHY 4324	X		X	X
PHY 4523	X		X	X
PHY 4604	X		X	X
PHY 4802L	X	X	X	X
PHY 4803L	X	X	X	X

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Plant Science

Description of the Major

The plant science major, offered jointly by the departments of Agronomy and Plant Pathology, enables you to apply principles associated with production and improvement of agronomic crops. You will acquire knowledge about the scientific fundamentals of plant growth of field and forage crops. You acquire knowledge about fungi, bacteria and viruses, as well as environmental factors that cause plant disease. This program prepares you to work in the lab and field settings and to develop applied skills for research and extension.

Additional information is available from your major's website.

Before Graduating You Must

- Complete a research paper and an oral presentation with satisfactory faculty evaluation.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of agronomy and plant pathology related to crop production systems; environmentally sound management practices; genetic and molecular principles related to crops.
2. Apply knowledge and principles of plant science through classroom and/or lab settings.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural life sciences.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AEE 3030C			X
AEE 3033C			X
AGR 3005	X	X	
AGR 3303	X	X	
PLP 3002C	X	X	
SOS 3022 and 3022L	X	X	

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Political Science

Description of the Major

The major in political science provides an understanding of how government and politics operate in the U.S. and elsehwere. You will develop the critical analytic and research skills to study government and politics and you will be able to articulate information and ideas about government and politics.

Additional information is available from your major's website.

Before Graduating You Must

- Complete thirty hours of political science course work (with a grade of C or better) including at least eighteen hours at the 3000-4000 level. In addition, you must complete an introductory statistics course.
- Complete two upper-division political science courses with a writing component, graded by department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of government and politics in the U.S. and elsewhere.
2. Use critical analytic and research skills to study government and politics.
3. Articulate information and ideas in speech and in writing about government and politics.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
Core: 12 hours; Take STA 2023 and three of the remaining four			
CPO 2001	X		
INR 2001	X		
POS 2041	X		
POT 2001	X		
STA 2023		X	
Major: 18 hours at 3000/4000 level			
CPO 3103	X	X	X
CPO 3151	X	X	X
CPO 3204	X	X	X
CPO 3303	X	X	X
CPO 3403	X	X	X
CPO 3513	X	X	X
CPO 3614	X	X	X
CPO 3633	X	X	X
CPO 4000	X	X	X
CPO 4034	X	X	X
CPO 4042	X	X	X
CPO 4104	X	X	X
CPO 4133	X	X	X
CPO 4207	X	X	X
CPO 4306	X	X	X
CPO 4401	X	X	X
CPO 4731	X	X	X
INR 3034	X	X	X
INR 3084	X	X	X
INR 3102	X	X	X
INR 3333	X	X	X

INR 3502	X	X	X
INR 3603	X	X	X
INR 4035	X	X	X
INR 4083	X	X	X
INR 4204	X	X	X
INR 4244	X	X	X
INR 4303	X	X	X
INR 4350	X	X	X
INR 4531	X	X	X
PAD 3003	X	X	X
PAD 4034	X	X	X
PAD 4604	X	X	X
PAD 4940	X	X	X
POS 2112	X	X	X
POS 3122	X	X	X
POS 3142	X	X	X
POS 3173	X	X	X
POS 3204	X	X	X
POS 3233	X	X	X
POS 3263	X	X	X
POS 3603	X	X	X
POS 3606	X	X	X
POS 4258	X	X	X
POS 4275	X	X	X
POS 4291	X	X	X
POS 4413	X	X	X
POS 4424	X	X	X
POS 4443	X	X	X
POS 4463	X	X	X
POS 4624	X	X	X
POS 4674	X	X	X
POS 4734	X	X	X
POS 4905	X	X	X
POS 4931	X	X	X
POS 4934	X	X	X
POS 4940	X	X	X
POS 4956	X	X	X
POS 4970	X	X	X
POT 3302	X	X	X
POT 3503	X	X	X
POT 3504	X	X	X
POS 4013	X	X	X
POT 4053	X	X	X
POT 4311	X	X	X
POT 4414	X	X	X
PUP 3002	X	X	X
PUP 3204	X	X	X
PUP 3302	X	X	X
PUP 3323	X	X	X
PUP 3623	X	X	X

	X	X	X
PUP 4021	X	X	X
PUP 4313	X	X	X
PUP 4404	X	X	X
PUP 4712	X	X	X

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Portuguese

Description of the Major

The Bachelor of Arts in Portuguese allows you to achieve communicative competence in all four language skills: speaking, comprehension, reading and writing. You will become knowledgeable in Portuguese and Brazilian culture, literature and/or linguistics, and you will learn how to interpret Portuguese-language texts according to their cultural, literary and/or linguistic content.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a text according to its cultural, literary and/or linguistic content (text analyzed and the analysis will be in Portuguese) and an oral presentation and discussion conducted in Portuguese.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrated competence in the Portuguese language, including knowledge of grammar and vocabulary.
2. Knowledge of cultural correlates, literary production and/or linguistic structure of Portuguese.
3. Ability to interpret Portuguese-language texts according to their cultural, literary and/or linguistic content.
4. Ability to communicate competently in speech and in writing in Portuguese.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
Portuguese Language				
POR 3010	X			X
POR 3224	X	X	X	X
POR 3242	X			X
POR 3243	X			X
POR 3500	X	X	X	X
POR 4420	X			X
POR 4956	X	X	X	X
Brazilian and Portuguese Literature				
POW 3100	X	X	X	X
POW 3130	X	X	X	X
POW 3131	X	X	X	X
POW 4380	X	X	X	X
POW 4382	X	X	X	X
POW 4450	X	X	X	X
POW 4454	X	X	X	X
POW 4480	X	X	X	X
POW 4700	X	X	X	X
POW 4905		X	X	
POW 4930	X	X	X	X
PRT 3930	X	X	X	X

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Psychology

Description of the Major

The Bachelor of Science in psychology enables you to achieve a high level of proficiency in the science of psychology, including the core natural and social science areas of psychology. The variety of laboratory courses emphasizes your understanding of the design, analysis and critical interpretation of psychological research. You will also refine your core knowledge and understanding of psychological research with advanced coursework in statistics, biology and mathematics.

Additional information is available from your major's website.

Before Graduating You Must

- Demonstrate satisfactory (a grade of C) or better performance on exams, papers and other course work for six hours of course work in core psychology natural sciences (course prefixes CBH, EAB, EXP and PSB), six hours course work of core psychology social sciences (course prefixes CLP, DEP, SOP and PPE) and three or four hours of course work in psychological research methodology, design and analysis, graded by department rubric.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Critical knowledge of basic and applied aspects of core natural science areas within psychology as well as core social science areas within psychology.
2. Knowledge of the design, analysis and interpretation of psychological research.
3. Ability to review, interpret and analyze the literature in psychological science.
4. Ability to clearly and effectively present ideas in speech and in writing that contribute to the dissemination of advances in research in psychological science.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
Core				
STA 3024		X		
Major				
DEP 4115	X			
DEP 4163	X			
DEP 4305	X			
DEP 4404	X			
DEP 4930	X			
EAB 4184	X			
EAB 4704	X			
EXP 4504	X			
EXP 4635	X			
PCO 4104	X			
PCO 4930	X			
PPE 4930	X			
PSB 4065	X			
PSB 4434	X			
PSB 4504	X			
PSB 4654	X			
PSB 4810	X			
PSB 4823	X			
PSB 4934	X			
PSY 3220		X	X	X
PSY 4604	X	X	X	

PSY 4930				
SOP 3743	X			
SOP 4444	X			
SOP 4504	X			
SOP 4701	X			
SOP 4704	X			
Natural Sciences: Take at least two				
CBH 3003	X			
EAB 3002	X			
EAB 3764	X			
EXP 3104	X			
EXP 3604	X			
PSB 3004	X			
PSB 3340	X			
Social Sciences: Take at least two				
CLP 3144	X			
DEP 3053	X			
PPE 3004	X			
SOP 3004	X			
Laboratory courses: Take at least one				
DEP 4704		X	X	X
EAB 4022		X	X	X
EAB 4714		X	X	X
EAB 4724		X	X	X
EXP 4174		X	X	X
EXP 4934		X	X	X
PPE 4324		X	X	X
PSY 3213L		X	X	X
PSB 4104		X	X	X
SOP 4214		X	X	X
Individual work courses in research, teaching or service in the community				
PSY 3912		X	X	X
PSY 4905	X			X
PSY 4940	X			
PSY 4949				
PSY 4970		X	X	X

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Public Relations

Description of the Major

The major in public relations enables you to develop the knowledge and skills, including analytical and communication skills, necessary for the effective practice of public relations. You will learn public relations principles, perspectives for understanding and communicating with targeted and diverse publics, and a systematic process for problem solving that emphasizes programming based on formative and evaluative research. Special attention is paid to writing skills, and you will acquire the ability to write correctly and clearly in forms and styles appropriate for public relations practice. You will learn to use tools and relevant technologies, including new media, and you will develop an understanding of ethical principles, including the importance of truth and accuracy, which guide public relations practice.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve a passing score of 70% or higher on a major individual project (e.g., media kit) developed in PUR 4100 Public Relations Writing and evaluated by the class instructor.
- Achieve a passing score of 70% or higher on a comprehensive campaign plan for an organizational client, developed in the major's capstone course, PUR 4001 Public Relations Campaigns and evaluated by the class instructor.
- Achieve a satisfactory rating on four of the five SLOs on a standardized evaluation completed by internship supervisors as part of PUR 4940 Public Relations Internship.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand concepts and theories relevant to effective public relations practice.
2. Understand professional ethical principles and the importance of truth, honesty, accuracy, fairness and diversity.
3. Apply tools and technologies relevant to public relations practice.
4. Gather information and conduct research for public relations planning and evaluation.
5. Write correctly and clearly in forms and styles appropriate for public relations practice.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
JOU 3101		X	X		X
MMC 2100		X	X	X	X
MMC 4200	X	X			
PUR 3000	X	X			
PUR 3500	X	X	X	X	X
PUR 3801	X	X		X	X
PUR 4100	X	X	X	X	X
PUR 4103	X		X		X
PUR 4203	X	X		X	
PUR 4404C	X			X	
PUR 4410	X	X		X	
PUR 4800	X	X	X	X	X
PUR 4932	X			X	
PUR 4940	X	X	X	X	X

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Religion

Description of the Major

The major in religion examines religion as a significant and pervasive element in human culture. Through study of a variety of religious traditions, you learn about the history, beliefs and practices of the world's religions. Emphasis on method and theory and religion's comparative dimensions enables you to read and analyze current literature. You will be able to locate and use reference tools and demonstrate the ability to communicate independent, critical perspectives.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve satisfactory evaluation of assignment from REL 3931 Junior Seminar (Method and Theory).
- Achieve satisfactory evaluation of assignment from REL 4933 Comparative Seminar.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of religion as a significant and pervasive element in human culture.
2. Read and analyze current literature on method and theory in a study of religion.
3. Read and analyze current literature on comparative religion.
4. Effectively communicate, in speech and in writing, and disseminate the results of research in a coherent and organized manner.

Courses	Content	Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4
REL 3931	X	X		X
REL 4933	X		X	X
Jewish or Christian Scripture - REL 2210, REL 2240, REL 3249, REL 3252	X		X	
Asian Religions - REL 2317, REL 2341, REL 3330, REL 3336	X		X	
Islamic Religions - REL 2362, REL 3317, REL 3366, REL 3367	X		X	

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Russian

Description of the Major

The Bachelor of Arts in Russian provides language proficiency in Russian equivalent to three years of college Russian study. You will be able to evaluate the significance of information gathered from authentic sources in Russia and Russia-related countries, and to apply them effectively. You also will be able to articulate research and reception of target culture in an accepted presentation style.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve an acceptable score on the Russian Proficiency Test, or the equivalent, at the end of the third year of language study.
- Satisfactory faculty evaluation of a term paper or final project completed for the Russian majors seminar, the senior thesis or the equivalent.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Know and be proficient in Russian language, equivalent to that normally attained through three years of college Russian language study.
2. Understand Russian literature as well as cultural trends and traditions.
3. Evaluate the significance of information gathered from authentic sources in Russia and Russia-related countries and apply it effectively.
4. Articulate clearly in speech and in writing research and reception of target culture.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
Russian Language				
RUS 3240			X	
RUS 3400	X		X	
RUS 4300	X		X	
RUS 4411	X		X	X
RUS 4503	X		X	X
RUS 4504	X		X	X
RUS 4700	X		X	
RUS 4930	X	X	X	X
RUS 4956	X	X	X	X
Russian Literature in Translation				
RUT 3441		X	X	X
RUT 3442		X	X	X
RUT 3450		X	X	X
RUT 3452		X	X	X
RUT 3500		X	X	X
RUT 3501		X	X	X
RUT 3502		X	X	X
RUT 3503		X	X	X
RUT 3514		X	X	X
RUT 3600		X	X	X
RUT 4440		X	X	X
Russian Literature				
RUW 3100		X	X	X
RUW 3101		X	X	X
RUW 4301		X	X	X

RUW 4370		X	X	X
RUW 4630		X	X	X
RUW 4932		X	X	X

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Sociology

Description of the Major

The Bachelor of Arts in sociology provides you with knowledge of the basic concepts in the field, sociological perspectives on social structure, process, institutions and sociological perspectives on the relationship between individuals and society. Emphasis is on the ability to understand, analyze and interpret the sociological literature and on effectively communicating sociological concepts and research in the accepted style of presentation.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the Major Field Test in Sociology offered by the Educational Testing Service.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand basic concepts in sociology.
2. Understand sociological perspectives on social structure, process and institutions.
3. Understand sociological perspectives on the relationship between individuals and society.
4. Understand, analyze and interpret the sociological literature.
5. Effectively communicate in speech and in writing sociological concepts and research.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Sociological Analysis					
SYA 4110	X	X	X	X	X
SYA 4300				X	X
Sociology of Demography and Area Studies					
SYD 3410		X	X	X	X
SYD 3630		X	X	X	X
SYD 3700		X	X	X	X
SYD 4020		X		X	X
SYD 4021		X		X	X
SYD 4510		X	X	X	X
SYD 4800		X	X	X	X
SYD 4810		X	X	X	X
SYD 4820		X	X	X	X
Social Organization					
SYO 3534		X	X	X	X
SYO 4102		X	X	X	X
SYO 4180		X	X	X	X
SYO 4200		X	X	X	X
SYO 4400		X	X	X	X
SYO 4530		X	X	X	X
SYO 4540		X	X	X	X
Social Processes					
SYP 3000			X	X	X
SYP 3510		X	X	X	X
SYP 4060			X	X	X
SYP 4520		X	X	X	X
SYP 4530		X	X	X	X

SYP 4540		X		X	X
SYP 4550		X	X	X	X
SYP 4730		X	X	X	X
SYP 4731			X	X	X
SYP 4740			X	X	

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Soil and Water Science

Description of the Major

The soil and water science major will enable you to identify and to describe the morphology of soils, to differentiate soils according to soil taxonomy and to distinguish soil forming factors. You will use this knowledge to assess properties of soils in relation to plant growth and environmental uses and to apply this knowledge to different soil uses in agriculture, natural resources and urban settings.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the soil and water science competency exam, given in four parts. One part will be given in each of the following required courses:
  - SOS 3022 Soils in the Environment
  - SOS 4451 Soil and Water Chemistry
  - SOS 4602C Soil Physics
  - SOS 4715C Environmental Pedology
- Satisfactorily complete an approved research project in SOS 4905 or SOS 4941.
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Identify and describe the morphology of soils, differentiate soils according to soil taxonomy and distinguish the soil forming factors.
2. Appraise the physical, chemical and biological properties of soils in relation to growth of native and agricultural plants and environmental uses.
3. Describe, identify and access the suitabilities/limitations of soils for different uses including, the behavior of water in soils/landscapes and policies for and implications of water allocation among urban, agricultural and natural resources uses.
4. Analyze experimental data and interpret results in soil and water science.
5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
AEE 3030C					X
AEE 3033C					X
SOS 3022 and 3022L		X	X		
SOS 4451		X			
SOS 4602C		X			
SOS 4715C	X		X		
SOS 4905 or 4941				X	

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Spanish

Description of the Major

The Bachelor of Arts in Spanish allows you to achieve communicative competence in all four language skills: speaking, comprehension, reading and writing. You will become knowledgeable in the areas of Spanish and Spanish-American culture, literature and/or linguistics, and you will learn how to interpret Spanish-language texts according to their cultural, literary and/or linguistic content.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a text according to its cultural, literary and/or linguistic content (text analyzed and the analysis will be in Spanish) and an oral presentation and discussion conducted in Spanish.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrated competence in the Spanish language, including knowledge of grammar and vocabulary.
2. Knowledge of cultural correlates, literary production and/or linguistic structure of Spanish.
3. Ability to interpret Spanish-language texts according to their cultural, literary and/or linguistic content.
4. Communicative competence in Spanish.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
Spanish Language and Linguistics				
SPN 3020	X			X
SPN 3224	X	X	X	X
SPN 3300 or SPN 3350	X			X
SPN 3301	X			X
SPN 3412	X			X
SPN 3414	X			X
SPN 3440	X	X	X	X
SPN 3442	X	X	X	X
SPN 3472	X	X	X	X
SPN 3510	X	X	X	X
SPN 3520	X	X	X	X
SPN 3700	X	X	X	X
SPN 3930	X	X	X	X
SPN 4314	X			X
SPN 4420	X			X
SPN 4780	X	X	X	X
SPN 4822	X	X	X	X
SPN 4830	X	X	X	X
SPN 4840	X	X	X	X
SPN 4850	X	X	X	X
SPN 4905		X	X	X
SPN 4930	X	X	X	X
SPN 4956	X	X	X	X
Peninsular Spanish and Spanish American Literature				
SPW 3030	X	X	X	X

SPW 3031	X	X	X	X
SPW 3080	X	X	X	X
SPW 3100	X	X	X	X
SPW 3101	X	X	X	X
SPW 4190	X	X	X	X
SPW 4204	X	X	X	X
SPW 4233	X	X	X	X
SPW 4263	X	X	X	X
SPW 4282	X	X	X	X
SPW 4283	X	X	X	X
SPW 4304	X	X	X	X
SPW 4310	X	X	X	X
SPW 4353	X	X	X	X
SPW 4354	X	X	X	X
SPW 4364	X	X	X	X
SPW 4393	X	X	X	X
SPW 4400	X	X	X	X
SPW 4521	X	X	X	X
SPW 4532	X	X	X	X
SPW 4604	X	X	X	X
SPW 4720	X	X	X	X
SPW 4723	X	X	X	X
SPW 4780	X	X	X	X

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Statistics

Description of the Major

The major enables you to achieve proficiency in the fundamentals of statistical reasoning. Through study of both theoretical and applied statistics and through data analysis projects, you will gain knowledge in problem solving, statistical applications and data-based inferences. Emphasis is on developing the ability to approach real world problems, and through the use of statistical methods to be able to analyze and to draw valid scientific inferences.

Additional information is available from your major's website.

Before Graduating You Must

- Complete an exam on the fundamentals of statistics, which will be 5% of your grade in STA 4211.
- Complete a data analysis project, which will be 10% of your grade in STA 4211.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Fundamental knowledge of concepts and issues in statistics, including those involved in designing a statistical study, in statistical estimation and in tests of hypotheses.
2. Identify sources of variability in a given problem setting and formulate an appropriate statistical analysis.
3. Clearly and effectively present ideas in speech and in writing concerning statistical issues and analyses of data.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
STA 4210	X	X	X
STA 4211	X	X	X
STA 4222	X	X	X
STA 4321	X		
STA 4322	X		
STA 4502	X	X	X
STA 4504	X	X	X
STA 4702	X	X	X
STA 4712	X	X	X
STA 4821	X		
STA 4853	X	X	X

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Telecommunication

Description of the Major

The major in telecommunication, which includes specializations in management, news and production, prepares you to understand the means of communicating with diverse audiences, and to use the tools of information gathering and storytelling to communicate with those audiences through electronic media such as video, audio and interactive technologies. Through study and practical application you gain knowledge of the history, norms and legal and ethical milieu of the telecommunication professions. You learn to locate and use reference tools and to demonstrate the ability to communicate independent, critical perspectives.

Additional information is available from your major's website.

Before Graduating You Must

- Achieve a passing score of 70% on your student portfolio, which will be evaluated by faculty members and/or professionals in each specialty, as part of the major's capstone course, RTV 4946, Professional Development in Telecommunication.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understands concepts and apply theories in the use and presentation of images and information.
2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity.
3. Apply the tools and technologies appropriate for the telecommunication professions.
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.
5. Think critically, creatively and independently.
6. Communicate correctly and clearly in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve.

Courses	Content			Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Management						
ADV 3000		X		X		
RTV 2100	X	X	X	X	X	X
RTV 3007		X		X		
RTV 3101	X	X	X	X	X	X
RTV 3200	X	X	X	X	X	X
RTV 3405		X		X		
RTV 4420	X	X	X	X	X	X
RTV 4500	X	X	X	X	X	X
RTV 4506	X	X	X	X	X	X
RTV 4700	X	X	X	X	X	X
RTV 4800	X	X	X	X	X	X
RTV 4931	X	X	X	X	X	X
News						
MMC 4200	X	X	X	X	X	X
RTV 2100	X	X	X	X	X	X
RTV 3007		X		X		
RTV 3280		X		X		
RTV 3303	X	X	X	X	X	X
RTV 3304	X	X	X	X	X	X
RTV 3305	X	X	X	X	X	X
RTV 3403	X	X	X	X	X	X
RTV 3405		X		X		
RTV 4274	X	X	X	X	X	X

RTV 4283	X	X	X	X	X	X
RTV 4301	X	X	X	X	X	X
RTV 4302	X	X	X	X	X	X
RTV 4931	X	X	X	X	X	X
Production						
RTV 2100	X	X	X	X	X	X
RTV 3007		X		X		
RTV 3101		X		X		
RTV 3200	X	X	X	X	X	X
RTV 3320	X	X	X	X	X	X
RTV 3405		X		X		
RTV 4500	X	X	X	X	X	X
RTV 4700	X	X	X	X	X	X
RTV 4929C	X	X	X	X	X	X
RTV 4931	X	X	X	X	X	X

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Theatre Performance - Acting

Description of the Major

The Bachelor of Fine Arts in acting develops the highest possible level of performance as an actor. You develop advanced theatrical movement and vocal skills, including stage combat, voice, makeup, movement and period styles. You learn to perform through workshop and mainstage productions in a variety of formal and informal settings. You also develop a repertory and techniques for auditions.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory presentation and faculty evaluation of a jury and a senior project.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Develop the voice and body as disciplined expressive instruments.
2. Analyze, create and project a variety of characters, drawn from different genres and periods, and ensemble.
3. Apply makeup for a variety of characters using varied materials and techniques.
4. Understand traditional and innovative techniques appropriate to varying production formats.
5. Understand and experience the art, craft and process of performance and its relationship to the other elements of production.
6. Project self into imaginary circumstances, evoked through improvisation and texts, alone and in ensemble.
7. Demonstrate the collaboration necessary to realize the vision of playwright, director and designer in performance.
8. Effective verbal and written communication of the creative process as performance: acting/dancing.

Courses	Content				Critical Thinking			Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
THE 2020					X		X	
THE 3234					X	X	X	X
THE 4110				X				X
THE 4111				X				X
TPA 2120C		X	X		X			
TPP 2110	X					X		
TPP 2282	X							
TPP 3111	X					X		
TPP 3113	X							X
TPP 3283	X	X						X
TPP 3650					X		X	X
TPP 4114	X					X		X
TPP 4144	X	X				X		
TPP 4221	X	X		X		X		
TPP 4287	X	X						X
TPP 4288	X	X						X

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Theatre Performance - Musical Theatre

Description of the Major

The School of Theatre and Dance and the School of Music prepare Bachelor of Fine Arts graduates as performers and pioneers of musical theatre. The BFA fuses acting, singing and dancing into a single mode of expression to compete in a challenging job market. A commitment to diversity and risk-taking provides an environment that challenges, inspires and stimulates individual creativity in musical theatre artists for the 21st century.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory presentation and faculty evaluation of a jury and a senior project.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Develop basic theatrical and movement skills, including makeup and dance, as appropriate to musical theatre.
2. Develop basic voice performance, musicianship and music theory skills.
3. Develop a high level of skill in sight singing.
4. Perform in workshops and full productions of musical theatre in a variety of formal and informal settings.
5. Develop repertory and techniques for auditions.
6. Develop the highest possible level of performance as an actor/singer/dancer.
7. Demonstrate the unique collaborative skills necessary to assimilate and realize the visions of playwright, director and designer in performance.

Courses	Content					Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
Core							
DAA 1000	X						
DAA 2204	X						
TPA 2120C	X						
Major							
MUT 1001		X					
MUT 1121		X					
MVK 1111		X					
MVK 1112		X					
MVV 1411	X	X					
THE 4110				X			X
THE 4111				X			X
THE 4950				X			X
THE 4959						X	X
TPA 4930				X		X	
TPP 2250			X	X			X
TPP 3111	X					X	
TPP 3113	X				X	X	
TPP 3251	X				X		
TPP 3252		X			X		
TPP 3253			X	X	X	X	
TPP 4114	X					X	X

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Theatre Performance - Production

Description of the Major

The Bachelor of Fine Arts in Theatre with a concentration in production design meets the diverse aesthetic and technological demands of contemporary society. Today's theatre design and production depend heavily on the complex electronic and mechanical systems used in professional theatres. This curriculum provides academic instructing and professional training in costume design and technology, scenic design and lighting design. The program provides a laboratory environment where students can apply the skills learned in classroom exercises and theories.

Additional information is available from your major's website.

Before Graduating You Must

- Present a senior project and review your portfolio with representatives from the appropriate faculty prior to graduation. You must pass the senior project and portfolio review with a satisfactory rating.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate the principles of two-dimensional and three-dimensional design aesthetics as applied to the theatre art of costume, lighting or scene.
2. Demonstrate sensitivity to, knowledge of and aptitude for the art, craft and process of moving the script onto the stage.
3. Apply a conceptual approach to production - organizing, developing and guiding the creative collaboration with designers, performers and technicians.
4. Understand traditional and innovative techniques for varying production format.
5. Demonstrate the unique collaborative skills necessary to assimilate and realize the vision of playwright, performers, directors and designer in performance.
6. Articulate the creative process as production.

Courses	Content				Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Costume Design						
THE 4110		X		X		
THE 4111		X		X		
THE 4200		X		X		
THE 4260*		X		X		
THE 4285*		X		X		
THE 4945		X	X		X	X
THE 4950					X	X
THE 4959			X		X	X
TPA 2232C	X	X				
TPA 3214	X	X				
TPA 3238	X	X				
TPA 4020	X	X	X			
TPA 4049	X	X			X	
TPA 4066	X	X	X			
TPA 4239	X	X				
TPA 5047		X	X	X	X	
TPP 3650		X			X	
*Only one of these two courses is required. Choose from History of Decor and Architecture of the Stage or Costume History.						
Lighting Design						
THE 4110		X		X		
THE 4111		X		X		
THE 4260*		X		X		

THE 4285*		X		X		
THE 4945		X	X		X	X
THE 4950					X	X
THE 4959			X		X	X
TPA 3208	X	X		X		
TPA 3214	X	X				
TPA 3650		X			X	
TPA 4020	X	X	X			
TPA 4930	X	X	X	X		
TPA 4021	X	X	X			
TPA 4049	X	X			X	
TPA 4066	X	X	X			X
TPA 5025		X	X	X	X	X
*Only one of these two courses is required. Choose from History of Decor and Architecture of the Stage or Costume History.						
Scene Design						
THE 4110		X		X		
THE 4111		X		X		
THE 4260*		X		X		
THE 4285*		X		X		
THE 4950					X	X
THE 4959			X		X	X
TPA 3208	X	X		X		
TPA 3214	X	X				
TPA 3650		X			X	
TPA 4020	X	X	X			
TPA 4049	X	X			X	
TPA 4066	X	X	X			X
TPA 4076	X		X			
TPA 4206	X	X		X		
TPA 5067		X	X	X	X	
TPA 5069		X	X	X	X	X
TPP 3650		X			X	
*Only one of these two courses is required. Choose from History of Decor and Architecture of the Stage or Costume History.						

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Theatre, General

Description of the Major

The Bachelor of Arts in general theatre provides a liberal arts education with an emphasis in theatre that includes creative experiences in studio and performance. You can also combine the degree with a minor in another subject area to enhance your opportunities for graduate work or entry to professional theatre, teaching or allied fields such as communication and public relations.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactory faculty evaluation of a senior project.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand and appreciate the art form and the artistic and the collaborative processes.
2. Understand the structure and content of representative dramatic literature important in history and culture.
3. Understand the creative process and the functions of individual practitioners.
4. Ability to apply basic skills required in theatre/dance practice.
5. Ability to apply valid artistic criteria to drama and theatre.
6. Understand the major trends in the development of theatre arts and dramatic literature through exploration of theatre studies.
7. Effective verbal and written communication in general theatre studies.
8. Effective verbal and written proficiency in a foreign language.

Courses	Content				Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
THE 2020	X				X	X	X	
THE 3234						X		
THE 4110						X		
THE 4111						X		
THE 4481						X		
THE 4930						X		
THE 4950				X				
TPA 2120C				X				
TPA 2202C				X				
TPA 2232C				X				
TPP 2110				X				
TPP 3111				X				
TPP 3311						X	X	
TPP 3650		X	X			X	X	
TPP 4600						X		

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Tourism, Recreation and Sport Management - Recreation, Parks and Tourism

Description of the Major

The major in recreation, parks and tourism prepares you for employment and roles in recreation, tourism, sport-related businesses, organizations and agencies at local, state, national and global levels. Through study, research, training and practical experiences, you gain an understanding of the role and impact of leisure services and sport on individuals, families, society and the environment. Emphasis is on management of productivity factors such as human, fiscal and physical resources. You learn to apply planning, programming, marketing and financing strategies to the development and implementation of recreation, parks and tourism services, events and businesses.

Additional information is available from your major's website.

Before Graduating You Must

- Demonstrate competence (grade of C or better) in subject matter for upper-division, 4000-level courses as revealed by course project grades and reinforced by final course grades as assessed by a faculty committee independent of the instructor and not as part of the course grade.
- Critically demonstrate mastery of critical skills needed in planning and delivery of tourism, recreation and sport management programs as demonstrated in response to a select group of internship questions and by the internship supervisor's assessment at completion of the internship.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Comprehend major concepts, principles and theories associated with recreation, parks and tourism.
2. Explain the management functions of planning, organizing, leading and controlling the use of resources to accomplish performance goals in recreation, parks and tourism.
3. Understand the economic, sociological, psychological, political, legal and environmental issues that influence the delivery of recreation, parks and tourism services to residents and tourists.
4. Apply information technology and statistical techniques in assessment, planning, delivery and evaluation of recreation, parks and tourism programs.
5. Apply programming and marketing strategies to the development of recreation, parks and tourism services.
6. Understand the psychological, sociological and physiological significance of leisure, play and recreation from a historical and cultural perspective for a variety of populations, settings and services.
7. Develop expertise of the principles of safety, emergency and risk management and the ability to develop and implement risk management plans that assure the health and safety of participants and staff.
8. Comprehend and apply diverse sources of information and data integrated with theoretical frameworks, models and trends to issues related to leadership, management and delivery of recreation, park and tourism services.
9. Communicate to consumer publics and professional cohorts through written text, oral messages and multimedia presentations.

Courses	Content							Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
EDF 3110			X			X			
LEI 3140	X	X	X						X
LEI 3400		X		X	X	X	X		X
LEI 3500		X	X						
LEI 3705	X					X		X	X
LEI 3921								X	X
LEI 4501			X				X	X	X
LEI 4540	X	X	X		X		X	X	X
LEI 4570		X	X		X			X	X
LEI 4880	X	X		X				X	X
LEI 4940								X	X
MAN 3025		X						X	

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Tourism, Recreation and Sport Management - Sport Management

Description of the Major

The Bachelor of Science in Sport Management enables you apply the fundamental concepts of management, marketing, finance and law to sport organizations. The acquisition of knowledge regarding the internal and external factors that influence sport in society allows you to use accepted techniques of discovery and critical thinking to solve problems, evaluate opinions and determine outcomes within sport management. You will also be able to use qualitative and quantitative analysis to assess problems and to determine solutions for sport organizations, effectively communicating these assessments in speech and in writing to internal and external constituencies.

Additional information is available from your major's website.

Before Graduating You Must

- Demonstrate competence (grade of C or better) in subject matter for upper-division, 4000-level courses as revealed by course project grades and reinforced by final course grades as assessed by a faculty committee independent of the instructor and not as part of the course grade.
- Critically demonstrate mastery of critical skills needed in planning and delivery of tourism, recreation and sport management programs as demonstrated in response to a select group of internship questions and by the internship supervisor's assessment at completion of the internship.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Understand the interdisciplinary nature of the study of sport management.
2. Identify and explain the internal and external factors that influence and shape sport in society.
3. Explain what constitutes management and what constitutes an organization. Apply the concepts of planning, organizing, leading and evaluating organizational goals to sport organizations.
4. Comprehend how ethical behavior influences financial, marketing and managerial decision-making.
5. Apply fundamental marketing concepts to the sport industry, create marketing plans, evaluate market segments and predict consumer behavior.
6. Develop financial strategies and evaluate budgets and sources of revenues and expenses relevant to sport organizations.
7. Explain and judge fundamental legal concepts relevant to tort, contract and constitutional law, and how they apply to the sport management field.
8. Use accepted techniques of discovery and critical thinking to solve problems independently, and to evaluate opinions and outcomes within and outside of the sport management area.
9. Understand and use qualitative and quantitative analysis through formal and informal assessment strategies.
10. Effectively produce, interpret and analyze written text, oral messages and multimedia presentations used in sport management related settings.

Courses	Content							Critical Thinking		Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
FIN 3403						X			X	
MAN 3025										
MAR 3023					X					
SPM 2000C	X		X	X	X	X		X	X	X
SPM 3012		X							X	
SPM 3204				X				X		X
SPM 3306				X	X			X	X	X
SPM 4104			X							
SPM 4154			X	X				X		X
SPM 4515				X		X		X	X	X
SPM 4723				X			X	X	X	X
SPM 4941C								X	X	X

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Visual Arts Studies

Description of the Major

The Bachelor of Arts in visual art studies is a true general arts degree. You will achieve proficiency in general art concepts, experimental approaches, techniques and formal composition in art. Through the study of art theory, art history and historic and contemporary art, you gain knowledge of art genres and systems of thought. Emphasis is on the development of new approaches to making art. You will learn to use research practices effectively, to discuss the development of your work in speech and in writing and to develop a portfolio and resume.

Additional information is available from your major's website.

Before Graduating You Must

- Pass a particular test, a final project, a term paper and/or a portfolio, as determined by the faculty.
- The portfolio will be evaluated by appropriate faculty prior to graduation.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge and ability to apply the principles and practices of art making.
2. Knowledge of the skills/concepts in art criticism and theory.
3. Ability to use sound research practices.
4. Ability to use appropriate technology.
5. Understanding of the world through study of international historic and contemporary art.
6. Ability to engage in complex thought, analysis and reasoning.
7. Ability to observe, analyze and explain motivation for and intent of an individual's work.
8. Ability to communicate effectively in speech and writing.
9. Ability to reason and learn collaboratively.

Courses	Content					Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Required									
ART 1802C	X	X	X	X	X	X	X	X	X
ART 1803C	X	X	X	X	X	X	X	X	X
ART 2305C							X	X	X
ART 2701C or 2757C			X	X	X	X	X	X	X
Major									
ARH, 20th Century Art		X	X		X	X	X	X	X
ART/PGY Studio, 3000/4000 level	X	X	X	X		X	X	X	X

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Wildlife Ecology and Conservation

Description of the Major

The primary focus of the wildlife ecology and conservation major is to develop your knowledge of the conceptual and applied aspects of scientific, social and ethical thought in wildlife ecology and conservation. Emphasis is placed on the biology, ecology, natural history and behavior of Florida wildlife species and the management of wildlife, their habitats and their population dynamics for the greatest aesthetic, ecological, economic and recreational values. You will learn to think critically about major problems in the conservation of biological diversity and to apply biological principles to the preservation of this diversity.

Additional information is available from your major's website.

Before Graduating You Must

- Pass the wildlife ecology and conservation competency exam, given in four parts. One part will be given in each of the following required courses:
  - WIS 3401 Wildlife Ecology and Management
  - WIS 3402 and 3402L Wildlife of Florida and Laboratory
  - WIS 3403C Perspectives in Wildlife Ecology and Conservation
  - WIS 4554 Conservation Biology
- Pass AEE 3030C and AEE 3033C.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of scientific, social and ethical arenas of wildlife ecology and conservation; skills for critical reasoning in conservation management; knowledge of Florida wildlife species and their biology, ecology, natural history and behavior; principles and applications of wildlife management practices, population dynamics and habitat management; and application of biological principles to solve problems in wildlife conservation and preserve biological diversity.
2. Apply ecological, mathematical and statistical concepts to interpret, understand and communicate wildlife ecology and conservation data.
3. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences.

Courses	Content	Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3
AEE 3030C			X
AEE 3033C			X
WIS 3401	X	X	X
WIS 3401L	X		
WIS 3402 and 3402L	X		
WIS 3403C	X	X	X
WIS 4554	X	X	X

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Women's Studies

Description of the Major

The Bachelor of Arts in women and gender studies provides you with knowledge of the concepts in gender and women's studies and gender's role in shaping human experience in interdisciplinary and international contexts. You will learn to interpret and to analyze theory and research methods in gender and women's studies and demonstrate the ability to communicate critical perspectives in gender and women's studies.

Additional information is available from your major's website.

Before Graduating You Must

- Satisfactorily complete an internship with an outside agency, a service learning course or a research-based project submitted for evaluation to core or affiliated Women's Studies faculty. Assessment in the method chosen requires demonstration of SLOs 1 through 5.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of concepts in gender and women's studies.
2. Knowledge of gender's role in shaping human experience.
3. Interdisciplinary knowledge of gender's role in shaping human experience.
4. Ability to interpret and analyze theory and research methods in gender and women's studies.
5. Ability to effectively and clearly present ideas concerning gender and women's studies in speech and in writing in an appropriate style of presentation.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Core					
WST 3015	X	X	X	X	X
WST 3415	X	X	X	X	X
WST 4935	X	X	X	X	X
Women's Studies Project: Choose one					
Internship	X	X	X	X	X
Research	X	X	X	X	X
Service Learning	X	X	X	X	X

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Academic Learning Compact

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Zoology

Description of the Major

The Bachelor of Science in zoology offers you an education in the life sciences, with a particular emphasis on animal systems. You gain knowledge about the diversity of life (its evolution and significance) and about the structure of organisms and ecosystems and how they function (i.e., the acquisition, flow, organization and uses of information, energy and nutrients in living systems). You will learn about the scientific method and how it facilitates the discovery of new knowledge in zoology and biology. This includes how to critically evaluate hypotheses and conclusions in science using verifiable data and how to clearly and effectively communicate the major concepts and hypotheses in zoology and biology in an appropriate style of presentation.

Additional information is available from your major's website.

Before Graduating You Must

- Pass an assessment in the two or three 3000- to 5000-level zoology courses (which may include ZOO 2203 and ZOO 2303).
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Skills You Will Acquire in the Major (SLOs)

1. Knowledge of the scientific method and how it facilitates the discovery of new knowledge in zoology and biology.
2. Knowledge of biodiversity, its evolution and significance.
3. Knowledge of the acquisition, flow, organization and uses of information, energy and nutrients in living systems and how organisms and ecosystems function.
4. Critically evaluate hypotheses and conclusions in zoology and biology using verifiable data.
5. Clearly and effectively present ideas in speech and in writing concerning major zoological and biological concepts and hypotheses.

Courses	Content			Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
PCB 3063	X		X	X	X
PCB 4044C	X	X	X	X	X
PCB 4674	X	X		X	X
PCB 4723C	X		X	X	X
PCB 5415C	X		X	X	X
ZOO 2203C	X	X	X	X	X
ZOO 2303C	X	X	X	X	X
ZOO 3513C	X		X	X	X
ZOO 3713C	X	X	X	X	

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Part III, Section 4

Appendix 3

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida | **Date: 08/26/09** | **Prepared By: Nancy Bunting** | **Telephone: 352-392-0456** | **Fax: 352-392-8774** | **E-Mail: bunting@ufl.edu**

Selected Accrediting Organizations and Associations Participating in Council for Higher Education Accreditation (CHEA), 2009 - 2010	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old							
(Regional and National Institutional Accrediting Organizations)										
Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC)										
(Specialized and Professional Accrediting Organizations-CHEA Participants)										
AACSB International -The Association to Advance Collegiate Schools of Business	Programs in business administration.	Accounting		52.0301	B,M	Full Accreditation	1982	April 2009	Spring 2014	
	Baccalaureate, master's & Ph.D. programs in business administration.	Business Adm Mgt and General		52.0201	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Finance, General		52.0801	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Insurance & Risk Mgt		52.1701	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Mgt Science, General		52.1301	B	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Marketing Mgt		52.1401	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Real Estate		52.1501	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Economics		45.0601	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
Accreditation Board for Engineering and Technology, Inc. (ABET)	Baccalaureate programs in engineering	Aerospace Engineering		14.0201	B	Full Accreditation		June 2007	9/30/2013	
		Agricultural Engineering		14.0301	B	Full Accreditation		June 2007	9/30/2013	
		Chemical Engineering		14.0701	B	Full Accreditation		June 2007	9/30/2013	
		Civil Engineering		14.0801	B	Full Accreditation		June 2007	9/30/2013	

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			Old							
		Computer Engineering		14.0901	B	Full Accreditation		June 2007	9/30/2013	
		Electrical, Electronics Engineering		14.1001	B	Full Accreditation		June 2007	9/30/2013	
		Evnironmental Health Engineering		14.1401	B	Full Accreditation	ECO Masters & PhD - 1954	June 2007	9/30/2013	
		Materials Engineering		14.1801	B	Full Accreditation		June 2007	9/30/2013	
		Mechanical Engineering		14.1901	B	Full Accreditation		June 2007	9/30/2013	
		Nuclear Engineering		14.2301	B	Full Accreditation		June 2007	9/30/2013	
		Industrial & Systems Engineering		14.2701	B	Full Accreditation		June 2007	9/30/2013	
	Geomatics major	Geomatics		15.1102	B	Full Accreditation		2007	09/30/2013	
Accreditation Council for Pharmacy Education (ACPE)	Pharmacy	Pharmacy		51.2001	P	Full Accreditation	1981	2007	2013	
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)		Physician Assistant		51.0912	M	Full Accreditation	1972	Mar-06	Mar-11	Jan 6-7, 2011
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	Entire units within institutions offering professional baccalaureate and master's degree programs	Communication (Mass)		09.0102	M	Full Accreditation	1958	May-06	2012	
		Journalism		09.0401	B	Full Accreditation	1955	May-06	2012	
		Radio & TV Broadcasting		09.0701	B	Full Accreditation	1976	May-06	2012	
		Advertising		09.0903	B	Full Accreditation	1955	May-06	2012	
		Public Relations & Organizational Comm.		09.0902	B	Full Accreditation	1976	May-06	2012	
American Association for Marriage and Family Therapy/ Commission on Accreditation for Marriage & Family Therapy Education (AAMFT/COAMFTE)										
American Association of Family and Consumer Sciences Council for Accreditation (AAFCS-CFA)										

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		Names	CIP Codes		Degree Levels					
			Old							
American Association of Nurse Anesthetists (AANA) **Council on Accreditation of Nurse Anesthesia Educational Programs (CoA-NA)**										
American Council for Construction Education Board of Trustees (ACCE)	Baccalaureate degree programs	Construction/Building Technology		15.1001	B	Full Accreditation	15-Jul-76	Jul-03	Feb-10	
American Dietetic Association **Commission on Accreditation for Dietetics Education (CADE-ADA)**	Didactic program in Dietetics Postbaccalaureate Internship (combined with Masters Degree)	Food Science & Technology Food Science & Technology		01.1001 01.1001	B M	Full Accreditation Full Accreditation	3/1/2002 1983	March 2002 January 1998	2011 2011	
American Library Association (ALA) **Committee on Accreditation (CoA)**										
American Occupational Therapy Association (AOTA) **Accreditation Council for Occupational Therapy Education (ACOTE)**	MOT Program	Occupational Therapy		51.2306	M	Full Accreditation	Dec-61	30-Apr-02	2011/2012	
American Physical Therapy Association (APTA) **Commission on Accreditation in Physical Therapy Education (CAPTE)**	DPT Program	Physical Therapy		51.2308	D	Full Accrediation	9-Apr-62	28-Apr-04	June 30, 2014	
American Physical Therapy Association (APTA) **Commission on Accreditation in Physical Therapy Education (CAPTE)**										
American Psychological Association (APA) **Committee on Accreditation (CoA)**	Doctoral programs for professional practice Doctoral program in psychology. Internship program in Clinical Psychology	Counseling Psychology Psychology, General		42.0601 42.0101	D D Intership is also accredited (20092015)	Full Accreditation Full Accreditation	1/15/1954 January 1, 1953	Jan 2000 April 2009	2010 2015	
	Doctoral program for professional practice	School Psychology		42.1701	D	Full Accreditation	1997	2006	2013	
American Society of Landscape Architects (ASLA) **Landscape Architectural Accreditation Board (LAAB)**	Baccalaureate & Master's programs leading to first professional degree.	Landscape Architecture		04.0601	B,M	Full Accreditation	MLA: 1993 (provisional) BLA: 1974	Spring 2002 Spring 2004	Fall 2007 Spring 2010	
American Speech-Language-Hearing Association **Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)**	Master's degre program in Speech, Pathology/Aud in Audiology	Speech Pathology and Audiology		51.0204	M	Full Accreditation	1969	12/1/2000	November 30, 2008	

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		Names	CIP Codes		Degree Levels					
			Old							
	Doctor of Audiology Program	Audiology		51.0202	D	Full Accreditation	1969	Oct. 13 & 14, 2008	December 2015	~~October 13 & 14, 2008~~
American Veterinary Medical Association Council on Education (AVMA)	DVM program	Veterinary Medicine		51.2401	P	Full Accreditation	1980	Mar-09	Fall 2015	
Association of Collegiate Business Schools and Programs (ACBSP)										
Commission on Accreditation of Allied Health Education Programs (CAAHEP)										
Commission on Accreditation of Healthcare Management Education (CAHME) (formerly ACEHSA)	Masters of Health Admin	Health Services Admin		51.0701	M	Full Accreditation	1968	October 11-12, 2003	Spring 2010	Nov. 4 & 6, 2009
Commission on Collegiate Nursing Education (CCNE)	Baccalaureate and Master's education degree programs	Baccalaureate and Master's degree programs		51.1601	B,M	Full Accreditation	Septembe, 2002 (Previous accreditation by National League for Nursing)	Sep-02	Fall 2011	N/A
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Specialist and doctoral counselor education programs	School Counseling/Guidance		13.1101	S,D	Full Accreditation	1981	2003	2011	
	Master's level	Mental Health Counseling		51.1508	M,S,D	Full Accreditation	1981	2003	2011	
	Master's level	Marriage & Family Counseling		51.1505	M,S,D	Full Accreditation	1981	2003	2011	
Council for Interior Design Accreditation (CIDA) (formerly FIDER)	First professional programs (master's 50.0408 and baccalaureate degree).	Interior Design		50.0408	B, ~~M~~	Full Accreditation	1973-74	2005	2011	
Council on Rehabilitation Education Commission on Standards and Accreditation (CORE)	Masters Program	Vocational Rehab Counseling		51.2310	M	Full Accreditation	1-Aug-75	March 4-6, 2007	July 1, 2015	
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence (CSWE)										
Florida Council on Education Management										
Joint Review Committee on Education Programs in Radiologic Technology (JRCERT)										

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		Names	CIP Codes		Degree Levels					
			Old							
Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)										
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)										
National Association of Industrial Technology (NAIT)										
National Association of Schools of Art and Design Commission on Accreditation (NASAD)	Postsecondary schools of art and design	Graphic Design		50.0409	B	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Studio/Fine Art		50.0702	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art History & Appreciation		50.0703	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art Teacher Education		13.1302	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
National Association of Schools of Dance Commission on Accreditation (NASD)	Postsecondary schools of dance	Dance		50.0301	B	Reviewed September 2007	2007	Oct. 11, 2007	2013	
National Association of Schools of Music Commission on Accreditation (NASM)	Postsecondary schools of music	Music Teacher Education		50.0901	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	4/1/2010
				13.1312	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	Apr-10
National Association of Schools of Public Affairs and Administration (NASPAA) Commission on Peer Review and Accreditation (COPRA)										
National Association of Schools of Theatre Commission on Accreditation (NAST)										
		Dramatic Arts		50.0501	B,M	Full Accreditation	1987	1-Apr-06	2014-1015	
National Council for Accreditation of Teacher Education (NCATE)	Professional Education Unit	Special Education, General		13.1001	M,S,D	Full Accreditation	1954	2003	2009	2010
		Elementary Education		13.1202	M	Full Accreditation	1954	2003	2009	2010
	Agricultural Education	Agricultural Teacher Ed (Vocational)		13.1301	B	Full Accreditation	1982	2003	2007	2010

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		Names	CIP Codes Old	CIP Codes	Degree Levels					
	~~Exercise Science~~	~~Exercise Science/Physiology/Management Studies~~		~~31.0505~~	~~B,M~~	~~Full Accreditation~~		~~2003~~	~~2009~~	~~2009~~
		~~Physical Ed Teaching & Coaching~~		~~13.1314~~	~~B~~	~~Full Accreditation~~	~~1988~~			
		Art Teacher Education		13.1302	B	Full Accreditation	1954	2003	2007	2010
		Music Teacher Education		13.1312	B	Full Accreditation	1954	2003	2007	2010
	Professional Education Unit	School Psychology		42.1701	D	Full Accreditation	1982	2003	2009	2010
	Professional Education Unit	School Psychology		42.1701	S	Full Accreditation	1975	2003	2009	2010
	Professional Education Unit	Curriculum & Instruction		13.0301	M,D,S	Full Accreditation	1954	2003	2009	2010
		Educational Administration/Leadership, General		13.0401	M,D,S	Full Accreditation	1954	2003	2009	2010
		Counselor Education/Student Counseling/Guidance		13.1101	M,D,S	Full Accreditation	1954	2003	2009	2010
		Pre-Elementary/Early Childhood Teacher Education		13.1210	M	Full Accreditation	1995	2003	2009	2010
		English Teacher Education		13.1305	M	Full Accreditation	1954	2003	2009	2010
		Reading Teacher Education		13.1315	M	Full Accreditation	1954	2003	2009	2010
		Science Teacher Education		13.1316	M	Full Accreditation	1954	2003	2009	2010
		Social Science Teacher Education		13.1317	M	Full Accreditation	1954	2003	2009	2010
National League for Nursing Accrediting Commission, Inc. (NLNAC)										
National Recreation & Park Association/ American Association for Physical Activity and Recreation Council on Accreditation (NRPA/AALR)	Recreation, Leisure Services	Parks & Recreation & Management		31.0301	B	Full Accreditation	Oct-81	Oct-06	Oct-11	2011
Planning Accreditation Board (PAB)	Master's degree	Urban & Regional Planning		04.0301	M	Full Accrediation	1978	Feb-05	Dec-12	2013

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		Names	CIP Codes		Degree Levels					
			Old							
Society of American Foresters (SAF)	Forest Resources and Conservation specialization	Forest Resources and Conservation		03.0501	B	Full Accreditation	1943	2004	2014	
Teacher Education Accreditation Council (TEAC)										
Natonal Association of School Psychologists (NASP)	Specialist and Doctoral School Psychology programs	School Psychology		42.1701	S,D	Full Accreditation	1988	2006	2013	2013

Deletions

31.0505 - B,M and D have moved to 26.0908
13.1314 - bachelor degree terminated in 2008
50.0408 - master degree has moved to Form 4

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Selected Other Specialized and Professional Accrediting Organizations	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old	New						
American Academy for Liberal Education (AALE)										
American Bar Association Council of the Section of Legal Education and Admissions to the Bar (ABA)	Schools of law offering basic (J,D.) Professional degree	Law		22.0101	P	Full Accreditation	1925	Mar-03	2013	Feb 28-Mar 3, 2010
American College of Nurse-Midwives Division of Accreditation (ACNM)										
American Dental Association Commission on Dental Accreditation (ADA)	DMD degree, advanced.	Dentistry		51.0401	P	Full Accreditation	5/1/1976	Feb 12-14, 2008	2015	
	General dentistry, dental specialty programs.	Dental Science		51.0501	M	Full Accreditation				
	Advanced Education Programs:									
	*Endodontics			51.0501	M	Full Accreditation	January 1994	Feb 12-14, 2008	2015	
	*Orthodontics			51.0501	M	Full Accreditation	May 1979	Feb 12-14, 2008	2015	
	*Periodontics			51.0501	M	Full Accreditation	May 1977	Feb 12-14, 2008	2015	
	*Prosthodontics			51.0501	M	Full Accreditation	June 1994	Feb 12-14, 2008	2015	
	Note: Dentistry also has multiple Advanced Education Programs in which individuals are given a certificate instead of a degree on the same review cycle as the DMD program.					Full Accreditation		Feb 12-14, 2008	2015	
	*Pediatric Dentistry (Naples) - (certificate program)					Full Accreditation		June 5, 2009	2016	

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		Names	CIP Codes		Degree Levels					
			Old	New						
	Oral Surgery (certificate)					Full Accreditation	1973	2004	2009	Nov. 20, 2009
Commission on English Language Program Accreditation (CELPA)										
Council on Education for Public Health (CEPH)		Public Health Epidemiology Biostatistics Health Services Research		51.2201 26.1309 26.1102 51.0701	M D D D	Full Accreditation Full Accreditation Full Accreditation Full Accreditation		September 2008 September 2008 September 2008 September 2008	July 1, 2014 July 1, 2014 July 1, 2014 July 1, 2014	~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~
Liaison Committee on Medical Education (LCME)										
	Education Program Leading to the MD Degree	Medicine		51.1201	P	Full Accreditation	1956	June 2007	2015	
National Architectural Accrediting Board, Inc. (NAAB)	Master of Architecture degree	Architecture		04.0201	M	Full Accreditation	Master of Architecture: 1983/84 M.A. Arch: 1968/69-1982/83 B. Arch: 1948/49-1975/76	Feb-07	Feb-13	
National Association of Nurse Practitioners in Women's Health (NPWM)										
National Environmental Health Science and Protection Accreditation Council (NEHSPAC)										
Commission on Accreditation of Athletic Training Education (CAATE)	Undergraduate program	Athletic Training		51.0913	B	Full Accreditation	4/27/2000 (Pobation status)	Feb-07	May-12	Fall 2011 - Spring 2012

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		Names	CIP Codes		Degree Levels					
			Old	New						
American Chemical Society	Baccalaureate degree programs	Chemistry		40.0501	B	Full Accreditation		11-Jul-06	11-Jul-2011	
Accreditation Council for Graduate Medical Education	College of Medicine	Medicine		51.1201	Residency Training	Favorable Accreditation	1959	04/15/09	Accreditation Status is maintained until outcome of next site visit 04/2014	2014
American College of Nurse-Midwives Division of Accreditation (ACNM)	Master's Education in Nurse-Midwifery [Doctor of Nursing Practice (DNP) planned]*	Nursing		51.1601	M	Full Accreditation	1984	Jun-02	Jun-10	Spring, 2010

Part III: Abbreviated Compliance Certification

Section 5

Part III.5: The institution publishes admissions policies that are consistent with its mission. *(Comprehensive Standard 3.4.3)*

✓ Compliance ___ Non-Compliance

The University of Florida affirms its compliance with Comprehensive Standard 3.4.3 and presents its evidence below.

Narrative:

The admission policies of the University of Florida are established by legislative authority and administered in accordance with the Florida Administrative code (Appendix 111.5.1.e.1). Minimum standards at all levels are prescribed by rule (Appendix III.5.1.e.1) and administered by the Student Admissions Committee (Appendix III.5.1.e.1 a), the Office of Admissions, the deans of the undergraduate colleges and numerous graduate and professional program coordinators. The Office of Graduate Admissions sets minimum admissions standards, collects and evaluates applications and verifies credentials and test scores. The graduate program to which the student applies will assess the academic and other qualifications of the candidate.

The university mission emphasizes teaching, research and service; admission policies are consistent with the university mission as evidenced by the holistic selection process. Research and graduate education are fundamental to the mission of the University of Florida. Both activities are essential to the preparation of the next generation of scientists, scholars and educators. The success of our graduate programs is in large measure based upon our ability to attract and admit students who can succeed in the graduate and research enterprises. Evidence for the accurate alignment of the admissions process to the mission of the university can be found in analyses of student successes in research and teaching, completion rates, and job placements.

The university disseminates its admissions policy in a number of ways: printed publications produced in the Office of Admissions; online distribution through UF, Office of Admissions and college/departmental Web sites; state-wide online support strategies such as FACTS.org; and direct contact with prospective students via college fairs, high school visits, campus visits through the Welcome Center, telephone and e-mail contacts. (Appendix III.5.1.e.3a-e). Similar methods are used for graduate student recruitment with the Graduate School and the degree granting department working closely together to ensure accuracy and currency of the published materials.

The Office of Admissions is the primary point-of-contact for all official UF admissions information. All content about admissions, regardless of medium, is managed through an

Assistant Director of Admissions. All individuals engaged in the admissions process, undergraduate, graduate or professional, receive periodic training and annual orientations.

Part III, Section 5: Appendix

- Appendix III.5.1: Admissions

Part III, Section 5

Appendix 1

SACS Five-year Review 2010

e. Admission policies consistent with mission – Comprehensive Standard 3.4.3

Data and Information Evidence: Appendix

Core Questions:

1) What are the admissions policies for UF and for specific programs – and how are they based on widely accepted standards for undergraduate and graduate applicants?
   Admission policy at UF is established by legislative authority and administered in accordance with Florida Administrative Code (see e.1). Minimum standards at all levels are prescribed by rule (see e.1) and administered by the Student Admissions Committee (see e.1a), the Office of Admissions, the Deans of the undergraduate colleges and numerous graduate and professional program coordinators. Admission decisions are based on previous performance, standardized testing, extracurricular resumes, letters of recommendation, purpose statements and faculty recommendation; all would be considered "widely accepted standards" for university admission.

2) What evidence exists that admissions policies for the institution and for specific programs are consistent with the stated UF mission?
   The UF mission (see e.2) emphasizes teaching, research and service; admission policies are in place to support our institutional mission. Evidence would include: Office of Admissions mission statement (e.2a), format of application forms (see e.2b and e.2c), publications (see e.2d) and websites (see e.2e and e.2f).

3) What evidence exists that the standards for admission to the institution and specific programs are clear, reasonable and consistently implemented?
   Every effort is made to be clear, reasonable and consistent in communicating university admission standards at all levels. Printed publications (see e.3), college and departmental websites (see e.3a and e.3b), FACTS Florida Counseling for Future Education Handbook (see e.3c), FACTS Common Prerequisite Manual (see e.3d) and direct contact with college/program personnel; all would provide evidence.

4) How does the institution show that admission requirements are appropriate to identify qualified students who have the ability to complete a program successfully?
   The measure of effectiveness that is most meaningful for any institution's admission program is its historical retention rate. UF posts retention, persistence and graduation rate data on the Institutional Research website under UF Facts (see e.4). For the most recent cohort (2008), the second year retention for first-time bachelor's degree undergraduates was 95%.

5) How does the institution disseminate admissions policies and are they uniform in all publications?

The university disseminates admissions policy in a number of ways: printed publications produced in the Office of Admissions; online through the UF, Office of Admissions and college/departmental websites; through state-wide online support strategies such as FACTS.org; and, direct contact with prospective students via college fairs, high school visits, campus visits through the Welcome Center, telephone and email contacts. (see e.3a-e)

The Office of Admissions is the primary point-of-contact for all official UF admissions information. All content about admissions, regardless of medium, is managed through an Assistant Director of Admissions. This position coordinates the development of print publications, websites and social media (see e.5). All Office of Admissions employees go through a thorough training and probationary period before becoming involved in the direct contacts with prospective students at campus visits, college fairs, telephone and email. Training is on-going through staff meetings and periodic meetings with the FL Department of Education.

l. Adequate complaint procedures—Federal Requirement 4.5

Evidence or Supporting Documentation: Appendix

Core Questions:

1) What are the policies and procedures governing student complaints?
   The great majority of student complaints in the Office of Admissions deal with admission decisions where prospective students are not offered admission to the university or students requesting exceptions to existing admission policy. Many of these complaints are resolved through personal contact and either written or verbal explanation. Complaints or requests for exceptions not resolved by personal contact are reviewed by the Student Admissions Committee for a final decision. (see l.1 and e.1a, or other letter as appropriate)

2) How are these policies and procedures disseminated?
   The procedure for petitioning the Committee on Admissions is provided on request from the Office of Admissions. The procedure is outlined in an instruction sheet and accompanied by a form to be completed and mailed back to the Office of Admissions. When the student's form and any necessary supporting documentation is received, it is coded for tracking and passed to an Admission Officer to prepare for the Committee. The Admission Officer reviews the petition, completes an Appeals Worksheet (see l.2) with information about the appeal and has the paperwork scanned into an online system where it can be reviewed by Committee members prior to the scheduled meeting.

3) What is the evidence that the publicized policies and procedures are followed when resolving student complaints?
   During the meeting of the Committee, the merits of the individual petitions are evaluated and discussed. When the discussion closes, a vote of the Committee members is taken

and the students are formally notified of the Committee's decision by letter. (see l.3 and l.3a)

m. Accurate recruitment materials and presentations—Federal Requirement 4.6

Evidence or Supporting Documentation: Appendix

Core Questions:

1) Do recruitment materials and presentation accurately represent UF's practices, policies and academic programs?
   Yes, the Office of Admissions at UF is a subscriber to the National Association of College Admission Counselor's Statement of Principles of Good Practice (SPGP) which professionally binds us to accurately represent the university in all materials and presentations. This commitment is implicitly and explicitly expressed in the Core Values, Member Conventions and Mandatory Practices for All Institutions in SPGP. (see m.1)

2) How does UF insure that its recruitment materials and presentation accurately represent UF?
   The Office of Admissions is the primary point-of-contact for all official UF admissions information. All content about admissions, regardless of medium, is managed through an Assistant Director of Admissions. This position coordinates the development of print publications, websites and social media (see e.5). All Office of Admissions employees go through a thorough training and probationary period before becoming involved in the direct contacts with prospective students at campus visits, college fairs, telephone and email. Training is on-going through staff meetings and periodic meetings with the FL Department of Education; Welcome Center presentations are closely monitored by the Assistant Director in charge of managing the center. (see m.2)

Appendix
SACS Five –year Review

List of Exhibits

Section e. **Admission Policies Consistent with Mission, Comprehensive Standard 3.4.3,** Core Questions 1-5;

- e.1 Florida Administrative Code—6C-6
- e.1a Student Admissions Committee—Charge and Membership
- e.2 University of Florida Mission Statement—Undergraduate Catalog
- e.2a UF Office of Admissions Mission Statement—Employee Handbook
- e.2b Undergraduate Application Form
- e.2c Graduate Application Form
- e.2d Office of Admission Publication—Parent Brochure
- e.2e Admission to the University as a Freshman—Undergraduate Catalog Online
- e.2f Applying for Admission to the Graduate School—Graduate Catalog Online
- e.3 Office of Admission Publication—General Information Brochure
- e.3a List of Graduate Colleges, Schools and Department Links—UF Website
- e.3b List of Undergraduate College Links—UF Website
- e.3c Counseling for Future Education Handbook—FACTS.org Website
- e.3d Florida Common Prerequisite Manual—FACTS.org Website
- e.4 Institutional Research Website—UF Facts—Retention Rate 2008 Cohort
- e.5 Position Description for Assistant Director of Admissions
- e.5a UF Office of Admission Employee Handbook—Internal Website

Section l. **Adequate Complaint Procedures—Federal Requirement 4.5** Core Questions 1-3;

- l.1 Appeals Instruction Packet
- l.2 Appeals Worksheet
- l.3 Student Admission Committee Appeal Approved Letter
- l.3a Student Admission Committee Appeal Disapproved Letter

Section m. **Accurate Recruitment Materials and Presentations—Federal Requirement 4.6** Core Questions 1-2

- m.1 Statement of Principles of Good Practice—National Association of College Admission Counselors (NACAC) Website
- m.2 Position Description for Assistant Director of Admissions—Welcome Center

e.1 Florida Administrative Code—6C-6

6C-6.001 Admissions.

(1) Based on minimum standards adopted by the Board, through rule, the Universities shall establish the criteria by rule for the admission of students.

(2) In the admission of students, the universities shall take into consideration the applicant's academic ability, and may also consider creativity, talent, and character. If determined not to be in the best interest of the university to deny admission to an applicant because of past misconduct, the university may do so.

(3) The Board affirms its commitment to equal educational opportunity and to increasing student diversity in each of the state universities.

(4) Applicants denied admission shall be given notice of denial within a reasonable period of time following the decision. Upon the applicant's written request, the university shall provide the reasons for the rejection in writing.

(5) Each student accepted for admission shall, prior to registration, submit on a form, provided by the institution, a medical history signed by the student. Documentation of appropriate immunization for measles and rubella is required. Proof of immunization must be provided. This shall be a minimum requirement, and institutions may require in addition such other evidence of examination as they may determine necessary. Where physician examinations or certificates are required, they must be signed by a doctor of medicine or a doctor of osteopathy. The universities reserve the right to refuse registration to any student whose health record or report of medical examination indicates the existence of a condition which may be harmful to members of the university community.

(6) The universities may return to the applicant without action any application and fees received after the closing date for applications designated by each institution in its official calendar.

(7) False or fraudulent statements – In addition to any other penalties which may be imposed an individual may be denied admission or further registration, and the universities may invalidate college credit for work done by a student at an SUS institution and invalidate the degree based upon such credit if it finds that the applicant has made false or fraudulent or incomplete statements in his application; residence affidavit, or accompanying documents or statements in connection with, or supplemental to, his application for admission to, or graduation from one of the SUS institutions.

(8) Students may be required to have immunizations and to have undergone diagnostic procedures prior to registration.

(9) Each university shall provide registration opportunities for admitted transfer students that allow these students access to high demand courses comparable to that provided to native students.

(10) Each university shall provide orientation programs for first-time-in-college and transfer students.

(11) Enrollment limitations – The Board shall establish a plan for the enrollment of the State University System, consistent with the Strategic Plan.

(a) The Board shall recommend each budget cycle to the Legislature an enrollment plan in which future State University System FTE enrollment shall be specified by level.

(b) The Board will establish an assigned FTE enrollment plan for each university for each fiscal period. This assigned FTE enrollment plan will be based upon the enrollment plan described in (a) and upon the funding decisions of the Legislature.

(c) Each university shall establish, by rule, procedures and criteria to manage enrollments to meet planned enrollment, established pursuant to (b) above. These rules shall not be inconsistent with Board rules.

(d) Programs at the University of Florida and the University of South Florida in the Health Centers receive separate appropriations from the Legislature; therefore, students enrolled in such programs will be excluded from the above enrollment limitations.

(e) Upper level programs registered as limited access programs with the Board and the Articulation Coordinating Committee (competitive admission due to limited space or other resources, or due to higher standards) and rules limiting enrollment as provided in (c) above shall observe the following guidelines in the selection of students for the spaces available in the program:

1. There will be a documented justification for the program to be classified as limited access. This documentation should be submitted by the university requesting limited access to the Board for review and approval at least 6 months prior to the start of limiting access to the program. Annually, each university will reevaluate the need to continue to classify the program as limited access. The university will report to the Board by October 1 of each year a list of all limited access programs, the minimum admissions standards for each program, the reasons the program is designated as limited access, and a copy of the most recent review demonstrating the need for retention of limited access status. Programs assigned limited access status will be reviewed by the Board in the course of its cyclical systemwide program review process.

2. All criteria shall be approved by the Board and registered with the Articulation Coordinating Committee prior to implementation.

3. Any criteria used to select students shall not discriminate against community college transfers with Associate in Arts degrees from Florida public community colleges in favor of SUS students who are applying for admission or plan to continue enrollment after the completion of 60 semester credits at the lower division level.

4. Any criteria used to select students shall be appropriate indicators of academic ability, creativity or talent to perform required work within the program and of the potential for success.

5. Any criteria used shall be publicized in catalogues, counseling manuals, and other appropriate publications in accordance with subsection 6A-10.024(14), F.A.C., with sufficient time for prospective students to adjust programs to meet criteria.

6. Where necessary to achieve established equal access enrollment goals, up to ten percent of the students may be admitted to a limited access program with different criteria.

7. Each university shall advise students who meet the minimum requirements for admission to the upper division of a state university, but are denied admission to limited access programs, of the availability of similar programs at other State University System institutions and the admissions requirements of such programs.

8. Associate in Arts degree graduates from Florida community colleges and university students who have successfully completed 60 or more credit hours of course work and met the requirements of Section 240.107, F.S., shall receive priority over out-of-state students for admission to limited access programs.

(f) The Board may declare certain degree programs as limited access programs, upon request by a university. In the case of programs for which prerequisite courses are required for admission, the prerequisites, and grades for the prerequisite courses determined acceptable by the program, by themselves, will not cause a program to be declared limited access. That is, if all the applicants completing the prerequisite courses, with any specified grade requirement, are admitted to the program, the program need not be designated a limited access program. Associate in Arts graduates from Florida public community colleges and universities who have not completed prerequisite courses for a given major shall be admitted to a university in order to complete those prerequisite courses, after which program admission can be determined. University degree programs may be declared as limited access programs for the following reasons:

1. The number of students who have met all the requirements for admission to the university and to the program is in excess of available resources (examples are: space, equipment or other instructional facilities; clinical facilities; adequate faculty to meet acceptable student-faculty ratios; fiscal or other resource limitations). In the case of such programs, selection for admissions shall be competitive. The selection criteria shall be determined by the program, recognizing that the standards applied to the criteria may vary from term to term depending on the number of student spaces available and the quality of the applicant pool. The selection criteria shall be published in the university catalogue along with the standards used for admissions decisions at the time the catalogue is published.

2. The program is of such a nature (normally in the fine or performing arts) that applicants must demonstrate through an audition or submission of a portfolio that they already have the minimum skills necessary for them to benefit from the program.

3. The program is of such a nature that in order to demonstrate potential for success in the program, applicants must attain a grade point average (GPA) and/or other standard (e.g., standardized test scores) that are above those required for admission to the university offering the program. [Note: Teacher preparation programs are mandated by Section 240.529, F.S., to maintain certain admission requirements, and, therefore, will be classified and reported as limited access programs only if enrollment is limited for reasons (e.g., limited resources) that exceed statutory requirements. Teacher preparation programs will be monitored for compliance with requirements of subsection 240.529(3), F.S., through a report which is separate from the limited access reports].

4. When an institution has exceeded its upper-level FTE enrollment limit as assigned by the Legislature by more than five percent, programs which have not normally been designated as limited access programs may need to limit enrollment. If the institution's actual student credit hour productivity exceeds the institution's funded enrollment to this extent, the institution may take corrective actions in subsequent terms such as limiting admission of new students into upper level programs, limiting course loads of enrolled students and/or other measures as may be necessary to stay within funded enrollment levels. Florida community college Associate in Arts graduates and university students who have successfully completed 60 credit hours of course work and met the requirements of Section 240.107, F.S., shall receive priority for admission to such limited access programs over out-of-state and transfer students from private institutions.

Specific Authority 240.209(1) FS. Law Implemented 240.209(1), (3)(s), (4), (5)(a), 240.2097, 240.227(8), 240.233, 240.529, 240.271 FS. History–

Formerly 6C-2.41, 11-18-70, Amended and Renumbered 12-17-74, Amended 1-6-76, 7-13-77, 3-21-82, 12-13-83, 8-11-85, Formerly 6C-6.01, Amended 8-31-86, 4-9-87, 1-7-91, 9-15-91, 11-27-95, 8-12-96, 9-19-00.

6C-6.002 Entering Freshmen.

(1) Normally a diploma from a Florida public or regionally accredited high school, from an accredited out-of-state high school or, if foreign, its equivalent, or a diploma pursuant to Section 229.814, F.S., shall be required for admission of beginning freshman students to a state university. Students admitted under acceleration mechanisms in accordance with Rule 6C-6.006, F.A.C., are exempted from this requirement.

(2) Students applying for admission will submit test scores from the Scholastic Assessment Test of the College Entrance Examination Board or from the American College Testing program.

(3) Students may be considered eligible for admission to any of the state universities in one of the following three ways, except as provided in subsection (4) below:

(a) A student applying for admission who has a satisfactory high school record, including at least a "B" average (3.0 on a 4.0 scale) in the required high school academic units normally offered in grades 9 through 12, and who submits other appropriate evidence that the student can be expected to carry out successful academic progress in the university, is academically eligible for admission to any of the universities. In computing the high school grade point average for purposes of admission to a state university, additional weights will be assigned to grades in Honors, International Baccalaureate, and Advanced Placement courses. The high school academic unit requirements are as follows:

English/Language Arts	4
Three of which must have included substantial writing requirements	
Math	3
At the Algebra I and above levels	
Natural Science	3
Two of which must have included substantial laboratory requirements	
Social Science	3
Includes: History, Civics, Political Science, Economics, Sociology, Psychology and Geography	
Foreign Language	2
Both credits must be in the same language. (For the purposes of this admission requirement, American sign language will be accepted in place of a foreign language.) An alternative method for students to demonstrate equivalent foreign language competence by examination to meet admissions requirements is described in paragraph 6C-6.004(1)(c), F.A.C.	
Additional Academic Electives as described below	4
TOTAL	19

1. Students who entered as high school freshmen prior to July 1, 2000 may complete the four elective requirements in any combination of courses listed in the Department of Education Course Code Directory, as follows:

a. Up to four credits of Level II courses in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, or Fine Arts; Level III courses in any discipline; grade nine or above courses in Humanities or Computer Science; Dual Enrollment courses for which both high school and post secondary credits are granted; or equivalent courses in any discipline as determined by the Articulation Coordinating Committee.

b. Up to two credits in courses grade nine or above in ROTC/Military Training or in Vocational Education.

c. Up to one credit in courses in Research, Leadership Skills Development, Executive Internship, or Physical Education and Life Management Skills.

2. Students who entered as high school freshmen July 1, 2000 or later may complete the four elective requirements in any combination of courses listed in the Department of Education Course Code Directory, as follows:

a. Up to four credits of Level II courses in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, or Fine Arts; Level III courses in any discipline; or Dual Enrollment courses for which both high school and post secondary credits are granted.

b. Up to two credits in courses grade nine or above in ROTC/Military Training.

c. Up to two credits of equivalent courses in any discipline as determined by the Articulation Coordinating Committee.

(b) A student applying for admission who has less than a "B" average in the required academic units described in (a) above, must present a combination of high school GPA and admission test scores as indicated on the list below. Academic eligibility for admission will be determined according to the following Admissions Scale:

If the High School GPA in the required academic courses equals any entry in this column,	the SAT/Recentered SAT I*/ACT Score must equal or exceed the corresponding entry in the appropriate column below.		
GPA T	SAT	Recentered SAT*	ACT**
2.0	1,050	1140	25
2.1	1,020	1110	24
2.2	990	1090	24
2.3	960	1060	23
2.4	930	1030	22
2.5	900	1010	21
2.6	890	1000	21
2.7	880	990	21
2.8	870	980	21
2.9	860	970	20

* SAT taken after March, 1995

**These ACT scores are effective for Fall, 2001 applicants.

(c) A student applying for admission who does not meet these requirements may be eligible for admission through a student profile assessment which considers additional factors, including but not limited to, the following: family educational background, socioeconomic status, graduate of a low performing high school, international baccalaureate program graduate, geographic location and special talents. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin or sex. The student may be admitted if, in the judgment of an appropriate faculty committee, it is determined from appropriate evidence that the student can be expected to do successful academic work as defined by the institution to which the student applies. The number of first time in college students admitted through profile assessment at each university is determined by the Board; the system is limited each year to ten percent of the total system first-time-in-college students. However, the annual number of applicants enrolled at a university under profile assessment without the equivalent of two high school credits in foreign language must not exceed 5 percent of the total number of freshmen (students who had not completed their first year of college or university) who entered the university the prior year. Upon request by the president, the Board may approve a one year increase in a university's 5 percent limitation as long as the State University System as a whole maintains the 5 percent limit. Any freshman student admitted without meeting the foreign language requirement must earn 8 to 10 semester hours in a foreign language or American sign language, or demonstrate equivalent competence in either a foreign language or American sign language as described in paragraph 6C-6.004(1)(c), F.A.C., prior to completing 60 credit hours at the state university. The university will provide an individual learning plan for each student enrolled who does not meet the normal admissions requirements listed in subsections 6C-6.002(1) and 6C-6.002(3), F.A.C. The Board will review the success of students admitted under the profile assessment process.

(d) In determining eligibility for admission, a university will provide for reasonable substitution for any requirement or high school unit distribution requirement for any student with a disability, as prescribed in Rule 6C-6.018, F.A.C.

(4) A student applying for admission who is participating in a non-traditional program must present credentials equivalent to those described in subsection 6C-6.002(3), F.A.C., as judged by the individual SUS institution to which the student has applied. A student whose educational program is not measured in Carnegie Units must present a test score of at least 1010 on the recentered SAT I, or the equivalent on the ACT, or the SAT taken prior to April, 1995.

(5) A student applying for admission who is a graduate of a public Florida high school, has completed nineteen (19) required

Secret question saved.

Name: **Temporary Username:** sacssacs1

Instructions for Completing the Application

You can work on any page of the application at any time and in any order, but the pages are presented on the legend above in a standard order of progression. As you complete a page, click the Save icon (the disk image on bottom right of every page) to save your data. When there is a problem, such as an incomplete item on the page, you will receive an error alert.

The legend at the top of each page will identify the pages you must complete. The menu items will appear orange if the page is incomplete and blue when the page is complete. When all pages are completed, and all items are blue, you can select Submit from the legend to complete the submission and fee payment processes.

Change or create a secret question. This will enable you to access your application if you forget your password.

Please complete all sections on this page. The information will be used to create your official UF record.

Personal Information

First/Given Name:

Middle:

Last/Family/Surname:

Suffix: None

Other name(s) that could appear on your records:

Citizenship

Nation of Citizenship:

Social Security Number

Note: Your social security number is required on your UF record, but the university does not use the SSN for student identification. It is used only to assign your UF student identification number (UFID).
Remember to verify your social security number to ensure that your application record is accurate.

If you do not have a US social security number, check here.

SSN: - -

Date of Birth

Month:

Day:

Year:

Gender

Select gender:

Ethnicity (Voluntary)

Question 1: Are you Hispanic? Yes No

Question 2: How would you describe yourself?

Choose one or more:

- American Indian or Alaska Native
- Asian
- Black/African American
- Hawaii Native or Other Pacific Islander
- White

Email Address

Enter email:

Email will expedite communication with the University of Florida.

Number and Street:

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high school units as listed in paragraph 6C-6.002(3)(a), F.A.C., ranks in the top 20% of his/her high school graduating class, and who has submitted test scores from the Scholastic Assessment Test of the College Entrance Examination Board or from the American College Testing program shall be admitted to a university in the State University System. The State University System will use class rank as determined by the Florida Department of Education.

(6) The universities have the authority to adopt and promulgate rules which have the effect of increasing the standards for eligibility for admission, as listed in (3)(a) and (b) above, or to provide additional criteria in making admissions decisions. Changes to these institutional rules will be reviewed annually by the Board prior to September 1.

(7) Neither State University System nor individual university admissions criteria shall include preferences in the admissions process for applicants on the basis of race, national origin or sex.

Specific Authority 240.209(1) FS. Law Implemented 240.209(1), (4), (5)(a), 240.227(8), 240.115(4), 240.152, 240.233 FS., Chapter 2000-215, Laws of Florida. History–Formerly 6C-2.42, 11-18-70, Amended 5-27-74, Amended and Renumbered 12-17-74, Amended 6-25-80, 3-21-82, 4-16-84, Formerly 6C-6.02, Amended 4-14-86, 4-20-87, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 8-4-92, 5-17-95, 11-27-95, 9-19-00, 11-27-00.

6C-6.003 Entering or Transferring Graduate Students and Post-Baccalaureate Professional Students.

(1) Each applicant to a graduate degree program or to a post-baccalaureate professional program shall be required to meet minimum systemwide requirements.

(2) Each applicant to a graduate degree program or to a post-baccalaureate professional program must have a bachelor's degree or equivalent from a regionally accredited institution and meet at least one of the following criteria:

(a) Earned a "B" average or better in all work attempted while registered as an upper division student working for a baccalaureate degree, or

(b) A total Quantitative-Verbal Graduate Record Examination score of 1000 or higher or an equivalent score on an equivalent measure approved by the Board, or

(c) A graduate degree from a regionally accredited institution.

(3) Each applicant to a graduate program or a post-baccalaureate professional program shall be required to present his/her score on the Aptitude Test of the Graduate Record Examination, or an equivalent score on an equivalent measure approved by the Board. The university may waive this requirement in individual cases.

(4) Applicants denied admission shall be given notice of denial within a reasonable period of time following the decision. Upon the applicant's written request, the university shall provide the reasons for the rejection in writing. Applicants denied admission who meet the minimum systemwide standards may request reconsideration by written request to the university within thirty days of the date of denial. The request shall contain reasons why reconsideration is warranted. Each university shall establish the method for reconsideration by rule.

(5) The Board encourages each university to impose more restrictive admission requirements than the above established for post-baccalaureate programs. Effective for Fall, 2001 admissions, these requirements shall not include preferences in the admissions process for applicants on the basis or race, national origin or sex. These criteria shall be published, and the university catalog shall give notice where copies of such criteria may be obtained.

(6) In any academic year, up to 10 percent of the graduate students may be admitted as exceptions to these criteria. The university may develop criteria for students admitted as exceptions.

(7) Students who do not meet the systemwide criteria and who wish to enroll in courses but not degree programs at the post-baccalaureate level may enroll under the classification of special post-baccalaureate non-degree students. Universities wishing to admit special post-baccalaureate non-degree students to graduate degree programs after the students have satisfactorily completed a specified number of credits may do so provided that the number so admitted is included as part of the 10 percent exception, as defined in (6) above.

Specific Authority 240.209(1), 240.233 FS. Law Implemented 240.209(1)(4), (5)(a), 240.227(8), 240.233 FS. History–Formerly 6C-2.43, 11-18-70, Amended 11-20-70, Amended and Renumbered 12-17-74, Amended 1-24-77, 2-28-78, 10-17-78, 8-11-85, Formerly 6C-6.03, Amended 9-19-00.

6C-6.004 Transfer Students - Undergraduate.

(1) Each university shall develop admission policies governing the acceptance of undergraduate transfer students. Exceptions may be made on an individual basis when a student, in the judgment of an appropriate university committee, can reasonably be expected to do satisfactory academic work in the program and institution to which admission is sought. Applicants must meet the following minimum requirements.

(a) Be in good standing and eligible to return to the last institution attended as a degree-seeking student,

(b) A grade point average of at least 2.0 on a 4.0 system on all college-level academic courses attempted,

(c) Completed two credits of one foreign language or American sign language in high school, pursuant to paragraph 232.2462(1)(a), F.S., or 8 to 10 semester hours in the undergraduate institution attended. An alternate method for students to demonstrate equivalent foreign language competence is by means of credit awarded on the basis of scores on the foreign language subject matter examinations in the College Level Examination Program (CLEP) pursuant to paragraph 6A-10.024(5)(b), F.A.C., which shall count toward the 8 to 10 semester hours. The examination, minimum scores for awarding credit, and maximum credit to be awarded are:

Minimum Examination	Maximum Score	Credit
French	50	12
46	9	
42	6	
German	55	12
52	9	
43	6	
Spanish	55	12
48	9	
45	6	

Likewise, students may demonstrate equivalent foreign language competence in Latin by means of a minimum score of 443 on the Latin examination published under the title of MAPS by The College Board, which represents the 1985 national mean of college bound seniors minus one (1) standard deviation. In the case of a student wishing to demonstrate competence by examination in a foreign language other than those identified above, or in American sign language, the standards and methods to be used will be identified by the university. Transfer students are exempt from this admissions requirement if they received an Associate in Arts degree prior to September 1, 1989, or if prior to August 1, 1989, they enrolled in a program of studies leading to an Associate degree from a Florida community college and maintain continuous enrollment until they are admitted to a university. Continuous enrollment will be established if the student enrolls at least one term each twelve month period beginning with the student's first enrollment in a community college and continuing until the student enrolls in a university.

(d) In addition, each university may admit a limited number of freshmen and lower level transfer students who have not met the above foreign language requirement if there is evidence that the applicants will do successful academic work at the admitting university. The number of such applicants enrolled in the University System under this paragraph shall not exceed 5 percent of the total number of freshmen (students who had not completed their first year of college or university) enrolled in the State University System in the prior academic year.

(e) All such lower level students except those exempted in paragraph 6C-6.004(1)(c), F.A.C., above, must satisfy the foreign language requirement prior to admission to the upper division at a state university. All Associate in Arts degree graduates from a public community college or university in Florida, except those exempted in paragraph 6C-6.004(1)(c), F.A.C., above, and all other upper level transfer students admitted without meeting the foreign language admission requirement, must satisfy the foreign language requirement prior to graduation from the university.

(2) Transfer Credit.

(a) Each university shall require applicants for transfer to submit complete academic transcripts from all institutions attended which shall list all courses for which the student was enrolled each term, the status in each course at the end of each term, all grades and credits awarded, and a statement explaining the grading policy of the institution.

(b) Each college-level academic course in which a grade of "D" or better was awarded shall be received, accepted, and retained as part of the transferring student's record by the receiving university in order that the appropriate college may determine the additional courses needed for the baccalaureate degree. This rule does not remove the university's minimum upper division credit requirements for graduation, but it does permit Florida public community college transfer students to satisfy curriculum requirements on the basis of a minimum number of credit courses completed in excess of 64 academic semester hours, when such credits are applicable for the program the student is entering.

(c) College-level academic courses completed by a student at a regionally or nationally accredited collegiate institution prior to graduation from high school may be accepted for transfer by a university provided the courses are applicable to a degree program offered at that institution.

(d) Credit earned in an external degree program shall not be accepted for transfer to a university unless such credit was earned through a collegiate institution accredited by the appropriate regional accrediting association.

(e) College credits earned by high school or college students on the basis of the College Entrance Examination Board's Advanced Placement Program, the International Baccalaureate Program or College Level Examination Program (CLEP) shall be accepted for transfer by a university provided the scores attained by the student on these examinations meet the standards established by the institution for the award of credit to its native students.

(3) AA Degree Graduates from Florida Community Colleges and SUS Universities.

(a) Admission of Associate in Arts degree graduates from Florida Community College and State University System institutions will be governed by the Articulation Agreement between the state universities and public junior colleges of Florida, as approved by the Board and the Board of Education. These Florida Associate in Arts degree graduates shall receive priority for admission to a state university over out-of-state students. Recruitment materials, catalogs, orientation programs, and student handbooks provided to freshmen enrollees and transfer students at state universities must include an explanation of this provision.

(b) Within curriculum, space, and fiscal limitations, admission as a junior to the upper division of a university shall be granted to any graduate of a state approved Florida community college or SUS institution who has completed the university parallel program and received the Associate in Arts degree, provided the degree has been 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. A grade point average of at least 2.0 on a 4.0 system on all college level academic courses attempted, provided that only the final grade received in courses repeated by the student shall be used in computing the average.

(c) In addition to the Associate in Arts degree, the student should have completed two years of one foreign language in high school or the equivalent of such instruction at the postsecondary level, as defined in paragraph (1)(c), above. A student who received an Associate in Arts degree prior to September 1, 1989, or who enrolled in a program of studies leading to an Associate degree from a Florida community college prior to August 1, 1989, and maintains continuous enrollment shall be exempt from this admissions requirement. Any other Associate in Arts degree graduate admitted without meeting the foreign language requirement, must earn such credits prior to graduation from a state university.

(4) Transfers who have not received the AA Degree from Florida Community Colleges or SUS Institutions:

(a) In addition to the general requirements described in subsection (1) above, undergraduate transfer students who have not earned the AA degree from an approved Florida public institution and who seek admission to the lower division of a university should satisfy the same admission requirements as beginning freshmen; provided, however, that with approval of the Chancellor and of the Executive Director of the Community College System exceptions may be granted.

(b) In determining eligibility for admissions of undergraduate transfer students who have not earned the AA degree from an approved Florida public institution, a university will provide for reasonable substitution for any requirement or high school unit distribution requirement for any student with a disability as prescribed in Rule 6C-6.018, F.A.C.

(c) Except for special purpose programs approved by the Board, transfer applicants for admission to the upper division of a university shall have completed the following:

1. At least 60 semester hours of transfer credit in college-level academic courses, exclusive of occupational courses; and

2. The prerequisite courses listed by the upper division program to which admission is sought.

(d) Any upper level student admitted who has not completed two years of one foreign language in high school or the equivalent of two years of such high school foreign language in the undergraduate institution attended except those exempted in paragraph 6C-6.004(1)(c), F.A.C., above, shall, prior to graduation from a state university, successfully complete 8 to 10 semester hours of

postsecondary level instruction in one foreign language or American sign language. An alternate method for students to demonstrate equivalent foreign language competence is by means of credit awarded on the basis of scores on the foreign language subject matter examinations in the College Level Examination Program (CLEP) or the Latin examinations published under the title of MAPS by the College Board. The scores that evidence equivalent competence are listed under paragraph (1)(c), above. In the case of a student wishing to demonstrate competence by examination in a foreign language other than those identified in paragraph (1)(c), above, or American sign language, the standards and methods to be used will be identified by the university.

(5) Graduation Requirements – Each university shall determine when the student has met requirements for a degree.

(a) Florida community college and state university students who have been certified as having completed an approved general education program prior to transfer will be considered as having met the general education requirements of the receiving university.

(b) Courses in which "D" grades were earned prior to transfer will be treated as if the grades were earned at the receiving university. The department or college in which the student enrolls shall, at its discretion, determine whether or not courses in which a student received "D" grades may be used to satisfy requirements in the student's major field. The university awarding the bachelor's degree shall determine the courses in the major taken prior to transfer.

(c) Any student admitted without two years of one foreign language or American sign language in high school or the equivalent of such instruction at the postsecondary level, except those exempted in paragraph 6C-6.004(1)(c), F.A.C., above, must satisfy the admissions requirement, as prescribed in paragraph (1)(c), above, prior to graduation.

(d) The graduation requirements in effect at the receiving university at the time a student enrolls at a Florida community college shall apply to that student in the same manner that graduation requirements of the SUS university apply to its native students, provided the student has had continuous enrollment as defined in the SUS institution's catalog.

Specific Authority 240.209(1), (3)(r), 240.233 FS. Law Implemented 240.209(1), 240.115, 240.227(8), 240.152, 240.153, 240.233 FS. History–Formerly 6C-2.44, 6C-2.45, 11-18-70, Amended 7-6-72, Amended and Renumbered 12-17-74, Amended 8-1-84, 8-11-85, Formerly 6C-6.04, Amended 4-20-87, 1-6-88, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 11-9-92, 11-27-95.

University of Florida

e.1a Student Admissions Committee----Charge and Membership

UF Web with Google | Search >

Committees Home

Academic Affairs

STUDENT ADMISSIONS COMMITTEE
(Presidential)

- **Appointment:** By Provost via nominations
- **Chair:** Appointed by Provost
- **Responsibilities:** A.) Administer admissions to the University and its various components. B.) Recommend undergraduate admissions policy to the Faculty Senate and the Council of Academic Vice Presidents for approval by the Board of Trustees. C.) Review requests from students for exceptions to University admission requirements referred to it by the Admissions Office. D.) Participate in the initial admission decision for non-high school graduates requesting admission to the freshman class and in other admission cases referred to it by the freshman admissions officers. E.) To conduct admission hearings involving alleged falsification of application for admission or readmission.
- **Term:** N/A

Last	First	Rank	Department	Term	Comm Title	PO Box/Address	Phone	Email Address
Brown	Kelli	Associate Dean & Professor	Dean's Office-HHP	N/A	Member	118200	392-3187 x1228	kbrown@hhp.ufl.edu
Darnell	Rebecca	Associate Chair & Professor	Horticultural Sciences	N/A	Member	110690	392-4711 x224	rld@ufl.edu
Evans	Zina	Associate Provost & Executive Director of Admissions	Admissions Office	N/A	Chair	114000	392-1365 x7941	zevans@ufl.edu
Herring	Patrick	Director	Admissions Office	N/A	Member	114000	392-1365 x7316	pherring@ufl.edu
Lowery	Ruth McKoy	Associate Professor	Teaching & Learning	N/A	Member	117048	392-9191 x221	rlowery@coe.ufl.edu
Matheny	Albert	Associate Dean & Professor	Academic Advising Center	N/A	Member	112015	392-1521 x100	matheny@polisci.ufl.edu
Peterson	Dana	Program Director	AIM Program - CLAS	N/A	Member	112040	846-2030	peterson@clas.ufl.edu
Pritz	Steve	University Registrar	Registrar's Office	N/A	Member	114000	392-1374 x7243	spritz@ufl.edu

Rush	Mark	Professor	Economics	N/A	Member 117140	392-0318	mark.rush@cba.ufl.edu
Schaefer	Edward	Associate Dean	Dean's Office-FA	N/A	Member 115800	392-0207	eschaefer@arts.ufl.edu

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UF UNIVERSITY of FLORIDA
The Foundation for The Gator Nation

e.2 University of Florida Mission Statement—Undergraduate Catalog

Purpose and Mission of the University of Florida

The **University of Florida** is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities and a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

- **Commitment to Diversity**
- **History of the University**
- **Government of the University**
- **Faculty and Student Body**
- **Programs, Accreditation and Equal Opportunity**

The University of Florida belongs to a tradition of great universities. Together with our undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes, and nurtures generations of young people from diverse backgrounds to address the needs of our societies. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good.

These three interlocking elements span all of the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The University of Florida aspires to advance by strengthening the human condition and improving the quality of life.

Commitment to Diversity

The University of Florida is committed to creating a community that reflects the rich racial, cultural and ethnic diversity of the state and nation. No challenge that exists in higher education has greater importance than the challenge of enrolling students and hiring faculty and staff who are members of diverse racial, cultural or ethnic minority groups. This pluralism enriches the university community, offers opportunity for robust academic dialogue and contributes to better teaching and research. The university and its components benefit from the richness of a multicultural student body, faculty and staff who can learn from one another. Such diversity will empower and inspire respect and understanding among us. The university does not tolerate the actions of anyone who violates the rights of another person.

Through policy and practice, the university strives to embody a diverse community. Our collective efforts will lead to a university that is truly diverse and reflects the state and nation.

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History of the University

The University of Florida traces its beginnings to 1853 when the state-funded East Florida Seminary acquired the private Kingsbury Academy in Ocala. After the Civil War, the seminary was moved to Gainesville. It was consolidated with the state's land-grant Florida Agricultural College, then in Lake City, to become the University of Florida in 1906. Until 1947, UF enrolled men only and was one of only three state universities. The others were Florida State College for Women (now FSU) and Florida A&M. In 1947, the student body numbered 8,177 men and 601 women.

Today, UF is the fifth largest university in the nation.

Government of the University

A 13-member Board of Trustees governs the University of Florida. The governor appoints six of the trustees, and five are appointed by the 17-member Florida Board of Governors, which governs the State University System as a whole. The university's student body president and faculty senate chair also serve on the Board of Trustees as *ex officio* members. Trustees are appointed for staggered five-year terms.

The University of Florida Board of Trustees is a public body corporate with all the powers and duties set forth by law and by the Board of Governors. The University of Florida president serves as the executive officer and corporate secretary of the Board of Trustees and is responsible to the board for all operations of the university. University affairs are administered by the president through the university administration, with the advice and assistance of the Faculty Senate, various committees appointed by the president, and other groups or individuals as requested by the president.

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Faculty

The university has approximately 4,600 distinguished faculty members with outstanding reputations for teaching, research and service. The faculty attracted $583 million in research and training grants in last year.

UF currently has 51 eminent scholar chairs, positions funded at more than $1 million each to attract nationally and internationally recognized scholars. A variety of other endowed professorships help attract prominent faculty. More than two

dozen faculty are members of the National Academies of Science and/or Engineering, the Institute of Medicine or a counterpart in another nation. Also, in a national ranking of total Fulbright Awards, UF ranks 15th among AAU public universities, with three visiting scholars and five American scholars.

A very small sampling of honored faculty and alumni includes a Nobel Laureate, Pulitzer Prize winners in editorial writing and poetry, inventors of Gatorade and Bioglass (a man-made material that bonds with human tissue), one of the four charter members of the Solar Hall of Fame, and an art faculty with 80 percent of its members in *Who's Who in American Art*.

Student Body

University of Florida students, numbering almost 51,725 in Fall 2007, come from more than 100 countries, all 50 states, and each of the 67 counties in Florida. The ratio of men to women is 47/53. Sixty-eight percent of UF students are undergraduates, 24 percent are graduate students and eight percent are in the professional programs of dentistry, law, medicine, pharmacy and veterinary medicine.

Approximately 4,300 African-American students, 6,000 Hispanic students and 3,800 Asian-American students attend UF. More than 90 percent of entering freshmen rank above the national mean of scores on standard entrance exams taken by college-bound students. UF consistently ranks among the top five public universities in the nation in the number of enrolled National Merit Scholars, Achievement Scholars, International Baccalaureate graduates and Advance Placement score recipients.

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Programs

The University of Florida is among the nation's 96 leading research universities as categorized by the Carnegie Commission on Higher Education. UF is one of 62 members of the Association of American Universities, the nation's most prestigious higher education organization.

Accreditation

The University of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor, master, specialist and engineer, as well as doctoral and professional degrees. It has 16 colleges and 190 interdisciplinary research and education centers, bureaus and institutes. One hundred two undergraduate degree programs are offered and the Graduate School coordinates almost 250 graduate programs throughout the university's colleges and schools. Professional postbaccalaureate degrees are offered in dentistry, law, medicine, pharmacy and veterinary medicine.

(1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4501)

Equal Opportunity

The university encourages applications from qualified applicants of both sexes from all cultural, racial, religious and ethnic groups. UF is committed to nondiscrimination with respect to race, creed, religion, age, disability, color, sex, sexual orientation, marital status, national origin, political opinions or affiliations, or veteran status in the administration of educational policies, financial aid, employment, or in any program or activity. Refer to the Office of Equal Opportunity Programs within UF's Human Resources Services for additional information; 352-392-1075.

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e.2a UF Office of Admissions Mission Statement---
Employee Handbook

Mission Statement
University of Florida Office of Admissions

Central to the mission of every publicly-supported, post-secondary college or university is its responsibility to provide the opportunity for citizens to acquire the necessary knowledge to fully participate in, and contribute to, the whole of society. The modern American university is built on a model of a community of learners, teachers and researchers engaged in the enterprise of advancing knowledge through discovery, application and dissemination. At its core the mission of the Office of Admissions is to help build the vigorous and diverse learning community that supports the wider mission the University of Florida: teaching, research and service.

At the University of Florida, the Office of Admissions is first and foremost a service office. The Office of Admissions provides direct service to the university's 28,000 freshman applicants, 16 undergraduate colleges, the Graduate School and over 240 graduate departments and five professional schools through its application, evaluation, referral and notification processes. The office provides a number of services to the University's many constituencies; prospective students, a wide variety of campus offices across the administrative structure, secondary schools and school personnel, State of Florida agencies, federal agencies, professional organizations, athletic conferences and the NCAA, all benefit from services provided by the Office of Admissions.

Enrollment management has become a critical budgetary consideration for colleges and universities as well as having a significant impact on the quality and effectiveness of the university experience. Managing the size, quality, access, diversity, graduate/undergraduate balance and other characteristics of the campus community have become increasingly important to the University. The Office of Admissions is at the very center of the enrollment management responsibility and is instrumental in implementing the enrollment management strategy at the University of Florida.

The Office of Admissions is the portal through which all new students at every level must pass in order to become a part of the university community. The Office authenticates the eligibility of all new students through the application process. It is through the application and admission process that students' University of Florida records are created; to which all earned credits, degrees and accomplishments will permanently post. It is the Office of Admissions that provides the status to new students for eventual orientation through the Student Affairs (New Student Programs), financial support through Student Financial Aid, registration for classes through the Office of the University Registrar, housing through the Department of Housing and Residence Education and many other student support offices.

The Office of Admissions is committed to and supports the University of Florida values of integrity, civility, diversity, responsibility and excellence.

Undergraduate Application Form---Online---e.2b

Secret question saved.

Name: **Temporary Username:** sacssacs1

Instructions for Completing the Application

You can work on any page of the application at any time and in any order, but the pages are presented on the legend above in a standard order of progression. As you complete a page, click the Save icon (the disk image on bottom right of every page) to save your data. When there is a problem, such as an incomplete item on the page, you will receive an error alert.

The legend at the top of each page will identify the pages you must complete. The menu items will appear orange if the page is incomplete and blue when the page is complete. When all pages are completed, and all items are blue, you can select Submit from the legend to complete the submission and fee payment processes.

Change or create a secret question. This will enable you to access your application if you forget your password.

Please complete all sections on this page. The information will be used to create your official UF record.

Personal Information

First/Given Name:

Middle:

Last/Family/Surname:

Suffix: None

Other name(s) that could appear on your records:

Citizenship

Nation of Citizenship:

Social Security Number

Note: Your social security number is required on your UF record, but the university does not use the SSN for student identification. It is used only to assign your UF student identification number (UFID).
Remember to verify your social security number to ensure that your application record is accurate.

If you do not have a US social security number, check here.

SSN: - -

Date of Birth

Month:

Day:

Year:

Gender

Select gender:

Ethnicity (Voluntary)

Question 1: Are you Hispanic? Yes No

Question 2: How would you describe yourself?

Choose one or more:

- American Indian or Alaska Native
- Asian
- Black/African American
- Hawaii Native or Other Pacific Islander
- White

Email Address

Enter email:

Email will expedite communication with the University of Florida.

Number and Street:

Save

Permanent Address and Contact Information

City:

Country: Choose:

Telephone number with country or area code: - -

Personal cell phone with country or area code: - -

All university correspondence will be sent to this address.
The university will use your personal cell phone for emergency contact purposes only.

Emergency Contact Information

The university will use this information for emergency contact purposes only.

First Name:

Last Name:

Relationship:

Number and Street:

City:

Country: Choose:

Telephone number with country or area code: - -

Emergency cell with country or area code: - -

Veteran Status

Are you a member or veteran of the U.S. military? Yes No

If "Yes", check the box to the right if you served on or after September 11, 2001

Are you eligible to receive VA educational benefits as the spouse or dependent child of a veteran of the U.S. military? Yes No

Disability (Voluntary)

Do you want to request special admission consideration because of a disability?

If "Yes", check the box to the right and mail supporting documentation to the Office of Admissions.

This information is subject to the following guidelines:

- Responding to the question is voluntary.
- All information regarding the applicant's disability will be kept confidential.
- Refusal to provide information will not subject the applicant to adverse treatment.
- The information will be used solely in connection with the university's voluntary efforts to overcome the effects of conditions that may have resulted in limited participation by persons with disabilities.

Conduct Disclosure

If your records have been expunged, you do not have to answer Yes. However, if you are unsure whether this applies to your situation, you should answer Yes and fully declare the incident(s) to avoid any risk of disciplinary action or revocation of an admission offer.

Have you ever been charged with a violation of the law that resulted in, or if still pending, could result in probation, community service, a jail sentence or the revocation or suspension of your driver's license (including traffic violations that resulted in a fine of $200 or more)?

Yes No

Are you currently or have you ever been charged with or subject to disciplinary action for scholastic or any other type of misconduct at any educational institution?

Yes No

If you answer Yes to either or both questions, a Conduct item will be added to the menu at top when you save. You must add an explanation on this page. Based on the incident(s) disclosed, UF may ask for additional information up to and including all relevant court documents.

Save

Name: **Temporary Username:** sacssacs1

Application Type, Citizenship and Residency Information

The following questions are critical to set up the flow of your application and the legend at top. Choose carefully your type of application (freshman or transfer student), your nation of citizenship (US or international), your state residency (Florida or non-Florida) and any previous application or attendance at the university.

Type of Application

Freshman

- First time in college

Freshman please select your graduation option:

- Four-year traditional high school graduate
- Three-year high school graduate
- High school/Associate of Arts graduate -or- 60+ semester hours of dual-enrollment credits
- Home-school/nontraditional graduate
- GED equivalency diploma

Transfer

- Applicants coming directly from a Florida public community college
- Applicants coming directly from a university, a private community college or any non-Fla institution

Qualifying for Florida Residency

A Florida resident for tuition purposes is a person who has, or a dependent person whose parent or legal guardian has, established and maintained legal residency in Florida for at least twelve months. Residence in Florida must be a bona fide domicile rather than for the purpose of maintaining a residence in Florida while you are attending the university.

To qualify as a Florida resident for tuition purposes you must be a U.S. citizen, permanent resident alien or legal alien granted indefinite stay by the Bureau of Citizenship and Immigration Services.

Other persons not meeting the twelve-month legal residence requirement may be classified as Florida residents for tuition purposes IF they fall within one of the limited special categories authorized by the Florida Legislature and the Florida Board of Education.

All other persons are ineligible for classification as Florida residents for tuition purposes. (s.1009.21, F.S.)

Living in or attending school in Florida will not, in itself, establish legal residence.

Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents.

With very few exceptions, applicants younger than 24 years of age will need a parent or guardian to complete and sign the residency affidavit. To establish Florida residency, they must provide proof of Florida driver's license, vehicle registration and voter registration.

If you are unsure whether you qualify for Florida residency, please select 'I am not a Florida resident'. Addltional information will help clarify your residency status for tuition purposes.

- **I am a Florida Resident.**
- **I am NOT a Florida Resident.**

Previous UF Application History

Have you ever submitted an undergraduate application to the University of Florida?

Yes No

If Yes, to what term and year did you apply?

Term:

Year:

Have you ever attended the University of Florida? (i.e., previously admitted and enrolled at UF and now seeking readmission to the university)

Yes No

Save

Name: **Temporary Username:** sacssacs1

Education Information - High School

Please provide a complete and accurate accounting of your academic history. Failure to do so could result in the forfeiture of admission, credits earned or degrees awarded.

Your high school must forward your complete high school transcript directly to the Office of Admissions. Your application processing can be delayed until your transcript arrives.

International applicants must submit official transcripts from each institution -- in the native language and with a certified English translation, if applicable -- directly to the Office of Admissions.

Use the Find High School Information look-up below to find the high school you attended or are attending now: First, select the country. If US, you will go to the high school look up to select the state and school. If you are able to locate your high school, the school code, school name, city and state will populate automatically when you select the school. When you are returned to the application, please complete your date of graduation.

If your high school is not listed, please select School Not Found. When you are returned to the application, please enter the school name and location and your date of graduation; the *unknown* school code will populate automatically.

If your school is not in the US, select the country. You must enter the school name and location and your date of graduation; the *unknown* school code will populate automatically.

High School History

Country: Choose:

Graduation Month:

Graduation Year:

GED or equivalency diploma recipients must submit official test results and official high school transcripts.

Please indicate the test type and the dates of tests you have taken or plan to take.

Freshman applicants: All applicants must submit a score on the SAT or the ACT with Writing. The testing agency must send your score(s) directly to the Office of Admissions.

Transfer applicants: Official SAT or ACT scores are required only of applicants who are applying to the College of Education.

International applicants: The testing agencies must provide offical test scores directly to the Office of Admissions.

Proficiency in the English language is required for junior-level transfer applicants from countries (including Puerto Rico) where English is not the official language. Applicants must submit an official score from one of the following: TOEFL, IELTS or MELAB. This requirement may be waived if you completed one academic year in a degree-seeking program at a college or university in a country where English is the official language.

Test Score Information

Test Type	Month	Year

If you currently are attending high school, please list the high school courses you will complete this year. Be sure to include the level of each course and the unit of credit each semester. (A one-unit, year-long course earns a 0.5 unit the first semester and a 0.5 unit the second.)

If you have taken dual enrollment courses while in high school, please list these courses on the Education Information - College page.

IF YOU HAVE NO HIGH SCHOOL COURSES IN PROGRESS, click here.

Semester 1 - Sr. Year

Course Title	Level	Units

Save

Semester 2 - Sr. Year

High School Courses in Progress

Course Title	Level	Units

This information is requested for research and reporting purposes only. Your official GPA will be calculated by the Office of Admissions from your transcript.

What is your high school GPA? (ex: 3.0, 4.0)

.

Self-Reported Information (Voluntary)

Which best describes your ranking in your high school graduating class?

- Top 10 percent of graduating class
- Top 20 percent of graduating class
- Top 50 percent of graduating class

clear

Save

Name: **Temporary Username:** sacssacs1

Education Information - College

IF YOU HAVE NEVER TAKEN COLLEGE COURSE WORK, click here to save the page and continue.

If you have taken college course work or dual enrollment courses while still in high school, you must complete this section.

- You must account for all attendance at any postsecondary institution attended, **whether you received credit or not**, and including any dual enrollment courses. This also includes courses you plan to complete before entering UF.
- If there are any changes to your educational plans after submitting the application, please contact the Office of Admissions to amend this section. Failure to do so could result in the forfeiture of admission, credits earned and/or degrees awarded.
- An official transcript from each institution must be sent directly to the Office of Admissions.
- **International applicants** must submit official transcripts from each institution -- in the native language and with a certified English translation, if applicable -- directly to the Office of Admissions.

Use the Find College Information look-up below to find the college or university you attended or are attending now:

- First, select the country. If US, proceed to the Find College Information link to select the state and school.
- If you find the college, the college code, college name, city and state will populate automatically. When you are returned to the application, please complete any remaining blank fields and the dates of attendance.
- If your college is not listed, please select "College Not Found" from the look-up. When you are returned to the application, please enter the school name, location and dates of attendance; the *unknown* school code will populate automatically.
- If your college is not in the US, select the country. You must enter the college name, location, dates of attendance and other information; the *unknown* school code will populate automatically.
- If you have attended more than one college, repeat this process for each school, continuing in order from the most recently attended institution.

IF YOU HAVE NEVER TAKEN COLLEGE COURSE WORK, click here.

College 1

Country: Choose Country

Attendance Dates: From: To:

Credit Hours Completed:

Degree: None, No Degree Expected Month: Year:

Credit Type:

Add Another College [+]
Add Another College [+]
Add Another College [+]
Add Another College [+]

Save

Name: **Temporary Username:** sacssacs1

Education Information - College Courses in Progress

To receive full admissions consideration, you must enter all courses currently in progress and those courses you plan to take between now and your anticipated term of enrollment at the university. **You must account for all attendance at any postsecondary institution attended, whether you received credit or not.**

High school students with college course work and/or dual enrollment courses should enter those courses here.

If there are any changes to your educational plans after submitting the application, please contact the Office of Admissions to amend this section.

IF YOU HAVE NO COLLEGE COURSE WORK IN PROGRESS, click here to save the page and continue.

College Courses in Progress

Prefix/Number	Course Title	Credit	Month of Completion	Year of Completion

Save

Name: **Temporary Username:** sacssacs1

Special Exceptions to Florida's Residency Regulations

If you select any of the categories below, you will complete the Florida Resident page.
If you do not select a box below, you will complete the non-Florida Resident page.

If you do NOT check any box, press save and continue to the non-Florida residency page.

Residency Affidavit

Under limited special categories authorized by the Florida Legislature and the Florida Board of Education, persons not meeting the twelve-month legal residency requirement may be classified as Florida residents for tuition purposes.

Before you continue to apply as a non-Florida resident, please review the following list of exceptions to determine if you qualify for one of these special categories. If you do, you may be classified as a Florida resident for tuition purposes.

Exception Categories

Special Categories for Residency Exception (Please check all that apply.)

☐ (A) I am an **independent person** and I have maintained legal residence in Florida for at least 12 months.
Independent: A person who provides more than 50% of his/her own support.

☐ (B) I am a **dependent person** and my parent or legal guardian has maintained legal residence in Florida for at least 12 months.
Dependent: A person for whom 50% or more of his/her support is provided by another, as defined by the Internal Revenue Service.

☐ (C) I am a **dependent person who has resided for five years** with an adult relative other than my parent or legal guardian, and my relative has maintained legal residence in Florida for at least 12 months.
(Required: Copy of most recent tax return on which you were claimed as a dependent,or other proof of dependency.)

☐ (D) I am **married to a person** who has maintained legal residence in Florida for at least 12 months. I now have established legal residence and intend to make Florida my permanent home.
(Required: Copy of marriage certificate, claimant's voter registration, driver's license and vehicle registration.)

☐ (E) I was **previously enrolled at a Florida public institution** and was classified as a Florida resident for tuition purposes. I abandoned my Florida domicile **less than 12 months ago** and am now re-establishing Florida legal residence.

☐ (F) According to the Bureau of Citizenship and Immigration Services, I am a **permanent resident alien or other legal alien** granted indefinite stay, and I have maintained a domicile in Florida for at least 12 months.
(Required: Immigration documentation and proof of Florida residency status.)

☐ (G) I am a **member of the armed services** of the United States and am stationed in Florida on active military duty pursuant to military orders, or whose home of record is Florida, or I am the member's spouse or dependent child.
(Required: Copy of military orders or DD2058 showing home of record.)

☐ (H) I am a full-time instructional or admininstrative employee **employed by a Florida public school, community college or institution of higher education,** or I am the **employee's spouse or dependent child.**
(Required: Copy of employment verification.)

☐ (I) I am part of the **Latin American/Caribbean Scholarship Program.**
(Required: Copy of scholarship papers.)

☐ (J) I am a qualified beneficiary under the terms of the **Florida Prepaid Tuition Program** (s.1009.98, F.S.).
(Required: Copy of Florida prepaid recipient card.)

☐ (K) I am living on the Isthmus of Panama and have completed 12 consecutive months of college study at the F.S.U. Panama Canal Branch, or I am the student's spouse or dependent child.
(Required: Copy of marriage certificate or proof of dependency.)

☐ (L) I am a full-time **employee of a state agency** or political subdivision of the state whose student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.

☐ (M) I am a **Southern Regional Education Board's** Academic Common Market graduate student.
(Required: Certification letter from state coordinator.)

☐ (N) I am a **McKnight Fellow.**
(Required: Verification of Graduate Studies.)

☐ (O) I am an active member of the **Florida National Guard** who qualifies under s.250.10 (7) and (8) for the tuition assistance program.

☐ (P) I am an **active duty member** (or the spouse of the member) of the **Armed Services of the United States** attending a public community college or university within 50 miles of the military establishment where the member is stationed, if such a military establishment is within a county contiguous to Florida.

☐ (Q) I am an **active duty member** (or the spouse or dependent child of the member) of the **Canadian military** residing or stationed in Florida underthe North American Air Defense (NORAD) Agreement, attending a public community college or university within 50 miles of the military establishment where the active duty member is stationed.

Save

Graduate Application Form—Online—e.2c

admission offer.

Conduct Disclosure	Are you currently or have you ever been charged with or subject to disciplinary action for scholastic or any other type of misconduct at any educational institution? ○ Yes ○ No Have you ever been charged with a violation of the law that resulted in, or if still pending, could result in probation, community service, a jail sentence or the revocation or suspension of your driver's license (including traffic violations that resulted in a fine of $200 or more)? ○ Yes ○ No

Save

Name: **Temporary Username:** SACSSACS3

Special Programs Information

Special Programs Application

Check if you are applying as a participant to any of these programs.

- [ ] FAMU Feeder
- [ ] Fulbright Scholar
- [ ] McNair Scholar
- [ ] McKnight Scholar

Check if you are applying for any of the following.

- [ ] Assistantship
- [ ] Distance Learning Program
- [ ] Fellowship
- [ ] Joint UF Degree
- [ ] 3/2 Program
- [ ] 4/1 Program

If you are not applying to any program, click Save to continue.

Save

Name: **Temporary Username:** SACSSACS3

Primary Program	Program 2 (Optional)	Program 3 (Optional)

Academic Program Information

Identify your preferred term of entry and your primary degree goal. Once selected, you will be asked to provide information specific to your program of study. Click Save to continue. If you are applying to more than one program, enter this information on the Program 2 and Program 3 menu items on the legend above.

Primary Program

Intended term and year:

Degree goal:

Office of Admissions - 201 Criser Hall - Box 114000 - Gainesville, FL 32611-4000 - 352-392-1365 -- **UF Internet Privacy Policy** -- **Social Security Number Privacy**

Save

Name: **Temporary Username:** SACSSACS3

College Information and Activities

College 1
(most recent)

List all colleges or universities you have **attended**. Include the University of Florida if you have ever registered for a course.

Use the Select a College feature to complete this section. If the institution is on the look-up, the college name, college code, city, state and country fields should populate automatically. When you are returned to the application, complete any blank fields. If the institution is not on the look-up, select College Not Found and complete all the information.

If you have attended more than one institution, repeat the process for each college, from the most recently attended institution.

Select a College

Add Another College [+]
Add Another College [+]
Add Another College [+]
Add Another College [+]

Grade Point Average Calculation Guidelines

If your bachelor's degree was or will be received from an international institution or if your U.S. institution does not use a traditional grading system, please check here and continue on to the test score section. ☐

While GPA will be verified by the university, an accurate self-reported GPA expedites the admission process. Junior and senior-level study refers to course work taken after the term in which you earned 60 semester hours or 90 quarter hours. These courses generally are taken in the third and fourth years of study, and continue until you graduate with a baccalaureate (B.A. or B.S.) degree.

If you apply to graduate school before you have graduated, your GPA calculation should not include the current term of enrollment, which is considered a term in progress.

Your calculation should include all completed course work, excluding dropped courses and courses that did not award letter grades (e.g., satisfactory/unsatisfactory grades). If you have repeated a course, you must include both grades in your calculation.

If all hours earned were awarded in quarter hours, you do not need to convert them to semester hours, but you cannot combine quarter hours with semester hours. If you have both types of credit, you must convert the quarter hours to semester hours by using the following equations:

1 quarter hour = 2/3 semester hour
3 quarter hours = 2 semester hours
For Example: 24 quarter hours x 2/3 = 16 semester hours

Self-Reported GPA Calculation

A		x 4
A-		x 3.67
B+		x 3.33
B		x 3
B-		x 2.67
C+		x 2.33
C		x 2
C-		x 1.67
D+		x 1.33
D		x 1
D-		x .67
F or I		x 0

Calculate

If you have taken or plan to take any of the tests listed below, check the box beside the test name and enter the information requested.

Official test scores from the testing agency must be submitted to the Office of Admissions, PO Box 114000, 201 Criser Hall, Gainesville, FL 32611-4000.

If you have taken any test more than once, enter the highest complete set of scores. **Do not** mix component scores from multiple test administrations.

Save

☐ **Graduate Record Examination** (GRE)

☐ **Graduate Management Admission Test** (GMAT)

☐ **Miller Analogies Test** (MAT)

☐ **Fundamentals of Engineering Exam** (FE)

Test Scores

Proficiency in the English language is required of applicants from countries (including Puerto Rico) where English is not the official language. These applicants must submit official scores from one of the tests listed below. This requirement may be waived if you have been enrolled in a degree-seeking program for one academic year (in a country where English is the official language) before your anticipated term of enrollment at UF.

☐ **Test of English as a Foreign Language** (TOEFL)

☐ **International English Language Testing System** (IELTS)

☐ **Michigan English Language Assessment Battery** (MELAB)

☐ **University of Florida English Language Institute Program**

Indicate how you spent or plan to spend your time from graduation until your anticipated enrollment at UF. List these activities (employment, travel, military, etc.) in chronological order, most recent first.

Activity 1 (most recent)

Activity:

City:

Country:

State:

From: To:

Add Another Activity [+]
Add Another Activity [+]
Add Another Activity [+]

Save

Name: **Temporary Username:** SACSSACS3

Florida Residency Regulations for Tuition Purposes

A Florida resident for tuition purposes is a person who has, or a dependent person whose parent or legal guardian has, established and maintained legal residency in Florida for at least twelve consecutive months preceding the first day of classes of the term for which Florida residency is sought. Residence in Florida must be a bona fide domicile rather than for the purpose of maintaining a residence incident to enrollment at an institution of higer education.

To qualify as a Florida resident for tuition purposes, you must be a U.S. citizen, permanent resident alien or legal alien granted indefinite stay by the U.S. Citizenship and Immigration Services. Other persons not meeting the twelve-month legal residence requirement may be classified as Florida residents for tuition purposes only if they fall within one of the special categories authorized by the Florida Legislature and the state Board of Education. All other persons are ineligible for classification as Florida residents for tuition purposes.

Living in or attending school in Florida will not, in itself, establish legal residence. Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents. Residence for tuition purposes requires the establishment of legal ties to the state of Florida. Students must verify that they have broken ties to other states if the student or, in the case of dependent students, his or her parent, has moved from another state.

If you are <u>not</u> eligible for any of the Florida residency categories listed below, click Save to continue to the Non-Florida resident certification page.

Dependent vs. Independent Status

Dependent: A person, whether or not living with his or her parent, who is eligible to be claimed by his or her parent as a dependent under the federal income tax code.

Independent: A person who is at least 24 years old, married, a graduate or professional student, a veteran, a member of the armed forces, an orphan, a ward of the court, or someone with legal dependents other than a spouse, per the U.S. Department of Education for the purposes of federal financial aid eligibility. There may be limited cases where a person under the age of 24 years old may qualify as an independent student. Such students will be required to verify independence.

A copy of your and/or your parents' most recent tax return or other documentation may be requested to establish dependent/independent status. A copy of the marriage certificate will be required in all cases of a spouse claiming a partner's residency.

Florida Residence Categories

Carefully review each of the residency categories below to determine whether you might qualify for in-state status as a Florida resident for tuition purposes. Check all that apply.

☐ (A) I am an **independent person** and have maintained legal residence in Florida for at least the past 12 consecutive months.

☐ (B) I am a **dependent person** and my parent or legal guardian has maintained legal residence in Florida for at least the past 12 consecutive months.

☐ (C) I am a **dependent person who has resided for five years** with an adult relative other than my parent or legal guardian and my relative has maintained legal residence in Florida for at least the past 12 consecutive months.
(**Required:** Copy of most recent tax return on which you were claimed as a dependent or other proof of dependency.)

☐ (D) I am **married to a person** who has maintained legal residence in Florida for at least the past 12 consecutive months. I have now established legal residence and intend to make Florida my permanent home.
(**Required:** Copy of marriage certificate and other documents required to establish residency.)

☐ (E) I was **previously enrolled at a Florida state institution** and was classified as a Florida resident for tuition purposes. I abandoned my Florida domicile less than 12 months ago and am now re-establishing Florida legal residence.

☐ (F) According to U.S. Citizenship and Immigration Services, I am a **permanent resident alien or other legal alien** granted indefinite stay and have maintained a domicile in Florida for at least the past 12 consecutive months.
(**Required:** USCIS documentation and proof of Florida residency status.)

☐ (G) I am a **member** (or the spouse/dependent child of) of the **armed services of the United States** and I am currently stationed in Florida on active military duty pursuant to military orders, or whose home of record is Florida.
(**Required:** Copy of military orders or DD2058 showing home of record.)

☐ (H) I am a full-time instructional or admininstrative employee (or the spouse/dependent child of) **employed by a Florida public school, community college or institution of higher education.**
(**Required:** Copy of employment verification.)

☐ (I) I am part of the **Latin American/Caribbean Scholarship Program.**
(**Required:** Copy of scholarship papers.)

☐ (J) I am a qualified beneficiary under the terms of the **Florida Prepaid College Program** (s.1009.98, F.S.).
(**Required:** Copy of Florida prepaid recipient card.)

☐ (K) I am a U.S. citizen (or the spouse/dependent child of) **living on the Isthmus of Panama** and have completed 12 consecutive months of college work at the FSU Panama Canal Branch.
(**Required:** Copy of marriage certificate or proof of dependency.)

☐ (L) I am a **Southern Regional Education Board** Academic Common Market graduate student.
(**Required:** Certification letter from state coordinator.)

☐ (M) I am a full-time **employee of a state agency** or political subdivision of the state whose student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.

☐ McKnight Scholar (N) I am a **McKnight Fellowship recipient.**

Save

(**Required:** Verification from graduate studies.)

☐ (O) I am an active member of the **Florida National Guard** who qualifies under s.250.10 (7) for the tuition assistance program.

☐ (P) I am an **active duty member** (or the spouse/dependent child of) of the **Armed Services of the United States** attending a public college or university within 50 miles of the military establishment where the member is stationed, if such a military establishment is within a county contiguous to Florida.

☐ (Q) I am an **active duty member** (or the spouse/dependent child of) of the **Canadian military** residing or stationed in this state under the North American Air Defense (NORAD) Agreement, attending a public college or university within 50 miles of the military establishment where the active duty member is stationed.

☐ (R) I am a U.S. citizen living outside the U.S. who is **teaching at a Department of Defense Dependent School or in an American International School** and who has enrolled in a graduate-level education program which leads to a Florida teaching certificate.

☐ (S) I am an **active duty member** (or spouse/dependent child of) of a **foreign nation's military who is serving as a liaison officer**. I am residing or stationed in Florida and attending a public college or university within 50 miles of the military establishment where I am stationed.

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Save

Name: **Temporary Username:** SACSSACS3

Letters of Recommendation

If you are mailing letters of recommendation directly to your department, there is no need to complete this section. Please refer to your department's website for specific guidelines.

Instructions for Online Recommendation Requests
This section does not need to be completed at the time you submit the application. You can return to this section at any time to add additional requests or to check the status of prior requests.

Complete the information for each recommendation request and click Save. You can Edit/Delete your requests until you select Send Recommendation Request at the bottom of this page.

Recommendation requests will be emailed after you submit your application. Once submitted, you may monitor the status of your requests through the View function in the Status Box.

If recommenders are not receiving the university's emails, please verify that the email address you provided on this page is correct; if it is, ask them to check their spam or junk folders.

If it is necessary to resend a recommendation request, go to the Status Box and select Send Reminder.

Status Box

Name | Program | Status | Date | Action

Add A Recommendation Request

Please complete the degree program section before entering any recommendation information.

Record updated.

Name: **Temporary Username:** SACSSACS3

Instructions for Completing the Application

You can work on any page of the application at any time and in any order, but the pages are presented on the legend above in a standard order of progression. As you complete a page, click Save on bottom right of every page to save your data. When there is a problem, such as an incomplete item on the page, you will receive an error alert.

The legend at the top of each page will identify the pages you must complete. The menu items will appear orange if the page is incomplete and blue when the page is complete. When all pages are completed, and all items are blue, you can select Submit from the legend to complete the submission and fee payment processes.

Personal Information

First/Given Name:

Middle:

Last/Family/Surname:

Suffix: None

Other name(s) that could appear on your records:

Social Security Number

While the social security number is required on your UF record, the university does not use it for student identification. The SSN is used only to assign your UF student identification number (UFID).

If you do not have a US social security number, check here.

SSN: - -

Verify your social security number to ensure its accuracy.

If you already have a UFID, please provide it below; if you do not remember it, leave this field blank.

UFID:

Have you ever submitted an application to the University of Florida? Yes No

Have you ever attended the University of Florida? Yes No

Date of Birth

Month:

Day:

Year:

Gender

Gender:

Citizenship

Nation of Citizenship:

Ethnicity (Voluntary)

Question 1: Are you Hispanic? Yes No Clear

Question 2: How would you describe yourself?

Choose one or more:

- American Indian or Alaska Native
- Asian
- Black/African American
- Hawaii Native or Other Pacific Islander
- White

Email Address

Email Address:

Email communication will expedite the application process.

Phone

Telephone Number:

U.S. Intl

Save

Number Information

Personal Cell Phone Number:
(U.S. Intl)

Work/Daytime Phone Number:
(U.S. Intl) Extension:

Permanent Address Information

Number and Street:

City:

Country:

All university correspondence will be sent to this address.

If your **permanent** address information is the same as your **current** address information, click here.

Current Address Information

Number and Street:

City:

Country:

Address Valid Until:

Emergency Contact Information

First Name:

Last Name:

Relationship:

Number and Street:

City:

Country:

Emergency Telephone Number:
(U.S. Intl)

Emergency Cell Phone Number:
(U.S. Intl)

Emergency Work/Daytime Phone Number:
(U.S. Intl) Extension:

The university will use your personal cell phone for emergency contact purposes.

Veteran Status

Are you a member or veteran of the U.S. military?

Yes No

If Yes, check if you served on or after September 11, 2001.

Are you eligible to receive VA educational benefits as the spouse or dependent child of a veteran of the U.S. military?

Yes No

Disability (Voluntary)

To request accommodations for a disability, please contact the graduate coordinator in your department.

If your records have been expunged, you do not have to answer Yes. However, if you are unsure whether this applies to your situation, you should answer Yes and fully declare the incident(s) to avoid any risk of disciplinary action or revocation of an

Save

ADMISSIONS INFORMATION

Our Comprehensive Review

At UF, we employ a comprehensive review process that evaluates academic and nonacademic criteria, which includes the following: high school record (grades, strength of curriculum, progression over time, senior-year schedule, educational objectives, and SAT or ACT scores), the essay, extracurricular activities, personal background and experiences. We search for students who will be UF's future community of leaders, learners, and thinkers, and through our review process, we are looking for the best fit for the student and for the UF campus.

UF received more than 27,000 applications for the 2009 freshman class, and we anticipate the same number or more for our 2010 freshman class. We are only able to offer admission to approximately 10,000 students, less than half of those who apply. This admitted group will result in a class of approximately 6,400. This process provides us the opportunity to carefully select admitted students from a large, excellent group to result in our talented, diverse and motivated freshman class.

Please help your child understand our selection process. Review the academic and non-academic criteria we use in our evaluation on page 5 and help your child prepare to submit an online UF application that is carefully and thoroughly completed. Be aware of our single application deadline, and the single notification date. Encourage your child to patiently await the UF reply, while also pursuing other college choices, the financial aid application, and scholarship searches.

When to Apply?

UF has one application deadline for students applying for the freshman class: November 1. Applicants who apply by this date will receive decisions by mid February. Applicants who apply after November 1 will be considered for admission on a space-available basis only and may expect decisions no later than April 1.

Nontraditional Freshman Applicants

Students who will not graduate from a regionally accredited secondary school must provide their transcript, all online or virtual coursework transcripts, and any college or university transcripts. They also are required to submit SAT or ACT with writing results, as well as SAT Subject Test exam results in math, foreign language, science, and social science. In some cases, community college coursework or virtual school coursework may substitute for these exams.

Concurrent High School and Associate of Arts Degree

Students who will receive their high school diploma and the Associate of Arts degree at the same time should complete the online **freshman** application. The university requires these students to choose a specific UF college and major, and students must meet college and major junior-level prerequisite course and minimum GPA requirements. The student's application will be evaluated for both freshman- and junior-level admission standards.

Applying as a Transfer Student

If your child will not attend the University of Florida as a freshman, he or she should consider attending as a junior-level transfer. Junior-level entry can be an excellent way to continue the pursuit of a student's bachelor's degree. **www.admissions.ufl.edu/applytransfer.html**

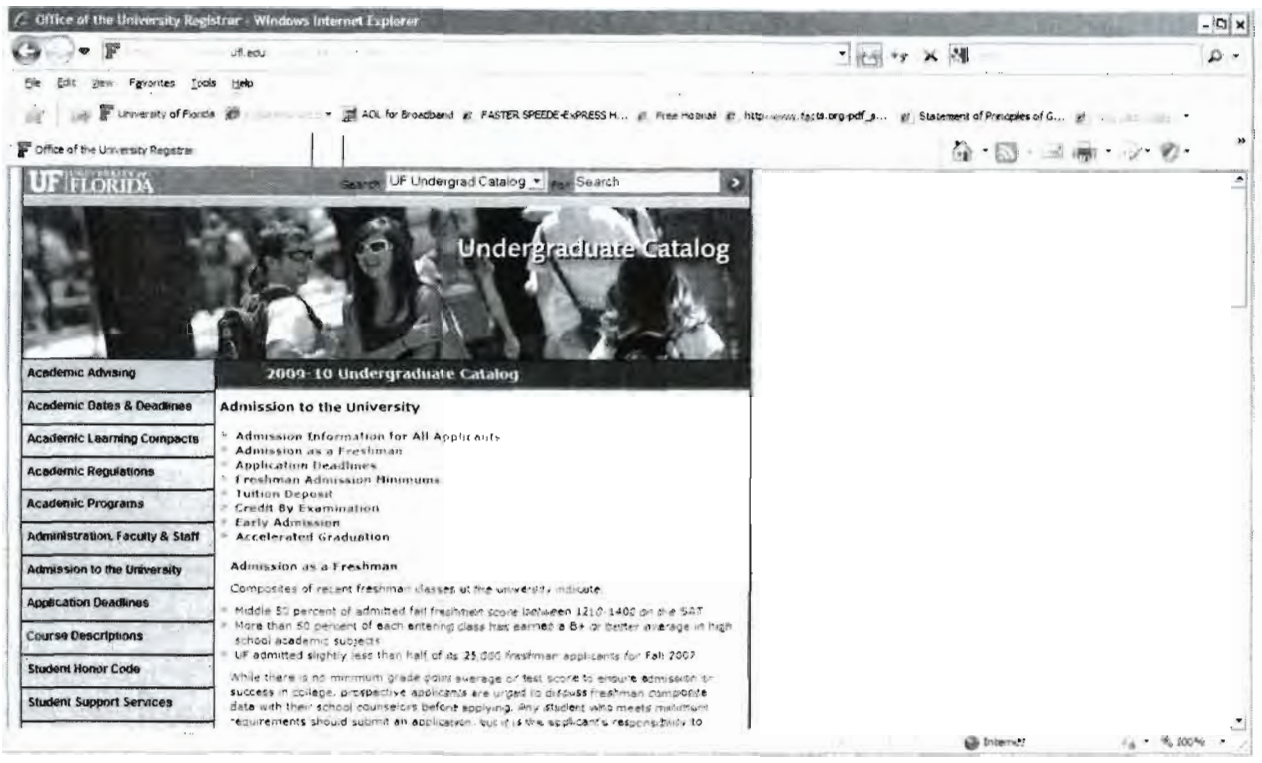
Freshman- or Sophomore-Level Transfer

A freshman or sophomore transfer applicant has graduated from high school and has 13-59 transferable semester college hours. **Due to space limitations, UF currently is not accepting lower-division transfer students.** Prospective transfer applicants are encouraged to remain at or to transfer to a Florida community college until the AA degree is completed.

Junior- or Senior-Level Transfer

A junior- or senior-level transfer applicant has 60 or more transferable semester hours and/or the AA degree from a regionally accredited institution. The applicant's college and major make the final admission decision. Applicants should contact the college that offers their major to ensure they meet all of the requirements. For more information, refer to **www.admissions.ufl.edu/ugrad/trappdates.html**.

Undergraduate Catalog—Admission to the University as a Freshman—e.2e



Admission to the University

- **Admission Information for All Applicants**
- **Admission as a Freshman**
- **Application Deadlines**
- **Freshman Admission Minimums**
- **Tuition and Housing Deposits**
- **Credit By Examination**
- **Early Admission**
- **Accelerated Graduation**

Admission as a Freshman

Composites of recent freshman classes at the university indicate:

- Middle 50 percent of admitted fall freshmen score between 1210-1400 on the SAT
- More than 50 percent of each entering class has earned a B+ or better average in high school academic subjects

Minimum Requirements for Freshman Admission Consideration

- Graduation from a regionally accredited secondary school or the equivalent (G.E.D., etc.).
- Nineteen academic units, 15 distributed as follows:

English (with substantial writing)	4 years
Mathematics (Algebra 1, Formal Geometry, Algebra 2)	3 years
Natural Sciences (two units must include laboratory)	3 years
Social Sciences	3 years
Foreign Language (must be sequential)	2 years

- UF admitted slightly less than half of its 25,000 freshman applicants for Fall 2007

While there is no minimum grade point average or test score to ensure admission or success in college, prospective applicants are urged to discuss freshman composite data with their school counselors before applying. Any student who meets minimum requirements should submit an application, but it is the applicant's responsibility to provide the strongest application possible.

Beginning Freshmen: Current high school students seeking college freshman placement and students who have earned fewer than 12 semester hours following graduation from high school.
(Students graduating from high school with dual enrollment AND AP/IB/CLEP credit totaling 60 hours should complete the undergraduate application. The application will then be evaluated for both freshman and junior-level admission standards.)

How to Apply: Freshman applicants must **apply** online.

When to Apply: Admission priority is provided to qualified applicants whose applications and supporting documents are received by the Office of Admissions during the preferred application period -- July 1 through November 1. Applications received outside this period will be considered on a space-available basis only.

Incoming Freshman Deadlines

- The freshman application period is July 1 through November 1, regardless of entering term.
- There no longer is an early decision (those willing to commit to UF if admitted) program.
- Freshman decisions will be available in mid February.

Freshman Selection: The **selection process** is based on the applicant's academic credentials and a holistic review of the information contained in the application. Many factors are considered in the admission review process. It is very difficult to predict the admissibility of any applicant without considering all the information contained in the application and the size and strength of the applicant pool.

The Office of Admission considers an applicant's total high school record, including grades, test scores, educational objective and pattern of courses completed, and personal background and experiences. Admission becomes selective and competitive when the number of qualified applicants exceeds the number of freshman spaces available.

Minimum Requirements for Freshman Admission Consideration

- Graduation from a regionally accredited secondary school or the equivalent (G.E.D., etc.).
- Nineteen academic units, 15 distributed as follows:

English (with substantial writing)	4 years
Mathematics (Algebra 1, Formal Geometry, Algebra 2)	3 years
Natural Sciences (two units must include laboratory)	3 years
Social Sciences	3 years
Foreign Language (must be sequential)	2 years

- An overall C average, as computed by the university, is also required at each collegiate institution attended. College deficiencies earned through high school dual-enrollment programs will be reviewed individually.
- A record of good conduct. Major or continuing difficulty with school or other officials may render an applicant ineligible regardless of academic qualifications.
- A combined score of at least 950 on the critical reading and math sections of the new **SAT with Writing** with a minimum score of 440 on each. Effective with the 2009 entering class, the university will begin considering the SAT writing portion of the SAT.
  On the **ACT with Writing** test, a composite score of 19 is required with a minimum of 17 on the English subsection, a minimum of 19 on the math subsection and a minimum of 18 on the reading subsection.
- **Home schools and non-accredited schools**: Any student who does not graduate from a regionally accredited secondary school must provide, in addition to a transcript and the new SAT with Writing or ACT with Writing results required of other applicants, results from the SAT II examinations in mathematics (Level II-C), foreign language, science and social science. For admission decision purposes, the university will use the result of the new SAT writing subscore if the applicant has no dual-enrollment or virtual school English composition coursework, since the SAT II in writing is no longer offered.
  Please note:
  - Applicants who present scores on the G.E.D. also must present records from secondary schools attended and standardized test scores. The applicant's overall academic background will be considered.
  - In some cases, students may provide accredited community college course work and/or online course work in lieu of SAT II subject area exams. Contact the Office of Admission for more information.

Tuition Deposit

- Freshmen are required to submit a **$200 nonrefundable tuition deposit** no later than **May 1** to secure their place in the class.
- The tuition deposit **will not be reimbursed** if the student does not enroll in the term offered for admission.
- The tuition deposit will be credited to the student's account and applied toward the first-semester tuition. If there is a credit balance on the account at the end of drop/add, the balance will be refunded.
- This deposit is waived for those students who qualified for an SAT or ACT fee-application waiver. Students who qualify for Pell Grants may receive a tuition deposit reduction if they appeal.

Advanced Housing Rent Payment

Entering freshmen are required to submit an advanced rent payment within 30 days of admission if they desire to live in university housing. This payment, less a $25 service charge, is refundable until May 1 for applicants accepted to the fall freshman class.

Credit by Examination

There are several credit-by-examination programs that earn credit toward a UF degree. The university participates in the Advanced Placement **(AP) program**, the College Level Examination Program **(CLEP)**, the International Baccalaureate **(IB) program** and the Advanced International Certificate of Education **(AICE)**. Students may receive university credit for or exemption from such courses without credit, depending on the results.

Dual-enrollment credit earned at Florida public institutions transfers to the University of Florida. However, college credit earned through dual enrollment at any institution outside the Florida community college system will not transfer to UF if the course(s) taken were used to meet high school graduation requirements. To qualify for transfer credit, students must provide a letter from their high school stating that their dual enrollment courses were not used to fulfill secondary graduation requirements.

Eligible dual-enrollment candidates from Florida high schools may be funded through dual-credit enrollment. Dual enrollment refers to a student taking on-campus courses simultaneously at both the University of Florida and another institution. If the parent institution is a Florida high school, the student may qualify for tuition-exempt, dual-enrollment credit and may receive textbooks/materials on a lend-return basis. There must be an articulation agreement between the university and the home county school board, developmental research school or other secondary school.

Qualified high school students will be enrolled as nondegree students and credits earned before high school graduation may be accepted subsequently for advanced standing and degree credit when the student is admitted to the university.

Early Admission

A select number of applicants can be admitted to UF following completion of the junior year of high school. Applications should be submitted in accordance with university deadlines and will be reviewed individually.

Applicants must submit a written statement explaining reasons for requesting early admission; an official secondary school transcript covering grades 9, 10 and 11; an overall academic average of 3.9, as computed by UF; an SAT total score of 1400 or a composite score of 33 on the Enhanced ACT; a letter from the student's high school principal or guidance counselor stating specific reasons why the applicant would profit more from early admission than by completion of the senior year of high school.

Accelerated Graduation

The university provides numerous opportunities to accelerate college graduation. For additional information, please refer to information about **combined degree programs**.

Graduate Catalog—Applying for Admission—e.2f

Apply to the UF Graduate School!

The University of Florida welcomes your application to the UF Graduate School, one of the highest quality and most affordable opportunities for higher education available today.

Please read the information on this webpage and follow all instructions carefully, so you can make the application process work smoothly for you. All the forms, codes and addresses you need to apply are provided here.

If you have any questions about your application, please contact the department you want to major in. They will be happy to help you.
Please note: The UF Graduate School is not involved at all in processing applications or making admissions decisions. Your department is your primary contact for both. If you have questions about the online application process, please contact the UF Office of Admission directly through the "Contact Us" link at the bottom of each webpage on its website: UF Office of Admission.

How the Application Process Works

Two UF units evaluate your application to the UF Graduate School: the UF Office of Admission, which determines your eligibility for admission to the university, and the department you want to major in, which determines your eligibility for its graduate

program. If you are a non-US applicant, the UF International Center also evaluates your proof of pre-existing funds after you are admitted to determine your eligibility for a student visa.

Each of these units needs specific materials from you to make a decision. Please make sure you send the materials listed below to the correct unit, so your application is not held up by lack of information or missing required documents.

How To Apply

(1) Contact the department you want to major in to find out its application requirements and deadlines.

(2) Read all the information and instructions on this webpage about the application process.

(3) Read all the information and instructions on the UF Office of Admission graduate admissions webpages, by clicking on this link: UF Office of Admission: Graduate Admissions.
(4) Fill out and submit your online application and application fee payment here: Online Application. If you do not have computer access and cannot use the online application system, use this PDF version of the graduate admissions application to apply by mail: Graduate Admissions Application Form.

(5) Have your official test scores (FE, GMAT, GRE, IELTS, MELAB, TOEFL, TSE) and transcripts (with official English translations of them, if the originals are not in English) sent to the UF Office of Admission (POB 114000, 201 Criser Hall, Gainesville FL 32611-4000, USA).

(6) Send the following materials to the department you want to major in: statement of purpose (letter of intent), resume or curriculum vitae, recommendation letters, test scores (FE, GMAT, GRE, IELTS, MELAB, TOEFL, TSE), transcripts (with official English translations of them, if the originals are not in English) and, if applicable, a fellowship/assistantship application form, or any other materials required by your department. (You also can submit your statement of purpose and recommendation letters online as part of the UF Office of Admission's online application now.)
(7) If you are a non-US applicant, send your Certification of Financial Responsibility Form to the UF International Center (POB 113225, 123 Grinter Hall, Gainesville FL 32611-3225, USA).
(8) E-mail your department and let it know that you have submitted your application online.

Application Fee

There is a nonrefundable $30 fee for each application you submit to a UF graduate program. You can pay this fee online by credit card or via mail with a bank check made payable to the "University of Florida." Payment must be in US funds. Your application cannot be processed without a fee payment. The university cannot waive or defer this fee, except for participants in designated sponsored programs.

Test Score Codes

The University of Florida's school code for submission of GMAT, GRE, TOEFL and TSE scores is 5812.

Supplemental Admissions Forms

The UF Office of Admission has a number of supplemental forms that you may need to fill out and send to it as part of your application process. You can find these forms online by clicking on this link: UF Office of Admission Forms.

You also need to send the department you want to major in recommendation letter forms and, in some cases, a fellowship/assistantship application form. Click on the name of the form you want to access it:

Recommendation Letter Form
Fellowship/Assistantship Application Form

The forms on this webpage are convenient PDF files that you can read, fill in and print on your computer with Adobe Acrobat Reader. If your computer does not already have Adobe Acrobat Reader on it, you can download it for free by clicking on this button:

Other Useful Information

There are links to some more useful information to help you prepare for graduate school and get through the application process smoothly:

Department Contacts
ETS: Educational Testing Service (GMAT, GRE, TOEFL, TSE)
Graduate Catalog
IELTS: International English Language Testing System
MELAB: Michigan English Language Assessment Battery
Residency Requirements for Tuition Rates
UF International Center

If you have any other questions, please contact the department you want to major in. Good luck! The University of Florida looks forward to receiving your application soon!

e.3 Office of Admissions Publication---General Information Brochure

you BECOME A GATOR?

Freshman Admission

Tentative Admission

All offers of admission are tentative. **The Office of Admissions determines final admission after it receives your final high school and/or college transcripts.**

Freshman Tuition Deposit

After you are admitted to UF, you must confirm your intention to enroll and submit a $200 tuition deposit no later than May 1, 2010. This deposit will be credited to your account and applied directly to your tuition and fees. Students with financial need may qualify to make arrangements with the Office of Admissions to waive this tuition deposit.

Preview

The University of Florida wants you to have a smooth transition as you join our college community. Preview, our orientation program, is designed to acquaint students and their families with university resources, policies and facilities. All admitted students must attend Preview and will receive their invitation in March 2010. Refer to **www.dso.ufl.edu/nsp/.**

Transfer Admission

If you will not attend the University of Florida as a freshman, consider attending as a junior-level transfer. Junior-level entry can be an excellent way to continue the pursuit of your bachelor's degree. Refer to **www.admissions.ufl.edu/ugrad/applytransfer.html**.

Freshman- or Sophomore-Level Transfer

A freshman or sophomore transfer applicant has graduated from high school and has 13-59 transferable semester college hours. **Due to space limitations, UF currently is not accepting lower-division transfer students.** Prospective transfer applicants are encouraged to remain at or to transfer to a Florida community college until the AA degree is completed.

Junior- or Senior-Level Transfer

A junior- or senior-level transfer applicant has 60 or more transferable semester hours and/or the Associate of Arts degree from a regionally accredited institution. The applicant's college and major make the final admission decision. Applicants should contact the college that offers their major to ensure they meet all of the requirements and to learn of the application deadlines. **www.admissions.ufl.edu/ugrad/trappdates.html**

International Admission

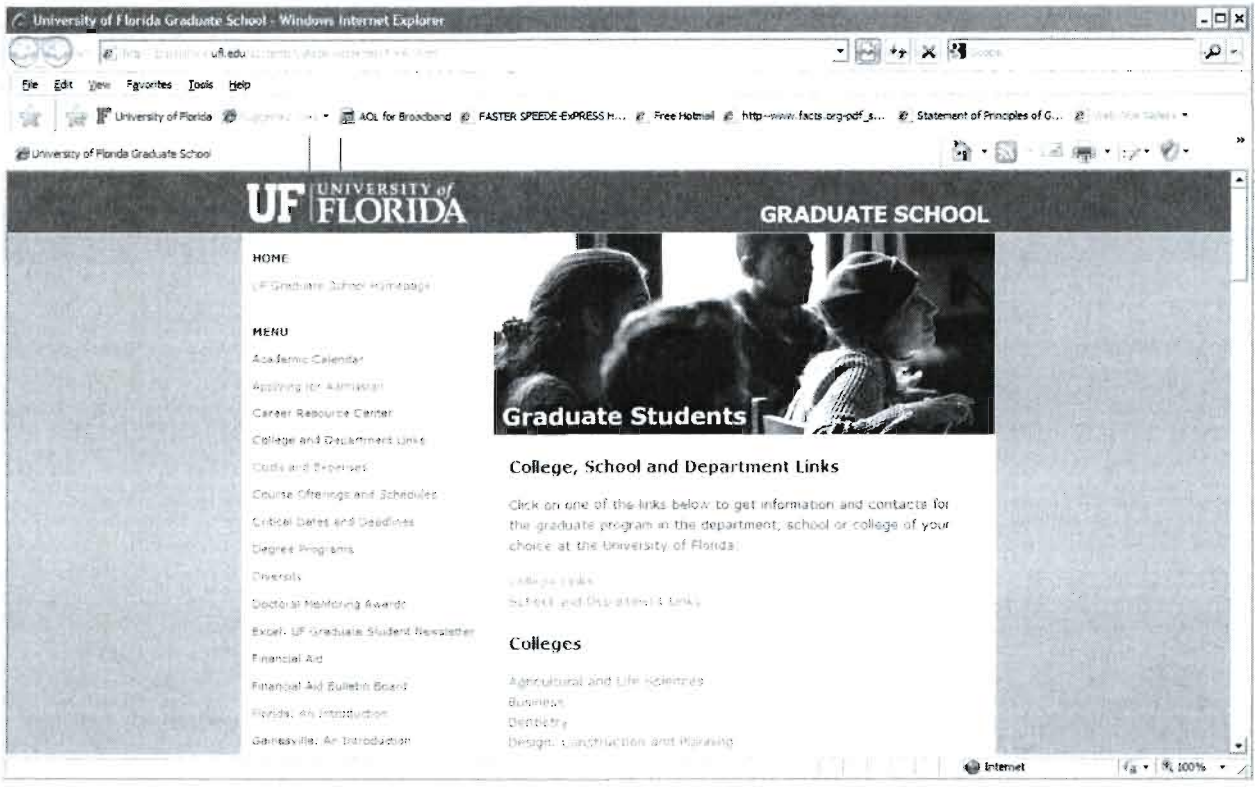
International students offer a cultural perspective that enriches the entire campus community as they join our diverse student body of high achievers. UF welcomes applications from international students, and we currently host 6,300 students who are seeking a UF education that will be recognized all over the world. All freshman and transfer applicants to UF complete the same application. All official documents including transcripts, examination certificates and diplomas in the native language should be mailed to the Office of Admissions. An official certified English translation must be attached to documents not issued in English. Refer to the information in this publication on criteria for freshman and transfer admission. Additional information is available at **www.admissions.ufl.edu/intl/admissioninfo.html**.

The International Student Services Office (ISS) in UF's International Center is committed to ensuring the integration of international students and families into the life of the campus and community. ISS assists students with the visa process and immigration-related issues. Students are required to complete and submit the Certificate of Financial Responsibility to document proof of financial support for the first year of study. Refer to **www.ufic.ufl.edu/iss.htm**.

Financial Assistance

Many students at UF receive some form of financial assistance. To determine your eligibility for federally funded aid, you must complete the Free Application for Federal Student Aid (FAFSA), available at most high school and college guidance offices, and online. To receive aid at UF, apply for financial aid as soon as possible after January 1 by completing the FAFSA. Do not wait to be admitted to UF to apply. The earlier you apply, the better chance you will have of being considered for all aid programs, including the Florida Opportunity

Graduate Catalog—College, School and Department Links—e.3a



College, School and Department Links

Click on one of the links below to get information and contacts for the graduate program in the department, school or college of your choice at the University of Florida:

College Links
School and Department Links

Colleges

Agricultural and Life Sciences
Business
Dentistry
Design, Construction and Planning
Education
Engineering
Fine Arts
Health and Human Performance

Journalism and Communications
Law
Liberal Arts and Sciences
Medicine
Nursing
Pharmacy
Public Health and Health Professions
Veterinary Medicine

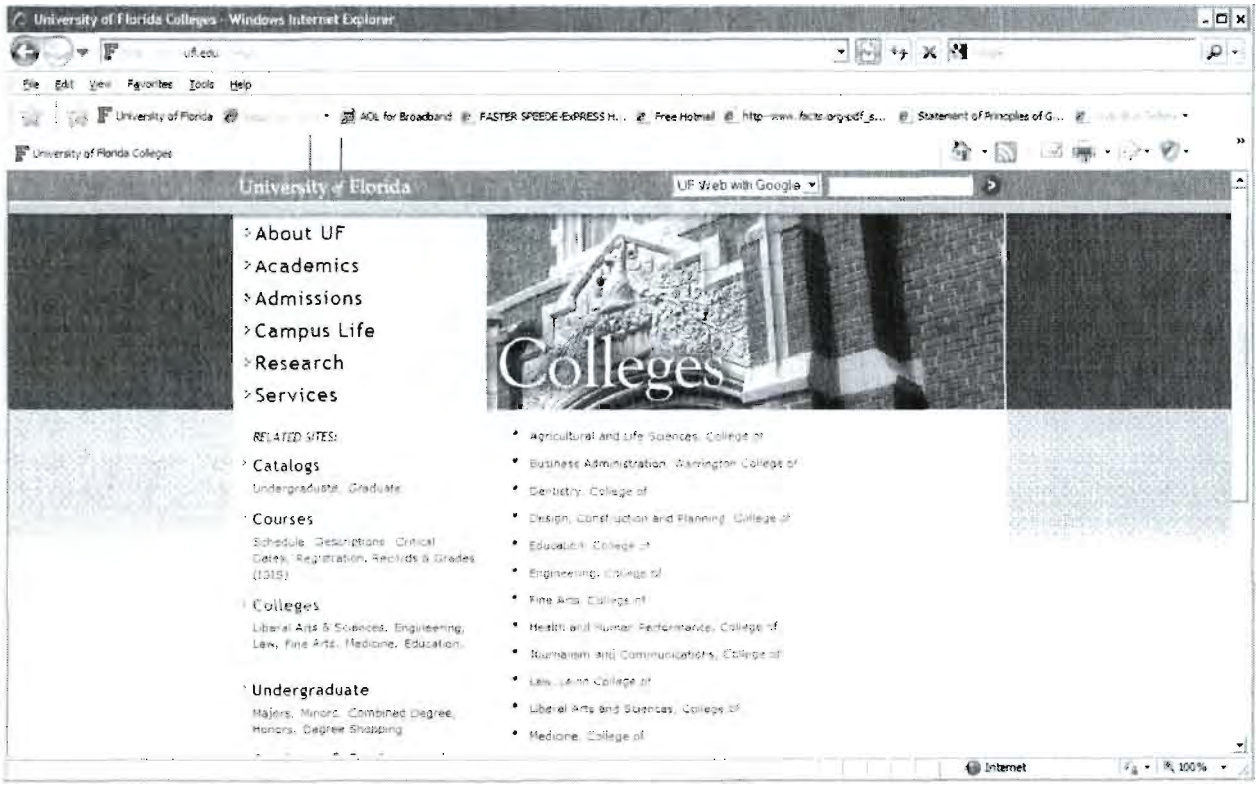
Schools and Departments

Accounting
Advertising
African Studies
Agricultural and Biological Engineering
Agricultural Education and Communication
Agronomy
Anatomy and Cell Biology
Animal Sciences
Anthropology
Applied Physiology and Kinesiology
Architecture
Art and Art History
Astronomy
Audiology
Behavioral Science and Community Health
Biochemistry and Molecular Biology
Biomedical Engineering
Botany
Building Construction
Business Administration
Chemical Engineering
Chemistry
Civil and Coastal Engineering
Classics
Clinical and Health Psychology
Communication Sciences and Disorders
Comparative Law
Computer and Information Science and Engineering
Counseling Psychology
Counselor Education
Criminology and Law
Decision and Information Sciences
Dental Biomaterials
Economics
Educational Leadership, Policy and Foundations
Educational Psychology
Electrical and Computer Engineering
Endodontics
English
Entomology and Nematology
Environmental Engineering Sciences
Environmental Horticulture

Epidemiology and Biostatistics
Exercise and Sport Sciences
Family, Youth and Community Sciences
Finance, Insurance and Real Estate
Fisheries and Aquatic Sciences
Food and Resource Economics
Food Science and Human Nutrition
Forest Resources and Conservation
Geography
Geology
Germanic and Slavic Studies
Health Education and Behavior
Health Services Research, Management and Policy
History
Horticultural Sciences
Industrial and Systems Engineering
Interdisciplinary Ecology
Interior Design
Journalism
Landscape Architecture
Languages, Literatures and Cultures
Large Animal Clinical Sciences
Latin American Studies
Linguistics
Management
Marketing
Materials Science and Engineering
Mathematics
Mechanical and Aerospace Engineering
Medical Sciences Interdisciplinary Programs
Medicinal Chemistry
Microbiology and Cell Science
Molecular Genetics and Microbiology
Music
Natural Resources and Environment
Neurology
Neuroscience
Nuclear and Radiological Engineering
Nursing
Occupational Therapy
Oral Biology
Pathobiology
Pathology, Immunology and Laboratory Medicine
Periodontics
Pharmaceutics
Pharmacodynamics
Pharmacology and Therapeutics
Pharmaceutical Outcomes and Policy
Pharmacy Practice
Philosophy
Physical Therapy
Physics
Physiological Sciences

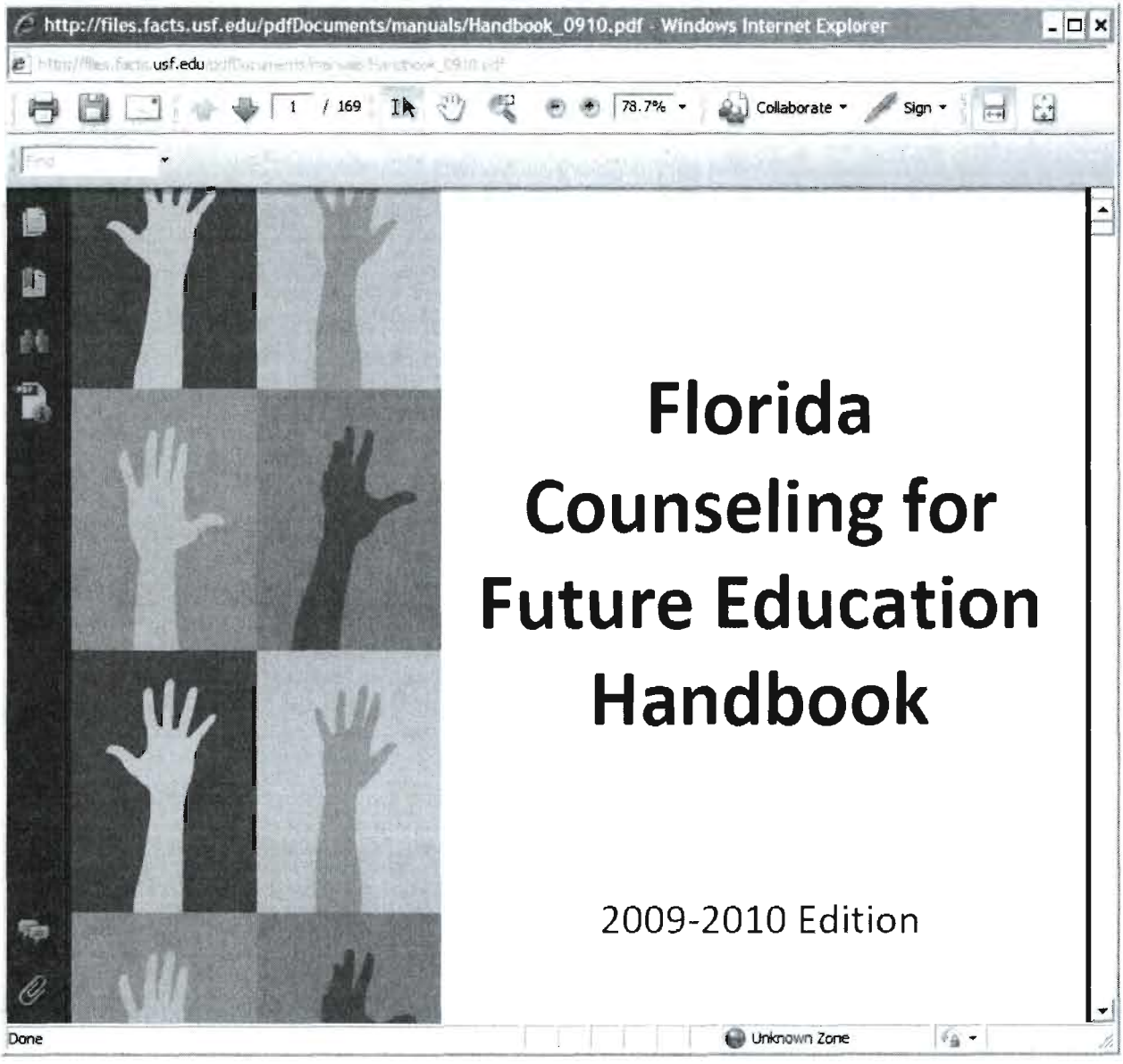
Physiology and Functional Genomics
Plant Molecular and Cellular Biology
Plant Pathology
Political Science
Prosthodontics
Psychology
Public Health
Public Relations
Recreation, Parks and Tourism
Rehabilitation Science
Religion
Small Animal Clinical Sciences
Sociology
Soil and Water Science
Spanish and Portuguese Studies
Special Education
Statistics
Taxation
Teaching and Learning
Telecommunications
Theatre and Dance
Tourism, Recreation and Sport Management
Urban and Regional Planning
Wildlife Ecology and Conservation
Women's Studies
Zoology

UF Website—List of Colleges—e.3b



- Agricultural and Life Sciences, College of
- Business Administration, Warrington College of
- Dentistry, College of
- Design, Construction and Planning, College of
- Education, College of
- Engineering, College of
- Fine Arts, College of
- Health and Human Performance, College of
- Journalism and Communications, College of
- Law, Levin College of
- Liberal Arts and Sciences, College of
- Medicine, College of
- Nursing, College of
- Pharmacy, College of
- Public Health and Health Professions, College of
- Veterinary Medicine, College of

FACTS.org---Counseling for Future Education—e.3c



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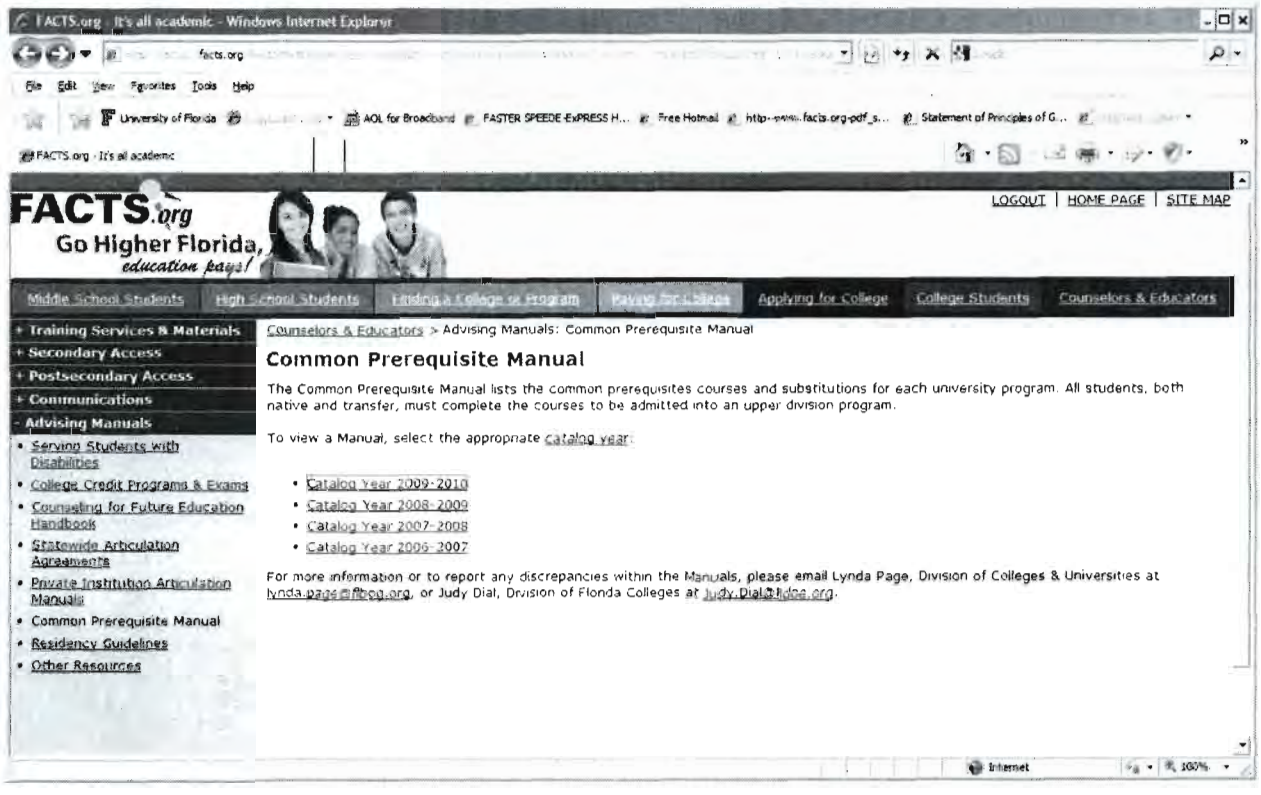
INTRODUCTION

The *Florida Counseling for Future Education Handbook* is annually updated to provide school counselors and advisors with a comprehensive academic advising resource to guide students with planning for postsecondary education in Florida. This edition includes information and answers to questions about middle and high school reform measures, career planning, Major Areas of Interest, Florida's college readiness initiatives, acceleration mechanisms, credit-by-exam financial aid, and updated postsecondary programs, degrees, and requirements. Currently, the focus of both Florida and the nation is on higher education and secondary reform. Of particular interest, is the growing need to increase "college and career readiness." Guidance counselors are a key resource for providing appropriate advising relating to secondary course selection and postsecondary planning. Data on student course taking patterns in high school and subsequent success in postsecondary education is a useful tool to assist counselors and secondary administrators in future planning. The Florida Department of Education's Office of Articulation, using data collected and reported by the K-20 Education Data Warehouse, produces online college readiness reports, available through the *High School Feedback Report* and *Performance on Common Placement Tests*.....

FACTS.org—Common Prerequisite Manual—e.3d



Catalog 2009 - 2010

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Policies, Procedures and Important Information
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      (Adobe Acrobat Reader required to view individual degree programs)

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      (Adobe Acrobat Reader required to view individual degree programs)
   B. Program Listing by CIP Code
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(Adobe Acrobat Reader required to view individual degree programs)
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E. Teacher Education Information
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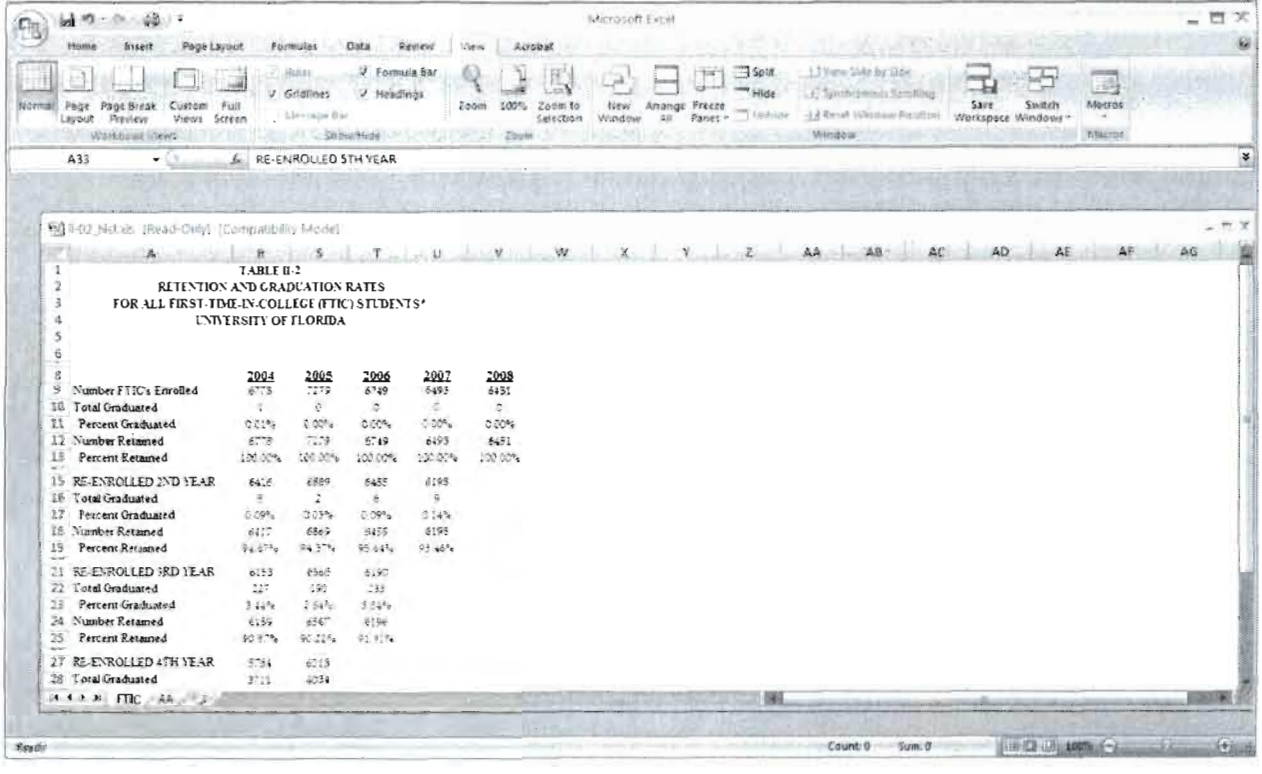

TABLE II-2
RETENTION AND GRADUATION RATES
FOR ALL FIRST-TIME-IN-COLLEGE (FTIC) STUDENTS*
UNIVERSITY OF FLORIDA

	2004	2005	2006	2007	2008
Number FTIC's Enrolled	6778	7279	6749	6493	6451
Total Graduated	1	0	0	0	0
Percent Graduated	0.01%	0.00%	0.00%	0.00%	0.00%
Number Retained	6778	7279	6749	6493	6451
Percent Retained	100.00%	100.00%	100.00%	100.00%	100.00%
RE-ENROLLED 2ND YEAR	6426	6889	6455	6195	
Total Graduated	8	2	6	9	
Percent Graduated	0.09%	0.03%	0.09%	0.14%	
Number Retained	6427	6869	6459	6195	
Percent Retained	94.87%	94.37%	95.64%	95.46%	
RE-ENROLLED 3RD YEAR	6153	6566	6190		
Total Graduated	227	190	233		
Percent Graduated	3.44%	2.84%	3.54%		
Number Retained	6159	6567	6196		
Percent Retained	90.87%	90.22%	91.81%		
RE-ENROLLED 4TH YEAR	5754	6213			
Total Graduated	3715	4034			

SUMMARY OF POSITION ROLE/RESPONSIBILITIES:

The undergraduate section of the Office of the Admissions is responsible for processing all applications from degree seeking candidates to the University of Florida's undergraduate programs. This section will accommodate all processing needs of approximately 35,000 freshman and transfer applicants. Admission is highly selective and procedures are developed to enroll the best qualified students from the pool. The incumbent is charged with overseeing and managing the process designed to evaluate the holistic freshman application and the related communications. A thorough understanding of University admission policies, the selective admissions process and online media and communications is necessary.

WORKING TITLE:

Assistant Director of Admissions

****** DO NOT ERASE THIS LINE ******

POSITION NUMBER:

00009016 (LP# 850110)

ALL POSITIONS:

ESSENTIAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION [NOTE: IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), IDENTIFY ESSENTIAL FUNCTIONS OF A JOB REQUIRED TO BE PERFORMED WITH OR WITHOUT REASONABLE ACCOMMODATIONS. REQUESTS FOR REASONABLE ACCOMMODATIONS TO FACILITATE THE PERFORMANCE OF ESSENTIAL FUNCTIONS WILL BE GIVEN CAREFUL CONSIDERATION.]

30%

The Coordinator III will assist the Associate Director to oversee the training of readers for the freshman application holistic evaluation review. Current admissions staff, as well as faculty and high school guidance counselors, will be trained on the various scoring criteria. The training of readers will be an on-going task and could require travel to regions in the state, arranging meeting sites and working with administration pertaining to expenses and stipends. This holistic evaluation will be a critical part of the class selection process. This position will also oversee the management of the essay workflow and monitor readers on their required daily output and qualitative scoring levels.

30%

The Coordinator III will also assist the Associate Director with creation and publication of all admissions printed brochures. This includes determining, in collaboration with the associates and other staff, the number, type, style, content and volume of all Office of Admissions printed publications within designated budget limits. This requires an understanding of all office processes, needs, and timelines. This position will maintain a print calendar and inventory. The Coordinator III must work closely with other staff in need of printed materials as well as working closely with staff in the publication office of News and Public Affairs.

20%

The Coordinator III will use knowledge of online media and online outreach tools to develop and increase online student communication. This position is also responsible for the Office of Admissions website, keeping it maintained for accuracy and timeliness of information.

20%

Depending on the workload and stage of the review process, other duties include evaluating secondary and postsecondary transcripts, responding to emails and phone calls pertaining to freshman and undergraduate transfer applications, counseling prospective students and other visitors about UF and undergraduate admissions. Other duties include giving admissions presentations in the Welcome Center and traveling to visit high schools and attend college fairs primarily associated with the Florida School Relations Committee. On occasion there could be out of state assignments.

MARGINAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION [NOTE: FOR PURPOSES OF ADA, THESE FUNCTIONS ARE MARGINAL ONLY TO INDIVIDUALS COVERED UNDER THE ADA WHO ARE UNABLE TO PERFORM THESE FUNCTIONS WITH OR WITHOUT REASONABLE ACCOMMODATION BECAUSE OF A COVERED DISABILITY.]

This position requires extensive monitoring of scoring assigned by a variety of readers. This position must have good skills to create a team working environment. Often, this position will need to address workload indicators and talk to readers about backlog. A detailed task-oriented individual is needed to help with file review, grade point average computation and utilization of several computer screens and computer codes. Position requires travel, incumbent must be able to drive, load and unload supplies and be able to handle crowds. Position requires quantitative abilities with student transcripts involving a high degree of detail with course codes, grades and semester hours. Good typing skills are needed to efficiently respond to numerous emails.

SUPERVISION RECEIVED. EXPLAIN THE TYPE AND EXTENT OF INSTRUCTIONS OR DIRECTIONS NORMALLY GIVEN TO THIS POSITION BY THE IMMEDIATE SUPERVISOR.

Broad general instructions as needed

SUPERVISION EXERCISED. LIST THE CLASS TITLES AND POSITION NUMBERS OF POSITIONS UNDER THE DIRECT SUPERVISION OF THIS POSITION.

Senior Clerk, 00009038 (LP# 850330)

NORMAL WORK SCHEDULE. (ENTER DAYS/HOURS HERE):
EXPLAIN ANY VARIATIONS FROM THIS SCHEDULE (EX: ON CALL, SHIFT ROTATIONS, SEASONAL EXTENDED HOURS, TRAVEL, ETC.:

EDUCATION, TRAINING, AND EXPERIENCE. IN ORDER OF IMPORTANCE, STATE ANY SPECIFIC EDUCATION, TRAINING, EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED FOR THIS POSITION. IN ADDITION, IDENTIFY THE MINIMUM QUALIFICATIONS AS LISTED IN THE CLASS SPECIFICATION FOR THIS CLASSIFICATION (AVAILABLE AT www.hr.ufl.edu/departmental/ccestablishing.htm). LIST ANY ADDITIONAL OR PREFERRED QUALIFICATIONS SPECIFIC TO THIS POSITION.

Minimum Qualifications: Master's degree in an appropriate area of specialization; or a bachelor's degree in an appropriate area of specialization and two years of appropriate experience.

Incumbent should be task-oriented and possess excellent verbal, written and public presentation skills. The position should have a thorough familiarity with admission processing functions. Knowledge of secondary and postsecondary transcripts is necessary to compute quantitative academic data used for decision purposes.

REQUIRED LICENSES, CERTIFICATIONS, AND OTHER SPECIFIC REQUIREMENTS OF LAW. PLEASE REVIEW THE STATEMENTS BELOW AND PLACE A "Y" IN FRONT OF ALL THAT APPLY.

THIS POSITION REQUIRES A POST OFFER HEALTH ASSESSMENT.

THIS POSITION IS RESPONSIBLE FOR MEETING THE REQUIREMENTS OF SECTION 215.422, FLORIDA STATUTES, AS AMENDED, REGARDING THE APPROVAL AND/OR PROCESSING OF VENDORS' INVOICES AND/OR DISTRIBUTION OF WARRANTS TO VENDORS.

THIS POSITION REQUIRES LICENSURE, CERTIFICATION, OR OTHER SPECIAL REQUIREMENTS (PLEASE SPECIFY).

Y THIS POSITION REQUIRES A CRIMINAL BACKGROUND CHECK.

THIS POSITION PROVIDES CARE TO CHILDREN, THE DEVELOPMENTALLY DISABLED, DISABLED ADULTS, OR IS OTHERWISE DEFINED IN SECTION 110.1127 (3)(A) FLORIDA STATUTES AND THEREFORE REQUIRES A SPECIAL BACKGROUND CHECK AS DESCRIBED IN SECTION 435 FLORIDA STATUTES.

THIS POSITION IS SUBJECT TO FEDERAL AND STATE PRIVACY REGULATIONS.

Y "OTHER, PLEASE SPECIFY: Valid Florida Driver's License

OTHER CHARACTERISTICS OF THE POSITION. DESCRIBE OTHER CHARACTERISTICS OF THE POSITION SUCH AS PHYSICAL, MENTAL, AND ENVIRONMENTAL FACTORS ESSENTIAL TO THE SATISFACTORY PERFORMANCE OF THE FUNCTIONS OF THE POSITION, OR OTHER CHARACTERISTICS, WHICH HAVE NOT OTHERWISE BEEN DESCRIBED IN THE POSITION DESCRIPTION.

Ability to use calculator, process files with speed and accuracy. Ability to travel and talk to large groups. Familiarity and skill using computerized admissions processes. Extensive reading of essays required. Ability to comprehend and evaluate on a scaling system and meet daily output demands.

NON EXEMPT (HOURLY) POSITIONS ONLY:

MACHINES AND EQUIPMENT USED REGULARLY. INDICATE PERCENTAGE (%) OF TIME IN THE OPERATION OF EACH.

EXEMPT (BIWEEKLY/ANNUAL) POSITIONS ONLY:

POLICY MAKING AND/OR INTERPRETATION.

Interprets state statutes and Florida Administrative Code regarding freshman and transfer admission to the SUS, the selective admission criteria to this university and state residency rules for tuition purposes.

PROGRAM DIRECTION AND DEVELOPMENT.

The volume of freshman applications to the University of Florida exceeds 27,000 annually. Competition for the highest academic achievers also grows each year. The need to select a class that reflects the diversity of the state of Florida requires additional information to be used in the evaluative stage of application review. Approximately 25,000 files will have two essays, each read by trained 'readers.' This position will be the principle trainer of the readers, working with the readers until they understand the scale used for various criteria evaluated in the essay. This position must insure the readers have scored their selected essays in a timely manner and proper coding is logged and documented. Many outside constituents (faculty, high school counselors) will also help in the reading, and this position will be responsible for allocating their workload, continuously training and retraining to maintain a constant scoring system. Some travel will be needed to disseminate information about the University of Florida and the admissions process to interested applicants in and out of state.

LEVEL OF PUBLIC CONTACT. STATEMENT OF INTERNAL AND EXTERNAL BUSINESS CONTACT, INCLUDING FREQUENCY AND SCOPE.

Contact varies as to the time of year. Certain months, training the readers will provide contact to campus faculty and state high school guidance counselors. Helping to read essays will require this position to be somewhat sequestered to insure a daily read output. Other times of the year, this position will have contact with student applicants, parents and high school counselors during scheduled information sessions or on travel trips representing the university. Helping with phone inquiries and answering emails will be required often.

MONETARY RESPONSIBILITY. AMOUNT AND CONSEQUENCE OF ERROR.

General review to monitor that application fees are paid by students and correct residency is determined for tuition purposes.

STATEMENT OF RESPONSIBILITY FOR CONFIDENTIAL DATA. (THE DISCLOSURE OF WHICH WOULD BE PREJUDICIAL TO THE SUCCESSFUL OPERATION OF THE UNIVERSITY OF FLORIDA.)

Most information in student application files is confidential. This includes academic transcript information, testing information, counseling sessions and personal data included in the files. This position may get questions from outside public sources for data and sensitivity to what is public and what is private is required and is enforced.

INFO TECHNOLOGY POSITIONS ONLY:

CREATIVITY, STRATEGY AND LEADERSHIP.
CREATIVITY:

STRATEGY:

LEADERSHIP:

BUDGETARY RESPONSIBILITY.

COMMUNICATION. INTERNAL AND EXTERNAL, INCLUDING FREQUENCY AND SCOPE, NOTING CONFIDENTIAL COMMUNICATION.

EMPLOYEE AND SUPERVISOR INFORMATION:

EMPLOYEE NAME:

IMMEDIATE SUPERVISOR'S NAME, TITLE, AND POSITION NUMBER:

William Miller, Associate Director of Admissions, 00021745

REVIEWING AUTHORITY NAME AND TITLE:

Dr Zina L Evans, Associate Provost for Enrollment Management Executive Director of Admissions Planning and Director of Admissions

CLASSIFICATION CHANGE ACTION COMPLETE ONLY IF REQUESTING A CLASSIFICATION CHANGE. INDICATE SPECIFICALLY HOW THE DUTIES OF THIS POSITION HAVE CHANGED SINCE IT WAS INITIALLY OR LAST CLASSIFIED.
The Admissions Office became its own budget entity a couple years ago, we are no longer associated with the registrar's office. We had several new titles approved so our titles would not sound like a registrar function. We had a few left that needed to be moved over. Crd 3/ admissions/registration are now all Assistant Director of Admissions. ....

Office of Admissions Employee Handbook—Online Internal Website--e.5a

UF UNIVERSITY of FLORIDA

1.1 Appeals Instruction Packet

ADMISSION APPEALS INSTRUCTION SHEET

Appealing to the Student Admissions Committee of the University Senate

Thank you for your interest in attending the University of Florida. We have received your request to appeal your admission decision. The appeal procedure has been established for those applicants who feel that their specific individual circumstances may not have been sufficiently accommodated in the normal application process.

Please complete the enclosed appeal form and return it to the address indicated. Your statement should be prepared carefully and personally (not by your parents or counselor). **Your statement will be your voice before the Committee.** Only applicants with truly compelling personal circumstances are encouraged to appeal. **The circumstances that you would like for the Committee to consider should be stated clearly and succinctly, not to exceed one page in length.** You may include documentation that directly supports the basis for your appeal. **Your form and supporting documentation should be sent in the same package to avoid the possibility that an item may not arrive in time to be considered. Please DO NOT place your statement or supporting documents in a binder or portfolio.**

Upon receipt, your appeal will be assigned to an admissions officer who will pull your record, arrange the necessary documents and prepare your application for review by the Admissions Committee. The admissions officer is not an advocate; he or she is an impartial ex-officio participant in the process.

The Admissions Committee is a committee of the University Senate; its members are appointed by the Provost. Members are UF faculty who represent a wide range of colleges and departments. The Committee meets regularly and appeals are heard in the order of their receipt. Review of appeals will begin mid March. Committee decisions are rendered by voice vote and decisions of the Committee are final. **You will be notified by letter; appeal decisions will not be available by telephone or online.**

Please understand the nature of the appeal process. When you appeal, you are asking the Committee to make an exception in the case of your application. Exceptions, by definition, are rare. This does not mean that your appeal will be treated in a perfunctory manner; every appeal will receive a fair review. Some appeals are approved; most are not. You should be prepared with a plan in the event that your appeal is not approved. Most of our applicants are great students who certainly have admission offers elsewhere. The last thing we want is for someone to miss a significant opportunity at another institution while waiting for an appeal decision from UF.

Again, thank you for considering the University of Florida.

Zina L. Evans

Zina L. Evans, Ph.D.
Associate Provost for Enrollment Management
Executive Director of Admissions

UF UNIVERSITY of FLORIDA

Appeal to Admission Committee

Dear Applicant: Please take the following steps to submit your appeal:

(1) **Read the attached instruction sheet carefully.** On a separate sheet of paper, please explain the circumstances that you think justify this request. **Your explanation should not exceed one page in length.** Attach any written documentation (such as medical certification of illness) that you feel would be helpful to the committee in reviewing your petition. **Please mail all appeal materials together, in one package. Your appeal should be received no later than April 30, 2009.**

(2) Complete the following contact information:

UFID: _____ Birthday: _____

Last Name: _____ First Name & Middle Initial: _____

Current Mailing Address (City/State/Zip Code):

_____

E-mail Address: _____

(3) Please sign and date below.

I hereby certify that the facts are true and accurate to the best of my knowledge.

_____ _____

Applicant's Signature Date

(4) Send materials to the following address:

APPEALS
UF Office of Admissions
PO Box 114000
Gainesville, FL 32611-4000

1.2 Appeals Worksheet

UF
UNIVERSITY of FLORIDA

ADMISSIONS COMMITTEE
BEGINNING FRESHMAN APPEALS

DATE: _____

PETITIONER: _____
Name UFID

SAT:` CR____Q____SS____TOTAL:_____ACT:_____TOEFL:_____

INSTITUTIONS GPA #ACADEMIC COURSES EARNED CIP

_____

_____

_____

_____

CUM GPA: _____ READS 1)_____ 2)_____ ADAQ_____

SUMMARY OF APPEAL:

_____

_____

_____

_____

_____

_____

COMMITTEE ACTION:
APPROVED ( ) Term: Summer B___ Fall___ Spring___

NOT APPROVED ( )

REMARKS:

_____

_____

_____

_____

_____

UF | UNIVERSITY of FLORIDA

1.3 Student Admissions Committee Appeal Approved Letter

Office of Admissions

201 Criser Hall
PO Box 114000
Gainesville, FL 32611-4000
352-392-1365
352-392-2115 Fax - Undergraduate
352-392-1853 Fax - Graduate
www.admissions.ufl.edu

March 10, 2010

«FirstName» «LastName»
«Address1»
«City», «State» «PostalCode»

Dear «FirstName»:

Congratulations on your admission to the University of Florida for the «TermYear» term. The University of Florida takes great pride in its students, and we are pleased that you will continue your education at UF.

UF is a member of the Association of American Universities and is hailed as a leading research university by the Carnegie Commission of Higher Education. The opportunities here are endless. A public land-grant, sea-grant and space-grant research institution, UF encompasses virtually all academic and professional disciplines. The university offers more than 100 undergraduate majors and almost 200 graduate degree programs.

Please see the enclosed brochure for information on your next steps to ensure a successful transition to UF. Please visit the Admissions website at http://www.admissions.ufl.edu/ugrad/frtuition.html to confirm your intention to enroll and to secure your place in the 2010 Freshman Class. This should be completed within two weeks of receipt of this letter. The campus offices responsible for housing and freshman orientation will contact you in the next several weeks; please contact the Department of Housing and Residence Education if you do not receive your housing agreement within three weeks.

Please do not hesitate to contact the Office of Admissions if you need more information. I look forward to your arrival on campus, and on behalf of the faculty and staff of the University of Florida, I extend a warm welcome to Gainesville!

Sincerely,

Zina L. Evans

Zina L. Evans, Ph.D.
Admissions Committee

UF | UNIVERSITY of FLORIDA

1.3a Student Admissions Committee Appeal Disapproved Letter

Office of Admissions

201 Criser Hall
PO Box 114000
Gainesville, FL 32611-4000
352-392-1365
352-392-2115 Fax - Undergraduate
352-392-1853 Fax - Graduate
www.admissions.ufl.edu

March 10, 2010

«FirstName» «LastName»
«Address1»
«City», «State» «PostalCode»

Dear «FirstName»:

Thank you for your interest in the University of Florida. The Student Admissions Committee has reviewed your appeal application and I am sorry to inform you that your appeal was not approved.

Your application and associated credentials were given a careful and comprehensive review by a committee of faculty members. At the University of Florida, as at many other institutions, the number of applications far exceeds the number of available spaces. We wish we could admit all the talented students in our pool but unfortunately we can not.

Again, thank you for considering the University of Florida and please accept our best wishes for your future plans.

Sincerely,

Zina L. Evans

Zina L. Evans, Ph.D.
Admissions Committee

UFID: «Misc»

m.1 Statement of Principles of Good Practice—
National Association of College Admission
Counselors (NACAC) Website

National Association for College Admission Counseling

Statement of Principles of Good Practice

Approved by the 2009 Assembly
Amended revisions effective for the enrollment cycle of 2009 and 2010 academic year (refer to the footnotes for the corresponding revisions).

Introduction

Ethical college admission is the cornerstone of the National Association for College Admission Counseling (NACAC). Since its founding in 1937, when a select number of college and university professionals and high-school counselors came together to create a Code of Ethics within the admission-counseling profession, NACAC has striven to ensure principled conduct among professionals in the recruitment of students and the transition to postsecondary education.

This code of conduct is known today as the Statement of Principles of Good Practice (SPGP).

Historically, NACAC added principles to the SPGP cumulatively, as ethical issues arose each year. In more recent years, however, the application process has become increasingly influenced by marketplace forces that raise new and complex ethical questions. In this rapidly-changing admission landscape, it is imperative for NACAC to maintain a document that includes practices and policies reflecting these new concerns for the ethical treatment of students in the admission process. As the recognized leader in college admission counseling, NACAC willingly carries the reponsibility of being the only association that protects students' rights in the transition to postsecondary education process, through monitoring and enforcing ethical standards and practices.

Member schools, colleges and universities, as well as other institutions, organizations and individuals dedicated to the pursuit of higher education, believe in the dignity, worth and potential of each and every student. To enable all students to make the dream of higher education a reality, these institutions and individuals develop and provide programs and services in postsecondary counseling, admission and financial aid. They strive to eliminate bias within the education system based on ethnicity, creed, gender, sexual orientation, age, political affiliation, national origin, and disability. They understand and value the importance of college counseling and view it as a fundamental aspect of their job as educators.

They support, therefore, the following Statement of Principles of Good Practice of the National Association for College Admission Counseling.

Statement of Principles of Good Practice Introduction

Core Values

Core Values represent statements of the association's vision and beliefs and are the purview of the Board of Directors.

Professionalism
We believe our work in counseling, admission and enrollment management is professional only to the extent that we subscribe to and practice ethical behavior, as stated in our Member Conventions. We are responsible for the integrity of our actions and, insofar as we can affect them, the actions of our member institutions and organizations.

Collaboration
We believe the effectiveness of our profession, college counseling, admission and enrollment management is enhanced when we work together to promote and protect students and their best interests.

Trust
We believe our profession, college counseling, admission and enrollment management is based upon trust, mutual respect and honesty, with one another and with students.

Education
We believe in and are committed to educating students, their families, the public, fellow education professionals, and ourselves about the transition to and within postsecondary education.

Fairness and Equity
We believe our members have a responsibility to treat one another and students in a fundamentally fair and equitable manner.

Social Responsibility
We believe we have a duty to serve students responsibly, by safeguarding their rights and their access to and within postsecondary education.

Member Conventions

Member conventions represent a set of understandings or agreements to frame our code of ethics. These statements are the purview of the Board of Directors.

All members of NACAC agree to abide by the following:

1. Members will make protecting the best interests of all students a primary concern in the admission process.
2. Members will evaluate students on the basis of their individual qualifications and strive for inclusion of all members of society in the admission process.
3. Members will provide accurate admission and financial aid information to students, empowering all participants in the process to act responsibly.
4. Members will honor students' decisions regarding where they apply and choose to enroll.
5. Members will be ethical and respectful in their counseling, recruiting and enrollment practices.
6. Members will strive to provide equal access for qualified students through education about financial aid processes and institutional financial aid policies.
7. Members will abide by local, state and federal laws regarding the treatment of students and confidential information.
8. Members will support a common set of admission-related definitions and deadlines.
9. Members will support and enforce the Statement of Principles of Good Practice.

Statement of Principles of Good Practice
Mandatory Practices

(Refers the reader to Interpretations of Mandatory Practices, pages 6 – 11, for an expanded clarification)*

I. All Members—Mandatory Practices

A. Promotion and Recruitment

Members agree that they will:

* 1. accurately represent and promote their schools, institutions, organizations, and services;

* 2. not use disparaging comparisons of secondary or postsecondary institutions;

* 3. not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement or recruitment of students;

* 4. be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.

B. Admission, Financial Aid and Testing Policies and Procedures

Members agree that they will:

* 1. not publicly announce the amount of need-based aid awarded to any student without his/her permission;

2. not guarantee admission or specific college placement or make guarantees of any financial aid or scholarship awards prior to an application being submitted, except when pre-existing criteria are stated in official publications;

* 3. not make unethical or unprofessional requests of other admission counseling professionals;

* 4. send and receive information about candidates in confidence;

* 5. consider transcripts official only when transmitted in a confidential manner, from the secondary or postsecondary institution(s) attended by the applicant;

* 6.[1] not use minimum test scores as the sole criterion for admission, advising or for the awarding of financial aid;

7. be responsible for ensuring the accurate representation and promotion of their institutions in recruitment materials, presentations, and scholarship materials;

8. provide, in a timely manner, accurate, legible and complete transcripts for all students for admission or scholarships;

* 9. counsel students to abide by the application requirements and restrictions when they file;

10. permit pending Early Action, Restrictive Early Action and Early Decision candidates to initiate any Regular or Rolling Decision applications.

II. Postsecondary Members—Mandatory Practices

A. Promotion and Recruitment

Postsecondary members agree that they will:

* 1. state clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures;

[1] Revision approved by 2006 Assembly. Effective for the application cycle resulting in matriculation in the Fall 2009.

2. not knowingly recruit students who are enrolled, registered, have initiated deferred admission, or have declared their intent, or submitted contractual deposits to other institutions unless the students initiate inquiries themselves or unless cooperation is sought from institutions that provide transfer programs.

B. Admission, Financial Aid and Testing Policies and Procedures

Postsecondary members agree that they will:

1. accept full responsibility for admission and financial aid decisions and for proper notification of those decisions to candidates;
* 2.[2] not require or ask candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under Early Decision;
* 3.[3] permit first-year candidates for fall admission to choose among offers of admission, financial aid and scholarships until May 1 and will state this deadline explicitly in their offers of admission;
* 4. not offer exclusive incentives that provide opportunities for students applying or admitted Early Decision that are not available to students admitted under other admission options;
5. work with their institutions' senior administrative officers to ensure that financial aid and scholarship offers and housing options are not used to manipulate commitments prior to May 1;
6. establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission;
* 7. state the specific relationship among admission and financial aid practices and policies;
8. notify accepted aid applicants of financial aid decisions before the enrollment confirmation deadline, assuming all requested application forms are received on time;
9. clearly state policies on renewal of financial aid that will typically include a review of students' current financial circumstances;
* 10. not knowingly offer financial aid packages to students who are committed to attend other institutions, unless the students initiate such inquiries. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception to this provision;
* 11. initially report on all first-year admitted or enrolled students, including special subgroups in the reporting of test scores. If data on subgroup populations are also provided, clear explanations of who is included in the subgroup population will be made;
* 12.[4] not establish any application deadlines for first-year candidates for fall admission prior to October 15 and will give equal consideration to all applications received by that date;

[2] Revision approved by 2008 Assembly. Effective for the application cycle resulting in matriculation in the Fall 2010.
[3] Revision approved by 2008 Assembly. Effective for the application cycle resulting in matriculation in the Fall 2010.
[4] Revision approved by 2006 Assembly. Effective for the application cycle resulting in matriculation in the Fall 2009.

13.[5] not notify first-year candidates for fall admission prior to the receipt of a transcript that reflects completion of the final semester of the junior year of high school or the equivalent. Institutions that require only an application prior to extending an offer of admission, including many community colleges, may accept students at the time of application.

III. Counseling Members—Mandatory Practices

A. Promotion and Recruitment

Counseling members agree that they will:

* 1. establish a policy for the release of students' names and other confidential information consistent with applicable laws and regulations.

B. Admission, Financial Aid and Testing Policies and Procedures

Counseling members agree that they will:

* 1. provide colleges and universities with a description of the school's marking system that, if available, will provide some indication of grade distribution that may include the rank in class and/or grade point average;
* 2. provide, as permissible by law, accurate descriptions of the candidates' personal qualities that are relevant to the admission process;
3. sign only one pending Early Decision or Restricted Early Action agreement, when applicable, for any student;
4. follow, when applicable, the process used by the candidates' high schools for filing college applications;
5. not reveal, unless authorized, candidates' college or university preferences;
* 6. work with school officials and other relevant individuals to keep test results confidential as governed by law and local regulations;
7. report on all students within a distinct class (e.g., freshman, sophomore, junior, and senior) and subgroups, including non-native speakers, in the reporting of standardized test scores.

[5] Revision approved by 2006 Assembly. Effective for the application cycle resulting in matriculation in the Fall 2009.

Statement of Principles of Good Practice
Interpretations of Mandatory Practices

The following statements correspond with the same statement number in the Mandatory Practices section.

I. All Members—Interpretations and Monitoring

A. Promotion and Recruitment

All members agree that they will:

1. Accurately represent and promote their schools, institutions or services by:
   a. providing precise information about their academic majors and degree programs. Such information shall include a factual and accurate description of majors, minors, concentrations, and/or interdisciplinary offerings that apply toward the completion of the undergraduate degree;
   b. describing in detail any special programs, including overseas study, credit by examination or advanced placement.

2. Not use disparaging comparisons of secondary or postsecondary institutions;
   a. Members will refrain from publicly disseminating biased, unflattering, and/or potentially inaccurate information about secondary or postsecondary institutions, their admission criteria, and/or their curricular offerings.

3. Not offer or accept any reward or remuneration from a college, university, agency, or organization for placement or recruitment of students. Members:
   a. will be compensated in the form of a fixed salary, rather than commissions or bonuses based on the number of students recruited;
   b. will not contract with secondary school personnel for remunerations for referred students.

4. Be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy by:
   a. establishing policies with respect to secondary school and college and university representatives for the release of students' names. Any policy that authorizes the release of students' names should indicate that the release be made only with the students' permission and be consistent with applicable laws and regulations;
   b. recognizing that permission may take the form of a general consent to release of the students' names;
   c. abiding by regulations in the *Family Educational Rights and Privacy Act* (FERPA), when applicable.

B. Admission, Financial Aid and Testing Policies and Procedures

All members agree that they will:

1. not publicly announce the amount of need-based aid awarded to any student without his/her permission;
   a. Given the complexity of aid packaging and the possibility that merit-based scholarships may also have some basis in financial need, members must take great care in publishing or posting, electronically or in print, the scholarship amounts of individual students when doing so may inadvertently reveal information about need-based awards.

3. not make unethical or unprofessional requests of other admission counseling professionals. Examples of unprofessional or unethical requests could include:
   a. making disparaging remarks about the services of school-based counselors or independent counselors when responding to requests from parents or students;
   b. independent counselors contacting school officials directly, instead of working through their clients for academic or personal information.
   c. coercing or demeaning postsecondary institutional representatives if such institutions are unable to participate or attend local school events;
   d. offering favors in return for counselors' listing of their best or strongest students for recruitment purposes;
   e. creating an expectation of entitlement with regard to admission to specific institutions.

4. send and receive information about candidates in confidence by honoring all applicable laws and regulations with respect to the confidential nature of such data. Members will honor applicable school policies, laws, regulations including the Family Education Rights and Privacy Act (FERPA).
   Examples include:
   a. admission officers not revealing the admission or denial status of applicants when using Web site or group email announcements;
   b. secondary school personnel should not post lists of admitted students to specific colleges when doing so reveals applicants who were denied admission.

5. consider transcripts official only when transmitted in a confidential manner, from the secondary or postsecondary institution(s) attended by the applicant;
   a. The receiving institution will have full discretion in determining preferred and/or acceptable methods of transmission.

6. Financial aid is defined as grants, loans, work-study and scholarships. This practice does not apply to scholarship and financial aid programs that fall under state mandates.

9. counsel students to abide by the application requirements and restrictions when they file.

   The use of multiple admission plans by colleges and universities often results in confusion among students, parents and college admission counseling professionals. NACAC believes institutions must clearly state policies, and counselors are advised to assist students with their understanding of the various admission decision options. The following outlines agreed-upon definitions and conditions.

Non-Restrictive Application Plans: All of these plans allow students to wait until May 1 to confirm enrollment.

- **Regular Decision** is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time. A student may apply to other institutions without restriction.

- **Rolling Admission** is the application process in which an institution reviews applications as they are completed and renders admission decisions to students throughout the admission cycle. A student may apply to other institutions without restriction.

- **Early Action (EA)** is the application process in which students apply to an institution of preference and receive a decision well in advance of the institution's regular response date. Students who are admitted under Early Action are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1. Under non-restrictive Early Action, a student may apply to other colleges.

Restrictive Application Plans: These are plans that allow institutions to limit students from applying to other early plans.

- **Early Decision (ED)** is the application process in which students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. While pursuing admission under an Early Decision plan, students may apply to other institutions, but may have only one Early Decision application pending at any time. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. The institution must notify the applicant of the decision within

a reasonable and clearly stated period of time after the Early Decision deadline. Usually, a nonrefundable deposit must be made well in advance of May 1. The institution will respond to an application for financial aid at or near the time of an offer of admission.

Institutions with Early Decision plans may restrict students from applying to other early plans. Institutions will clearly articulate their specific policies in their Early Decision agreement.

- **Restrictive Early Action (REA)** is the application process in which students make application to an institution of preference and receive a decision well in advance of the institution's regular response date. Institutions with Restrictive Early Action plans place restrictions on student applications to other early plans. Institutions will clearly articulate these restrictions in their Early Action policies and agreements with students. Students who are admitted under Restrictive Early Action are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1.

II. Postsecondary Members—Interpretations and Monitoring

A. Promotion and Recruitment

All postsecondary members agree that they will:

1. state clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures by:
   a. being responsible for the accurate representation and promotion of their admission calendar, academic offerings, housing application and deposit deadlines; and campus and community descriptions; written and electronic communications; and presentations for students, parents and counseling personnel;
   b. being responsible for the development of publications, written communications presentations, i.e., college nights, college days and college fairs, used for their institution's promotional and recruitment activity;
   c. stating clearly and precisely the requirements for secondary preparation, admission tests and transfer student admission;
   d. providing students, families and secondary schools with the most comprehensive information about costs of attendance and opportunities for all types of financial aid, and state the specific relationship between and among admission and financial aid practices and policies;
   e. providing accurate information about opportunities/selection for institutional housing, deadline dates for housing deposits, housing deposit refunds, and describing policies for renewal availability of such institutional housing;
   f. speaking forthrightly, accurately and comprehensively in presenting their institutions to counseling personnel, prospective students and their families;

g. identifying the source and year of study when institutional publications and/or media communications cite published academic programs, academic rigor or reputations, or athletic rankings;
h. providing accurate and specific descriptions of any special programs or support services available to students with handicapping conditions, physical and/or learning disabilities and/or other special needs;
i. clearly stating all deadlines for application, notification, housing, and candidates' reply requirements for both admission and financial aid;
j. clearly publicizing policies relating to placement by tests, awarding of credit and other policies based on test results.

B. Admission, Financial Aid and Testing Policies and Procedures

All postsecondary members agree that they will:

2. not require or ask candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under Early Decision;
   a. Postsecondary members can assess the students' level of interest, but not through any type of rank order or question about first choice.

3. permit first-year candidates for fall admission to choose among offers of admission, financial aid, and scholarships until May 1 and will state this deadline explicitly in their offers of admission.
   a. It is understood that May 1 will be viewed as the postmark and/or submission date for electronic submissions. When May 1 falls on a Sunday or holiday, May 2 becomes the recognized date.
   b. Offers of admission must clearly state whether deposits voluntarily submitted by students prior to May 1 are refundable or non-refundable.
   c. Colleges will neither retract nor adversely alter their offers of admission and/or financial aid prior to May 1, for candidates who choose not to reply until that date nor will they state or imply that candidates might incur such a penalty by waiting until May 1 to submit an enrollment deposit.
   d. Candidates admitted under an Early Decision program are a recognized exception to this practice.

4. not offer exclusive incentives that provide opportunities for students applying or admitted Early Decision that are not available to students admitted under other admission options. Examples of exclusive incentives include special dorms for ED admits; honors programs only for ED admits; full, need-based financial aid packages for ED admits only; special scholarships for ED admits only; or any promise of an advantage in the admission process if student(s) convert from Regular Admission to Early Decision.

6. establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission.

a. wait list is an admission decision option utilized by institutions to protect against shortfalls in enrollment, in light of fluctuations in yields. By placing a student on the wait list, an institution does not initially offer or deny admission, but extends to the candidate the possibility of admission not later than August 1.

7. state the specific relationship among admission and financial aid practices and policies. Colleges and universities may apply enrollment strategies to decisions to admit, wait list or deny students on the basis of stated or unstated financial need.
   Examples include:
   a. colleges that might prioritize wait lists by students' level of financial need;
   b. institutions that employ "need aware" admission for the bottom 10 percent of the class.

10. not knowingly offer financial aid packages to students who are committed to attend other institutions, unless the students initiate such inquiries. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception.
    The National Collegiate Athletic Association (NCAA) has established bylaws, operational manuals and legislative directives guiding Division I, II, and III sports for men and women. Each NCAA division has its own set of rules and bylaws that govern intercollegiate athletics. In addition to divisional regulations, there are playing rules committees that set rules for specific sports. Each sport includes calendars regulating quiet periods, dead periods, evaluation periods, contact periods, and eventually, National Letter of Intent signing dates that occur in November, February and April. All such dates are in advance of May 1, the National Candidates Reply Date for admission. NACAC will continue to work with the NCAA to recognize May 1 as a critical date on the admission calendar. For more information on NCAA deadlines, dates and requirements, visit www.NCAA.org.

11. initially report on all first-year admitted or enrolled students, including subgroups in the reporting of test scores. If data on subgroup populations are also provided, clear explanations of who is included in the subgroup population will be made.
    a. Postsecondary members will furnish data describing the currently enrolled freshman class and will describe in published profiles all members of the enrolling freshman class;
    b. Subgroups within the profile may be presented separately because of their unique character or special circumstances.

12. Colleges and universities may welcome the initiation of applications from first-year students prior to the notification date and earliest application deadlines. The Earliest Application Deadline does not apply to juniors who have completed their requirements for high school graduation and are seeking early admission or joint opportunities to attend high school and community or postsecondary institutions. Admission officers should advise secondary school counselors of their policies to ensure compliance.

III. Counseling Members—Interpretations and Monitoring

A. Promotion and Recruitment

Counseling members agree that they will:

1. establish a policy for the release of students' names and other confidential information, consistent with applicable laws and regulations.
    a. Permission may be a general consent to any release of the students' names;
    b. Secondary school members should be sensitive to the students' academic, athletic or other abilities, when releasing students' names.

B. Admission, Financial Aid and Testing Policies and Procedures

Counseling members agree that they will:

1. provide colleges and universities with a description of the school's marking system that, if available, will provide some indication of grade distribution that may include the rank in class and/or grade point average;
    a. Members will disclose and clearly explain any type of weighing system that is used in determining class rank, grade point average, and/or individual grades.

2. provide, as permissible by law, accurate descriptions of the candidates' personal qualities that are relevant to the admission process;
    a. The phrase "permissible by law" includes school policies as well as state or local regulations governing the release of student information.
    b. Counselors or school personnel will provide as much information as permitted by the Family Education Rights and Privacy Act (FERPA) and/or applicable school, local or state policies with the understanding that permission may take the form of a general consent to any release of student information.

6. work with school officials and other relevant individuals to keep test results confidential as governed by law and local regulations;
    a. School personnel should recognize that individual test scores are the property of the student and should not be revealed for any purpose without prior permission.
    b. If individual test score information is requested or required by a postsecondary institution or third party, counselors and school personnel will honor the Family Educational Rights and Privacy Act (FERPA) and/or applicable school, local or state policies and regulations. Permission may take the form of a general consent to any release of student information.

Statement of Principles of Good Practice
Best Practices

I. All Members—Best Practices

All members should:

A. indicate that their institution is a NACAC member and has endorsed the principles contained in the association's Statement of Principles of Good Practice (SPGP);

B. inform those involved in counseling students in the postsecondary process about the content of the SPGP;

C. be sensitive to students applying for admission to postsecondary institutions in other countries that may have different deadlines and timelines than those in the United States.

D. Familiarize themselves with published inter-association standards for educational and psychological testing, particularly with respect to test score use and interpretation, test bias, and score differences between subgroups.

E. educate staff in understanding the concepts of test measurement, test interpretation, and test use so they may consider standardized tests in their appropriate context. Such education may be obtained from NACAC, institutions of higher education, or other associations specializing in standardized education testing. In addition, all members that make use of admission tests should acquire education and/or training in the appropriate use of specific tests from the sponsoring agencies.

II. Postsecondary Members—Best Practices

A. Promotion and Recruitment

All postsecondary members should:

1. exercise appropriate responsibility for all people whom the institution involves in admission, promotional and recruitment activities (including alumni, coaches, students, faculty, and other institutional representatives);
2. be responsible for assuring that admission consulting or management firms engaged by the institution adhere to the principles of the SPGP;

B. Admission, Financial Aid and Testing Policies and Procedures

All postsecondary members should:

1. provide in the notification letter of those applicants offered a place on the wait list a history that describes the number of students offered places on the wait lists, the number accepting places, the number offered admission, and the availability of financial aid and housing;
2. make applicants aware, in official communications, of summer or mid-year admission if such programs are available;
3. not apply newly-revised requirements to the disadvantage of a candidate whose secondary school courses were established in accordance with earlier requirements;
4. not discriminate in the admission selection process against applicants based on the particular application form that an applicant uses, provided that the college or university has agreed explicitly, as in COMMON APPLICATION™

6 COMMON APPLICATION is a trademark of The Common Application, Inc.

[6] membership, or implicitly, as in online or other computer-based technology, to accept the particular version of the application;

5. admit candidates on the basis of academic and personal criteria rather than financial need. This provision does not apply to international students ineligible for federal student assistance;
6. conduct institutional research to inquire into the most effective use of tests for admission decisions;
7. refrain from the public reporting of mean and median admission test scores and, instead, report scores by the middle 50 percent of the scores of all first-year applicants, admitted and/or enrolled students;
8. view financial aid as supplementary to the efforts of students' families when students are not self-supporting;
9. meet the full need of accepted students to the extent possible, within the institutions' capabilities;
10. should state that eligibility for, and packaging of, need-based and merit aid will be comparable for students admitted under Early and Regular programs;
11. refrain from asking students where else they have applied;
12. utilize an equitable process of needs analysis methodology in making expected estimates or awards of the amount of financial aid that may be available to students after documentation is provided;
13. notify accepted aid applicants of financial aid decisions as soon as possible before the enrollment notification deadline date, assuming all requested application forms are received on time;
14. include a current and accurate admission calendar in publications and Web sites. If the institution offers special admission options, such as Early Admission, Early Action, Early Decision, wait lists, or Restrictive Early Admission, the publication should define these programs and state deadline dates, notification dates, required deposits, refund policies, and the date when the candidates must reply;
15. notify secondary schools, when possible, of admission decisions in a timely and proper manner;
16. report test scores for special subgroups that may include athletes or non-native speakers. Universities with more than one undergraduate division may report first by division and then by special subgroups within divisions. Clear explanations of who is included in the subgroup should be made. Those institutions that do not require tests or for which tests are optional will only report scores if the institution clearly and emphatically states the limits of the scores being reported;
17. clearly publicize policies, such as placement and awarding of credit, that are based on test results;
18. issue a statement of disclosure as to how demonstration of student interest is used in the application process. Demonstration of student interest includes such measures as evaluating students on whether they visited campus, contacted admission representatives before or during a school visit, or the frequency of email or mail contacts initiated by the students.

III. Counseling Members—Best Practices

A. Admission, Financial Aid and Testing Policies and Procedures

Counseling members should:

1. provide a program of counseling that introduces a broad range of postsecondary opportunities to students;
2. encourage students and their families to take the initiative in learning about colleges and universities;
3. provide information about opportunities and requirements for financial aid;
4. urge students to understand and discharge their responsibilities in the admission process in a timely manner;
5. counsel students and their families to notify and withdraw applications from other institutions when they have accepted an admission offer;
6. encourage students to be the sole authors of their applications and essays and counsel against inappropriate assistance on the parts of others;
7. report any significant change in a candidate's academic status or qualifications, including personal school conduct record between the time of recommendation and graduation, where permitted by applicable law;
8. establish a written policy on disclosure of disciplinary infractions in their communications to colleges;
9. provide a school profile, when applicable, that clearly describes special curricular opportunities (e.g., honors, advanced placement courses, seminars) and a comprehensive listing of all courses with an explanation of unusual abbreviations and any information required for proper understanding;
10. inform students about the tests needed for admission, where students may take them, how to interpret the results, and how test results are used for admission;
11. report, in the case of secondary schools, the middle 50 percent of all students tested by discrete grade level;
12. refrain from encouraging students to apply to particular colleges and universities to enhance the high schools' statistical records regarding the number or amount of scholarship awards received;
13. counsel students not to submit more than one admission deposit, which indicates their intent to enroll in more than one institution;
14. work with school officials and other relevant individuals to keep test results in perspective;
15. counsel students to comply with requests for information in a timely manner;
16. counsel students who have deferred admission that they should follow any conditions imposed by the deferring institution.

National Association for
College Admission Counseling

Guiding the way to higher education

www.nacacnet.org

m.2 Position Description for Assistant Director of Admissions---Welcome Center

SUMMARY OF POSITION ROLE/RESPONSIBILITIES:

The Admission Welcome Center serves as the primary on campus information and recruitment tool used in the admission of beginning freshmen and transfer students to the University of Florida. The incumbent must have the ability to assess, interpret and recommend service enhancements to maximize Welcome Center effectiveness to attract the very best students to the University of Florida. The incumbent must have an extensive background in progressive levels of management, planning, and scheduling of university wide activities as well as an understanding of the vision and perspective necessary to contribute to the admission of the highest quality class possible. The incumbent must have the ability to establish and maintain effective working relationships among diverse constituents. These include students, parents, faculty, staff, alumni, campus organizations, and departments in the process of recruiting, evaluating and admitting high quality students to UF. This position requires the ability to identify concerns, research, and resolve issues and to utilize campus resources to assist in the total admission function. Analytical, organizational, leadership, and oral and written communication skills are critical for the incumbent to be successful in providing a fundamental support role to the admission function at UF. It is necessary to have a thorough understanding of the SUS and University admission policies, the Articulation Agreement between the State Universities and Florida Public Community Colleges, the selective admissions process, the University on-line computer admission system and the Florida Automated System for the Transferring of Educational Records.

WORKING TITLE:

Coordinator, Admissions/ Registration 3

****** DO NOT ERASE THIS LINE ******

POSITION NUMBER:

00005364

ALL POSITIONS:

ESSENTIAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION [NOTE: IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), IDENTIFY ESSENTIAL FUNCTIONS OF A JOB REQUIRED TO BE PERFORMED WITH OR WITHOUT REASONABLE ACCOMMODATIONS. REQUESTS FOR REASONABLE ACCOMMODATIONS TO FACILITATE THE PERFORMANCE OF ESSENTIAL FUNCTIONS WILL BE GIVEN CAREFUL CONSIDERATION.]

40% The Coordinator, Admissions/Registration 3 manages workload, including application deadline administration. Responsibilities include, but are not limited to: staff training and supervision, assisting with the continuing efforts to improve the automation of the application process and monitoring application deadlines. Duties of this position include reading essays, evaluating admission files (up to 100 per day), calculating grade point averages, and making admission decisions.

Assists with the determination of the selection criteria to be used based on the flow of applications, cancellations, expected yield, denials, etc. and assists with the adjustment of the selection criteria as necessary to ensure enrollment of the desired class size. Interprets the SUS and University admission policies to include admission of international students and selection criteria used to evaluate foreign credentials, articulation between the university and Florida Public Community Colleges, residency classification for tuition purposes and affirmative action policies relevant to admission matters.

Manages the Welcome Center facilities infrastructure which includes audio-visual, network, computer, printer, copier, and fax assets, as well as coordinating any necessary building maintenance. Directs the ongoing development of the Welcome Center's exhibits which showcase the university. Coordinates the updating of Welcome Center admissions video presentations with campus audio-visual professionals. Works with the Reitz Union management to ensure that the admissions activities of the Welcome Center are consistent with Reitz Union protocols and to gain assistance for the various infrastructure needs supported by the Reitz Union. Develops and maintains cooperative relationships with various campus resources and organizations.

30% Oversees the scheduling of admission information sessions for over 20,000 prospective students and guests each year. Coordinates and manages the scheduling of admission professional and student staff that help provide information to prospective students on the admissions process and what the university has to offer them through

giving presentations, conducting walking tours, and providing guidance counseling relative to the admission process. Works with the management of the Cicerones, the Honors Ambassadors, and other campus volunteer organizations to staff the various admissions presentations and admissions tour guide needs of the Welcome Center.

15% Coordinates with various University and community resources to support the admissions Welcome Center functions: Traffic and Parking to ensure adequate prospective student and guest parking, Office of Admission data processing staff to maintain and develop necessary web based systems, the Office of the University Registrar Director of Communications to provide the necessary admissions publications inventory, and the Office Services staff to provide office supplies inventory.

5% Coordinates the recruiting, interviewing, hiring, training, evaluation, and supervision of one full time admission professional and 12-15 CWSP/OPS student employees.

5% Collects, manages, and analyzes data relative to the admissions Welcome Center traffic, visitor satisfaction, and recommended service improvements. Provides reports to the Associate and Director of Admissions.

5% Other duties as assigned.

MARGINAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION [NOTE: FOR PURPOSES OF ADA, THESE FUNCTIONS ARE MARGINAL ONLY TO INDIVIDUALS COVERED UNDER THE ADA WHO ARE UNABLE TO PERFORM THESE FUNCTIONS WITH OR WITHOUT REASONABLE ACCOMMODATION BECAUSE OF A COVERED DISABILITY.]

SUPERVISION RECEIVED. EXPLAIN THE TYPE AND EXTENT OF INSTRUCTIONS OR DIRECTIONS NORMALLY GIVEN TO THIS POSITION BY THE IMMEDIATE SUPERVISOR.

Employee receives broad general supervision from the Associate Director of Admissions through periodic meetings and reviews, discussions of overall objectives and plans and through, reviews of the results of actions taken.

SUPERVISION EXERCISED. LIST THE CLASS TITLES AND POSITION NUMBERS OF POSITIONS UNDER THE DIRECT SUPERVISION OF THIS POSITION.

00006847 (LP 824870): Admissions/ Registrar Officer
12-15 CWSP/OPS students

NORMAL WORK SCHEDULE. (ENTER DAYS/HOURS HERE):
EXPLAIN ANY VARIATIONS FROM THIS SCHEDULE (EX: ON CALL, SHIFT ROTATIONS, SEASONAL EXTENDED HOURS, TRAVEL, ETC.:

Daily from 8:00AM to 5:00PM
40 hours per week
Occasional overtime: application reading activities may require the incumbent to work beyond the end of the normal work day.

EDUCATION, TRAINING, AND EXPERIENCE. IN ORDER OF IMPORTANCE, STATE ANY SPECIFIC EDUCATION, TRAINING, EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED FOR THIS POSITION. IN ADDITION, IDENTIFY THE MINIMUM QUALIFICATIONS AS LISTED IN THE CLASS SPECIFICATION FOR THIS CLASSIFICATION (AVAILABLE AT www.hr.ufl.edu/departmental/ccestablishing.htm). LIST ANY ADDITIONAL OR PREFERRED QUALIFICATIONS SPECIFIC TO THIS POSITION.

Minimum Qualifications: Master's degree in an appropriate area of specialization and two years directly related professional work experience; or a bachelor's degree in an appropriate area of specialization and four years directly related professional work experience. Incumbent will have demonstrated:

Ability to establish and maintain professional and effective working relationships with others.

Ability to supervise.

Ability to establish work priorities and coordinate the timely completion of work assignments.

Strong organizational skills.

Ability to communicate effectively, both oral and written.

Ability to articulate and interpret admissions information.

Ability to work independently, exercise good judgment, and work with minimal supervision.

Ability to comprehend and interpret university and Admission policies, procedures, and academic regulations.

Strong user automated-systems skills, including word-processing, electronic mail, telephone and administrative computing systems and other desktop applications.

REQUIRED LICENSES, CERTIFICATIONS, AND OTHER SPECIFIC REQUIREMENTS OF LAW. PLEASE REVIEW THE STATEMENTS BELOW AND PLACE A "Y" IN FRONT OF ALL THAT APPLY.

THIS POSITION REQUIRES A POST OFFER HEALTH ASSESSMENT.

THIS POSITION IS RESPONSIBLE FOR MEETING THE REQUIREMENTS OF SECTION 215.422, FLORIDA STATUTES, AS AMENDED, REGARDING THE APPROVAL AND/OR PROCESSING OF VENDORS' INVOICES AND/OR DISTRIBUTION OF WARRANTS TO VENDORS.

THIS POSITION REQUIRES LICENSURE, CERTIFICATION, OR OTHER SPECIAL REQUIREMENTS (PLEASE SPECIFY).

Y THIS POSITION REQUIRES A CRIMINAL BACKGROUND CHECK.

THIS POSITION PROVIDES CARE TO CHILDREN, THE DEVELOPMENTALLY DISABLED, DISABLED ADULTS, OR IS OTHERWISE DEFINED IN SECTION 110.1127 (3)(A) FLORIDA STATUTES AND THEREFORE REQUIRES A SPECIAL BACKGROUND CHECK AS DESCRIBED IN SECTION 435 FLORIDA STATUTES.

THIS POSITION IS SUBJECT TO FEDERAL AND STATE PRIVACY REGULATIONS.

Y OTHER, PLEASE SPECIFY: Valid Florida Driver's License

OTHER CHARACTERISTICS OF THE POSITION. DESCRIBE OTHER CHARACTERISTICS OF THE POSITION SUCH AS PHYSICAL, MENTAL, AND ENVIRONMENTAL FACTORS ESSENTIAL TO THE SATISFACTORY PERFORMANCE OF THE FUNCTIONS OF THE POSITION, OR OTHER CHARACTERISTICS, WHICH HAVE NOT OTHERWISE BEEN DESCRIBED IN THE POSITION DESCRIPTION.

Ability to maintain professional demeanor.

Ability to prioritize and multi-task effectively.

Ability to work at a high energy level.

NON EXEMPT (HOURLY) POSITIONS ONLY:

MACHINES AND EQUIPMENT USED REGULARLY. INDICATE PERCENTAGE (%) OF TIME IN THE OPERATION OF EACH.

EXEMPT (BIWEEKLY/ANNUAL) POSITIONS ONLY:

POLICY MAKING AND/OR INTERPRETATION.

Assists the Associate and Director of Admissions with the formulation of Admission institutional policies and procedures necessary to implement state rules and regulations.

PROGRAM DIRECTION AND DEVELOPMENT.

The Coordinator for Admissions/Registration 3 works closely with the Associate and Director of Admissions to perform the following administrative duties: manage the admissions Welcome Center infrastructure and functions, cultivate productive and functional relationships with the admissions Welcome Center's stakeholders and support network, continue with the enhancement of Welcome Center exhibits as a positive representation of the University and its programs.

LEVEL OF PUBLIC CONTACT. STATEMENT OF INTERNAL AND EXTERNAL BUSINESS CONTACT, INCLUDING FREQUENCY AND SCOPE.

Occasional contact with deans, directors, department chairs, faculty, staff and the general public. Occasional contact with representatives from other educational institutions and processional organizations.

MONETARY RESPONSIBILITY. AMOUNT AND CONSEQUENCE OF ERROR.

At the request of the Associate and Director of Admissions, compiles data and prepares reports pertaining to Admissions Welcome Center for use in budget proposals at the departmental and institutional level, as well as for other forms of institutional research. Generates, collects, and prioritizes recommendations and serves as vendor liaison for special Welcome Center enhancement projects. Has knowledge of and maintains compliance with existing monetary policies and procedures.

STATEMENT OF RESPONSIBILITY FOR CONFIDENTIAL DATA. (THE DISCLOSURE OF WHICH WOULD BE PREJUDICIAL TO THE SUCCESSFUL OPERATION OF THE UNIVERSITY OF FLORIDA.)

Duties require knowledge of confidential information related to university planning; personal, academic, and disciplinary records of students; budgets and financial records, correspondence, etc. Responsible for disseminating this information where needed, while ensuring that confidential information will not be disclosed to unauthorized sources according to institutional, state, and federal guidelines and statutes. The incumbent will have access to confidential student records in addition to extensive interactive data on each student. If improperly released, this knowledge could lead to a violation of the Buckley Amendment and the loss of State University System federal funding.

INFO TECHNOLOGY POSITIONS ONLY:

CREATIVITY, STRATEGY AND LEADERSHIP.
CREATIVITY:

STRATEGY:

LEADERSHIP:

BUDGETARY RESPONSIBILITY.

COMMUNICATION. INTERNAL AND EXTERNAL, INCLUDING FREQUENCY AND SCOPE, NOTING CONFIDENTIAL COMMUNICATION.

EMPLOYEE AND SUPERVISOR INFORMATION:

EMPLOYEE NAME:

IMMEDIATE SUPERVISOR'S NAME, TITLE, AND POSITION NUMBER:

Associate University Registrar, 00005509

REVIEWING AUTHORITY NAME AND TITLE:

Director of Admissions

CLASSIFICATION CHANGE ACTION COMPLETE ONLY IF REQUESTING A CLASSIFICATION CHANGE. INDICATE SPECIFICALLY HOW THE DUTIES OF THIS POSITION HAVE CHANGED SINCE IT WAS INITIALLY OR LAST CLASSIFIED.

Part III: Abbreviated Compliance Certification

Section 6

Part III.6: For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. *(Comprehensive Standard 3.4.11)*

✓ **Compliance** ___ **Non-Compliance**

The University of Florida affirms its compliance with Comprehensive Standard 3.4.11 and presents its evidence below.

Narrative:

At the University of Florida, every academic major and/or certificate program has an assigned coordinator. The attached list of coordinators is specific to each program and contains the coordinator's name, terminal degree, and other qualifications as Appendix III.6.1.

UF generally expects that effective coordination of an academic program requires at least a terminal degree in the area being coordinated. There are two main ways in which UF has met this standard. First, the academic coordinator is most often a faculty member who holds the terminal degree and has been teaching in the program being coordinated. In some cases, the individual may hold a different degree, but has extensive experience teaching in the program. The coordinator documentation will so indicate. Second, in a few colleges, a different organizational model is in place. The individual who coordinates is a higher level administrator who works with faculty in each program area. For example, there is a single coordinator for the programs in medical sciences. This individual is the Associate Dean who oversees the program. To assure that specific discipline based knowledge is the basis for decisions concerning curriculum or other academic issues, the Associate Dean regularly consults with the individual faculties in the different medical science areas.

Typical duties of a coordinator working with the department chair include such activities as class scheduling, faculty assignments, curriculum change and approval, monitoring of enrollments, reviewing student evaluations of teaching, coordinating program assessment, and serving as a contact on accreditation or other related activities.

Where there is opportunity for discipline-based review, UF's programs generally seek and obtain accreditation at the highest standard. The current list of approved programs is attached. UF has accreditation for its major professional disciplines, such as Medicine, Veterinary Medicine, Dentistry, Nursing, Education, Engineering, Architecture, Law, and Business. In addition, many

other academic disciplines have earned accreditation, as detailed on the list. These accreditations provide strong evidence that UF has in place appropriate oversight and management of its academic programs, resulting in accredited programs with appropriate and sound curricula. (See Appendix III.6.2).

Part III, Section 6: Appendices

- Appendix III.6.1: List of UF Academic Coordinators
- Appendix III.6.2: List of Accredited Programs

Part III, Section 6

Appendix 1

Part III - 6 University of Florida Academic Coordinators for Certificate Programs

College of Agriculture and Life Sciences

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Certificate in Landscape Pest Management	Post-Bac	15	Distance Education	Heather McAuslane	Ph.D.	Entomology	Y	
Certificate in Pest Control Technology	Post-Bac	24	Distance Education	Heather McAuslane	Ph.D.	Entomology	Y	
Certificate in Urban Pest Management	Post-Bac	15	Distance Education	Heather McAuslane	Ph.D.	Entomology	Y	
Certificate in Non-Profit Management	Post-Bac	15	Distance Education	Elizabeth Bolton	Ph.D.	Post Secondary Education	Y	Extensive expertise in community development and nonprofit management.
Certificate in Geomatics	Pre-Bac	15	Distance Education	Bon DeWitt	Ph.D.	Photogrammetry	Y	
Certificate in Sustainable Land Resource and Nutrient Management	Post-Bac	12	Distance Education	Susan Curry	M.S.	Environmental Engineering	N	Experience coordinating Nutrient Management Education fo the state of Florida; expertise in agricultural engineering and hydrological sciences; active in university teaching
Certificate in Soil Ecosystem Services	Post-Bac	12	Distance Education	Susan Curry	M.S.	Environmental Engineering	N	Experience coordinating Nutrient Management Education fo the state of Florida; expertise in agricultural engineering and hydrological sciences; active in university teaching
Certificate in Wetland and Water Resource Management	Post-Bac	12	Distance Education	Susan Curry	M.S.	Environmental Engineering	N	Experience coordinating Nutrient Management Education fo the state of Florida; expertise in agricultural engineering and hydrological sciences; active in university teaching
Certificate in Wildland Fire Science and Management	Pre-bac or post-bac	19	Distance education	Leda Kobziar	PhD	Environmental Science, Policy and Management	Y	

College of Business Administration

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Retailing Leadership	Pre-Bac	18	Gainesville	Barton Weitz	Ph.D.	Business Administration	Y	Dr. Weitz is the founding director of the David F. Miller Center for Retailing Education and Research and has published extensively in retailing journals.
Auditing and Information Technology	Post-Bac	19	Gainesville	Gary Koehler	Ph.D.	Management Science	Y	Dr. Koehler is an Eminent Scholar and Chairman in the Information Systems and Operations Management Department.
Global Management	Pre-Bac	12	Gainesville	S. Selcuk Erenguc	DBA	Quantitative Business Analysis	Y	This is a general business certificate. The coordinator consults with the department faculty on curriculum matters.
Hospitality Management	Pre-Bac	10	Gainesville	S. Selcuk Erenguc	DBA	Quantitative Business Analysis	Y	This is a general business certificate. The coordinator consults with the department faculty on curriculum matters.
New Venture Creation	Pre-Bac	8	Gainesville	Arnold Heggestad	Ph.D.	Economics	Y	Dr. Heggestad is the founding director of the Entrepreneurship program. He has designed and developed many of the courses offered in the program.
Supply Chain Management	Pre-Bac	19	Gainesville	Gary Koehler	Ph.D.	Management Science	Y	Dr. Koehler is an Eminent Scholar and Chairman in the Information Systems and Operations Management Department.
Entrepreneurship and Technology Management	Post-Bac	12	Gainesville	Arnold Heggestad	Ph.D.	Economics	Y	Dr. Heggestad is the founding director of the Entrepreneurship program. He has designed and developed many of the courses offered in the program.
Information Systems and Operations Management	Post-Bac	19	Gainesville	Gary Koehler	Ph.D.	Management Science	Y	Dr. Koehler is an Eminent Scholar and Chairman in the Information Systems and Operations Management Department.

College of Dentistry

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Advanced Education in General Dentistry (AEGD)	N/A	N/A	Hialeah	Roberta Diehl	D.D.S.	Dentistry	N	
Advanced Education in General Dentistry (AEGD)	N/A	N/A	Jacksonville	Clifford Starr	D.M.D.	Dentistry	N	
Advanced Education in General Dentistry (AEGD)	N/A	N/A	Seminole	Thomas Porter	D.M.D.	Dentistry	N	
Endodontics	N/A	N/A	Gainesville	Roberta Pileggi	D.D.S.	Dentistry	Y	
Oral & Maxillofacial Pathology	N/A	N/A	Gainesville	Indraneel Bhattacharyya	D.D.S.	Dentistry	Y	
Oral & Maxillofacial Surgery (4 year)	N/A	N/A	Gainesville	James Green	D.D.S.	Dentistry	N	
Oral & Maxillofacial Surgery (6 year)	N/A	N/A	Gainesville	James Green	D.D.S.	Dentistry	N	
Orthdontics	N/A	N/A	Gainesville	Timothy Wheeler	D.M.D.	Dentistry	Y	
Pediatric Dentistry	N/A	N/A	Gainesville	Daniela Silva	D.D.S.	Dentistry	N	
Pediatric Dentistry	N/A	N/A	Naples	Daniela Silva	D.D.S.	Dentistry	N	
Periodontics	N/A	N/A	Gainesville	Tord Lundgren	D.M.D.	Dentistry	Y	
Prosthodontics	N/A	N/A	Gainesville	Edgar O'Neill	D.D.S.	Dentistry	N	
Internationally Educated Dentist Program (IEDP)	N/A	N/A	Gainesville	Nereyda Clark	D.M.D.	Dentistry	N	

College of Design, Construction and Planning

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Executive EMS Officer Certificate	Pre-Bac	12	Distance education	Charles Smeby	MS	Public Policy	N	BS in Fire Safety, Served as Fire Fighter
Executive Fire Officer Certificate	Pre-Bac	12	Distance education	Charles Smeby	MS	Public Policy	N	BS in Fire Safety, Served as Fire Fighter
Certificate in Sustainable Construction	Post-Bac	12	Distance education	Charles Kibert	Ph.D.	Mechanical Engineering	Y	
Sustainable Architecture	Post-Bac	12	Gainesville	Martha Kohen	MA in Architecture	Architecture	Y	
International Construction Management	Post-Bac	12	Distance education	Raymond Issa	Ph.D., J.D.	Engineering, Law	Y	
Interdisciplinary Concentration in Geographic Information Systems	Post-Bac	15	Gainesville	Paul D. Zwick	Ph.D.	Environmental Engineering Sciences	Y	
Planning Information and Analysis Systems	Post-Bac	12	Gainesville	Paul D. Zwick	Ph.D.	Environmental Engineering Sciences	Y	
Interdisciplinary Concentration and Certificate in Historic Preservation	Post-Bac	12 to 15	Gainesville	Roy Graham	MArch	Architecture	Y	
Construction Project Management	Post-Bac	12	Distance education	Raymond Issa	Ph.D.	Engineering, Law	Y	
Certificate in Emergency Services/Disaster Management	Post-Bac	12	Distance education	Raymond Issa	Ph.D.	Engineering, Law	Y	
Sustainable Design	Post-Bac	12	Gainesville	Margaret Carr	MLA	Landscape Architecture	Y	

College of Education

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Certificate in Educational Technology Production	Post-Bac	9	Distance education	Kara Dawson	PhD	Instructional Technology	Y	
Certificate in Instruction and Curriculum/Ed Tech	Post-Bac	9	Distance education	Kara Dawson	PhD	Instructional Technology	Y	
Certificate in K-12 Technology Integration	Post-Bac	9	Distance education	Kara Dawson	PhD	Instructional Technology	Y	
Certificate in Online Teaching and Learning	Post-Bac	9	Distance education	Kara Dawson	PhD	Instructional Technology	Y	
Certificate in Teaching & Learning with Technology	Post-Bac	9	Distance education	Kara Dawson	PhD	Instructional Technology	Y	
School Mental Health	Post-Masters	12	Distance education	Edil Torres Rivera	PhD	Counseling Psychology	Y	

College of Engineering

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Certificate in Environmental Policy Management	Post-Bac	15	Distance Education	Dr. Warren Viessman	Ph.D.	Civil Engineering	Y	Teaching and research in environmental engineering for more than 30 years
Certificate in Materials Science and Engineering			Gainesville	John J. Mecholsky, Jr.	Ph.D.	Materials Eng	Y	
Systems Engineering	Post-Bac	15	Gainesville	J. P. Geunes	Ph.D.	Management Science & Operations	Y	Management Science and Operations Research are significant areas within systems engineering
Materials Characterization	Post-Bac	9	Gainesville	John J. Mecholsky, Jr.	Ph.D.	Materials Eng	Y	
Certificate in Test and Evaluation	Post-Bac	15	REEF - Eglin Remote Facility	Vladimir Boginski	Ph.D.	Industrial Systems	Y	
Wetlands Science Certificate	Post-Bac	18	Gainesville	Mark T. Brown	Ph.D.	Systems Ecology	Y	Dr. Brown is world renowned in systems ecology, ecological engineering and emergy (not energy) analysis

College of Fine Arts

Ceramics	Pre-Bac	18 to 21	School of Art/Art History	Linda Arbuckle	MFA	Ceramics	Y	
Dance in Healing	Pre-Bac	11	Gainesville	Jill Sonke	MA	Human Services	N	Dir. UF Center for the Arts in Healthcare, Asst. Dir. Shands Arts in Medicine, UF dance faculty, Pres. Int. Soc. for the Arts in Healthcare
Music Performance	Pre-Bac	17 to 20	Gainesville	John Duff	PhD	Music Education	Y	
Arts in Healthcare	Pre-Bac	12	Gainesville	Jill Sonke	MA	Human Services	N	Dir. UF Center for the Arts in Healthcare, Asst. Dir. Shands Arts in Medicine, UF dance faculty, Pres. Int. Soc. for the Arts in Healthcare

College of Law

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Estates & Trusts Practice Certificate	Post-JD	17 to 21	Gainesville	Lee-ford Tritt	J.D.	Law	No	
Family Law Certificate	Post-JD	20	Gainesville	Nancy Dowd	J.D.	Law	Yes	
Intellectual Property Law	Post-JD	15	Gainesville	Elizabeth Rowe	J.D.	Law	No	
International & Comparative Law Certificate	Post-JD	18	Gainesville	Yariv Brauner	LL.B.	Law	Yes	

College of Liberal Arts and Sciences

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Asian American Studies	Pre-Bac	12	Gainesville	Malini Schueller	Ph.D.	English	Y	
East-Central European Studies	Pre-Bac	12 to 14	Gainesville	Amie Kreppel	Ph.D.	Political Science	Y	
European Union Studies Program	Pre-Bac	12	Gainesville	Amie Kreppel	Ph.D.	Political Science	Y	
International Relations	Pre-Bac	18	Gainesville	Stephen Craig	Ph.D.	Political Science	Y	
Jewish Studies	Pre-Bac	12	Gainesville	Jack Kugelmass	Ph.D.	Anthropology	Y	
Latin American Studies	Pre-Bac	21	Gainesville	Phillip Williams	Ph.D.	Politics	Y	
Political Campaigning	Pre-Bac	15	Gainesville	Daniel Smith	Ph.D.	Political Science	Y	
Public Affairs	Pre-Bac	15	Gainesville	Stephen Craig	Ph.D.	Political Science	Y	
Russian and East European Area Studies	Pre-Bac	24	Gainesville	Galina Rylkova	Ph.D.	Slavic Languages & Literatures	Y	
Social Science Methodology Graduate Certificate	Post-Bac	12	Gainesville	Constance Shehan	Ph.D.	Sociology	Y	
Certificate in Public Leadership	Pre-Bac	15	Gainesville	David Hedge	Ph.D.	Political Science	Y	
Certificate in Climatology and Meteorology	Pre-Bac	12	Gainesville	Peter Waylen	Ph.D.	Geography	Y	

College of Nursing

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Nursing Education Certificate	Post-Masters	14	Gainesville	M. J. Snider	Ed.D.	Higher Education / Curriculum & Instruction	Y	Master's degree in Nursing; 30+ years of experience in Nursing Education; Numerous awards and recognitions for excellence in teaching
Certificate in Adult Acute Care	Post-Masters	Var.	Gainesville	K. Miles	Ed.D.	Educational Psychology	N	Master's degree in Nursing; 20+ years experience in Nursing Education;
Certificate in Neonatal Nurse Practioner	Post-Masters	Var.	Gainesville	K. Miles	Ed.D.	Educational Psychology	N	Master's degree in Nursing; 20+ years experience in Nursing Education;
Clincial Nurse Leader Certificate	Post-Masters	Var.	Gainesville	K. Miles	Ed.D.	Educational Psychology	N	Master's degree in Nursing; 20+ years experience in Nursing Education;

College of Pharmacy

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Certificate in Environmental Forensics	Post-Bac	15	Distance Education	Ian Tebbett	PhD	Forensic Science	Y	
Certificate in Forensic Death Investigation	Post-Bac	15	Distance Education	Ian Tebbett	PhD	Forensic Science	Y	
Certificate in Forensic DNA and Serology	Post-Bac	15	Distance Education	Ian Tebbett	PhD	Forensic Science	Y	
Certificate in Forensic Drug Chemistry	Post-Bac	15	Distance Education	Ian Tebbett	PhD	Forensic Science	Y	
Certificate in Forensic Toxicology	Post-Bac	15	Distance Education	Ian Tebbett	PhD	Forensic Science	Y	
Certificate in Pharmaceutical Chemistry	Post-Bac	15	Distance Education	Ian Tebbett	PhD	Forensic Science	Y	Professor of Medicinal Chemistry at the University of Florida

College of Public Health and Health Professions

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Certificate in Public Health	Post-Bac	15	Gainesville/ Distance Education	Mary Peoples-Sheps	DrPH	Public Health	Y	
Geriatric Care Management-Graduate	Post-Bac	12	Distance Education	Kenneth Nanni	PhD	Systemic Studies	Y	Certified Geriatric Care Manager
Certificate in Emerging Infectious Disease Research	Post-Bac	12	Gainesville/ Distance Education	Gregory Gray	MD	Medicine	N (To be submitted, started 1/4/10)	

College of Veterinary Medicine

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Certificate in Food Animal Veterinary Medicine	Post-Bac	16	Gainesville	Owen Rae	DVM	Veterinary Medicine	Y	
Certificate in Aquatic Animal Health	Post-Bac	15	Gainesville	Iske Larkin	PhD	Aquatic Animals	Y	

Division of Continuing Education

Certificate Name	Level of Certificate	Number of Credits	Site(s) of Certificate	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)
Health Care Risk Management	Post-Bac	9	Distance Education	Kenneth Nanni	PhD	Systemic Studies	Y	Licensed Health Care Risk Manager

Part III - 6 University of Florida Academic Coordinators for Undergraduate Majors

College of Agriculture and Life Sciences

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
AGRICULTURAL EDUCATION AND COMMUNICATION	131301	AEC	B	BS	Gainesville	Ricky Telg	Ph.D.	Human Resource Development/ Distance Education	More than 20 years of undergraduate teaching and advising experience; expertise in agricultural communication and distance education	
AGRICULTURAL EDUCATION AND COMMUNICATION	131301	AEC	B	BS	Plant City	Ricky Telg	Ph.D.	Human Resource Development/ Distance Education	More than 20 years of undergraduate teaching and advising experience; expertise in agricultural communication and distance education	
AGRICULTURAL OPERATIONS MANAGEMENT	140301	AOM	B	BS	Gainesville	Wendell Porter	Ph.D.	Agric. and Biological Engineering		Interdisciplinary with College of Engineering
ANIMAL SCIENCES	010901	AL	B	BS	Gainesville	Joel Brendemuhl	Ph.D.	Animal Nutrition (Non-Ruminant)		
BIOLOGY	260101	BLY	B	BS	Gainesville	Elaine Turner	Ph.D.	Nutrition	More than 20 years of undergraduate teaching and advising experience in the biological sciences	
BOTANY	260301	BTY	B	BS	Gainesville	Bernie Hauser	Ph.D.	Plant Biology		
ENTOMOLOGY & NEMATOLOGY	260702	EY	B	BS	Gainesville	Carl Barfield	Ph.D.	Entomology		
ENTOMOLOGY & NEMATOLOGY	260702	EY	B	BS	Ft. Lauderdale	Carl Barfield	Ph.D.	Entomology		
FAMILY, YOUTH AND COMMUNITY SCIENCE	190707	FYC	B	BS	Gainesville	Jerry Culen	Ph.D.	Curriculum and Instruction	More than 30 years of experience in youth development; more than 20 years of teaching and advising experience	
FOOD & RESOURCE ECONOMICS	010103	FRE	B	BS	Gainesville	David Barber	M.S.	Food and Resource Economics	More than 10 years of undergraduate teaching and advising experience; 5 years of industry experience	
FOOD & RESOURCE ECONOMICS	010103	FRE	B	BS	Ft. Pierce	David Barber	M.S.	Food and Resource Economics	More than 10 years of undergraduate teaching and advising experience; 5 years of industry experience	

FOOD SCIENCE & HUMAN NUTRITION	011001	FS	B	BS	Gainesville	Anne Kendall	Ph.D.	Human Nutrition		
HORTICULTURAL SCIENCE	011103	HOS	B	BS	Gainesville	Rebecca Darnell	Ph.D.	Plant Physiology		
INTERDISCIPLINARY STUDIES/AG	309999	IS	B	BS	Gainesville	Susan Curry and Jason Kruse	M.S. (Curry); Ph.D. (Kruse	Environmental Engineering (Curry); Horticulture (Kruse)		
INTERDISCIPLINARY STUDIES/AG	309999	IS	B	BS	Ft. Pierce	Susan Curry	M.S.	Environmental Engineering		
INTERDISCIPLINARY STUDIES/AG	309999	IS	B	BS	Ft. Lauderdale	Jason Kruse	Ph.D.	Horticulture		
INTERDISCIPLINARY STUDIES/AG	309999	IS	B	BS	Milton	Jason Kruse	Ph.D.	Horticulture		
LANDSCAPE & NURSERY HORTICULTURE	010603	LNH	B	BS	Gainesville	Michael Kane	Ph.D.	Biological Sciences		
LANDSCAPE & NURSERY HORTICULTURE	010603	LNH	B	BS	Apopka	Michael Kane	Ph.D.	Biological Sciences		
LANDSCAPE & NURSERY HORTICULTURE	010603	LNH	B	BS	Ft. Lauderdale	Michael Kane	Ph.D.	Biological Sciences		
LANDSCAPE & NURSERY HORTICULTURE	010603	LNH	B	BS	Milton	Michael Kane	Ph.D.	Biological Sciences		
LANDSCAPE & NURSERY HORTICULTURE	010603	LNH	B	BS	Plant City	Michael Kane	Ph.D.	Biological Sciences		
MICROBIOLOGY & CELL SCIENCE	260503	MCB	B	BS	Gainesville	William Gurley	Ph.D.	Botany		
PACKAGING SCIENCE	010401	PKS	B	BS	Gainesville	Bruce Welt	Ph.D.	Food Process Engineering		
PLANT SCIENCE	011101	PLS	B	BS	Gainesville	Rose Koenig and James Kimbrough	Ph.D. (both)	Plant Pathology (Koenig); Mycology/Plant Pathology (Kimbrough)		
SOIL AND WATER SCIENCE	011201	SLS	B	BS	Gainesville	Mary Collins	Ph.D.	Agronomy (Soil Morphology and Genetics)		
STATISTICS	270501	STS	B	BS	Gainesville	Ronald Randles	Ph.D.	Statistics		
WILDLIFE ECOLOGY AND CONSERVATION	030601	WIE	B	BS	Gainesville	William Giuliano	Ph.D.	Wildlife Science		Program startup scheduled for this year
NATURAL RESOURCE CONSERVATION/FOREST RESOURCE CONSERVATION	030501	FRC/RCN	B	BSFRC	Gainesville	George Blakeslee	Ph.D.	Forestry and Environmental Studies		specialties in forest conservation and natural resource conservation
NATURAL RESOURCE CONSERVATION	030501	RCN	B	BS	Milton	George Blakeslee and William Giuliano	Ph.D. (both)	Environmental Studies (Blakeslee);		

NATURAL RESOURCE CONSERVATION	030501	RCN	B	BS	Plant City	George Blakeslee and William Giuliano	Ph.D. (both)	Environmental Studies (Blakeslee);		
GEOMATICS	151102	GEM	B	BSGEM	Gainesville	George Blakeslee and Bon DeWitt	Ph.D. (both)	Forestry and Environmental Studies (Blakeslee); Photogrammetry (DeWitt)		
GEOMATICS	151102	GEM	B	BSGEM	Ft. Lauderdale	George Blakeslee and Bon DeWitt	Ph.D. (both)	Forestry and Environmental Studies (Blakeslee); Photogrammetry (DeWitt)		
GEOMATICS	151102	GEM	B	BSGEM	Plant City	George Blakeslee and Bon DeWitt	Ph.D. (both)	Forestry and Environmental Studies (Blakeslee); Photogrammetry (DeWitt)		
ENVIRONMENTAL SCIENCE	030104	ESC	B	BA, BS	Gainesville	Stephen Humphrey	Ph.D.	Zoology	More than 30 years of academic experience; expertise in wildlife ecology	

College of Business Administration

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
ACCOUNTING	520301	ATG	B	Bachelor of Science in Accounting	Gainesville	Gary McGill	PhD	Accounting		
BUSINESS ADMINISTRATION	520201		B	BA,BS	Gainesville					Degree with sub specialties
BUSINESS ADMINISTRATION-GENERAL STUDIES		GBA	B	BA	Gainesville	Richard Lutz	PhD	Marketing	Serves as the Chair of Undergraduate Business Committee and teaches in the business core.	
GENERAL BUSINESS		IBA	B	BS	Distance Education	Richard Lutz	PhD	Marketing	Serves as the Chair of Undergraduate Business Committee and teaches in the business core.	
MANAGEMENT		MGT	B	BS	Gainesville	John Kammeyer-Mueller	PhD	Management		

ECONOMICS	450601	ES	B	BS	Gainesville	Mark Rush	PhD	Economics		
FINANCE	520801	FIN	B	BS	Gainesville	Craig Tapley	DBA	Finance		
INFORMATION SYSTEMS	521301	IST	B	BS	Gainesville	Haldun Aytug	PhD	Info Systems		
MARKETING	521401	MKG	B	BS	Gainesville	Richard Lutz	PhD	Marketing		

College of Education

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
ELEMENTARY EDUCATION	131202	ECD	B	BAE	Gainesville	Suzanne Colvin	PhD	Curriculum and Instruction	Specialization in K-12 education and teacher professional development. Former elementary school principal	
MIDDLE SCHOOL EDUCATION	131203	MSE	B	BAE	Gainesville	Suzanne Colvin	PhD	Curriculum and Instruction	Specialization in K-12 education and teacher professional development. Former elementary school principal	
SPECIAL EDUCATION	131001	EMR	B	BA	Gainesville	Kristen Kemple	Ph.D.	Early Childhood Education	This program is part of the Unified Early Childhood Proteach program which includes a Master of Education degree in Early Childhood. Dr. Kemple's expertise and work related to working young children qualifies her as the coordinator for the whole program.	

College of Design, Construction and Planning

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
ARCHITECTURE	040201	AE	B	Bdesign	Gainesville	John Maze	MArch	Architecture		
INTERIOR DESIGN	500408	IR	B	Bdesign	Gainesville	Candy Carmel-Gilfilen	MArch	Architecture	NCIDQ® Certificate No. 023269, LEED A. P.	
LANDSCAPE ARCHITECTURE	040601	LAE	B	BLA	Gainesville	Tina Gurucharri	MLA	Landscape Architecture		
SUSTAINABILITY & BUILT ENVIRONMNT	309995	SBE	B	BSSBE	Gainesville	Margaret Carr	MLA	Landscape Architecture		
BUILDING CONSTRUCTION	151001	BCN	B	BS in Building Construction	Gainesville	Paul Oppenheim	PhD	Building Construction		
FIRE AND EMERGENCY SERVICES	430203	FES	B	BS in Fire & Emergency Services	Distance Education	Charles Smeby	MS	Public Policy	BS in Fire Safety, Served as Fire Fighter	

College of Engineering

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
AEROSPACE ENGINEERING	140201	ASE	B	B.S.	Gainesville	Bruce Carroll	Ph.D.	Mechanical Engineering	Over eight years of student advising in aerospace engineering	
AGRIC & BIOLOGICAL ENG	140301	ABE	B	B.S.	Gainesville	Jim Leary	Ph.D.	Agricultural and Biological Engineering		
CHEMICAL ENGINEERING	140701	CHE	B	B.S.	Gainesville	Spyros Svoronos	Ph.D.	Chemical Engineering		
CIVIL ENGINEERING	140801	CE	B	B.S.	Gainesville	Robert J. Thieke	Ph.D.	Civil Engineering		
COMPUTER ENG/ELECT ENG	140901		B	B.S.	Gainesville					Degree has speciaties shown below
COMPUTER ENG/ELECT ENG		CEE	B	B.S.	Gainesville	Doug Jordan	Ph.D.	Electrical Engineering	Over twenty years in teaching and advising computer engineers	Sub specialty of 140901
COMPUTER ENGINEERING - CISE		CEN	B	B.S.	Gainesville	Joe Wilson	Ph.D.	Computer Science / Engineering		Sub specialty of 140901
COMPUTER SCIENCE		CSE	B	B.S.	Gainesville	Beverly Sanders	Ph.D.	App. Math./Computer Science		Sub specialty of 140901
DIGITAL ARTS AND SCIENCES	500706	DAS	B	B.S.	Gainesville	Paul Fishwick	Ph.D.	Computer Science / Engineering		Interdisciplinary program
ELECTRICAL/COMPUTER ENG	141001	EE	B	B.S.	Gainesville	Doug Jordan	Ph.D.	Electrical Engineering		

ENVIRONMENTAL ENG SCI	141401	ENE	B	B.S.	Gainesville	Dr. Ben Koopman	Ph.D.	Civil Engineering	Research and Teaching in the Enviornmental Engineering field for 28 years	
INDUSTRIAL/SYSTEMS ENG	142701	ISE	B	B.S.	Gainesville	D. Schaub	Ph.D.	Quality and Reliability Engineering	Over ten years advising and teaching in industrial and systems engineering	
MATERIALS SCI & ENG	141801	MTL	B	B.S.	Gainesville	John J. Mecholsky, Jr.	Ph.D.	Materials Engineering		
MECHANICAL ENGINEERING	141901	ME	B	B.S.	Gainesville	Bruce Carroll	Ph.D.	Mechanical Engineering		
NUCLEAR ENG SCIENCES	142301	NES	B	B.S.	Gainesville	Wesley Bolch	Ph.D.	Radiological Physics	22 years of teaching and research experience in this discipline at 2 major research universities	
NUCLEAR ENGINEERING		NE	B	B.S.	Gainesville	Ed Dugan	Ph.D.	Nuclear Engineering		Specialty of 142301

College of Fine Arts

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
ART	500702	ART	B		Gainesville					General Degree with numerous specialties
ART		ART	B	BFA, Art (emph. Ceramics)	Gainesville	Linda Arbuckle	MFA	Ceramics		Subspecialty of art
ART		ART	B	BFA, Art (emph. Digital Media)	Gainesville	Jack Stenner	PhD	Architecture/Computer Visualization		Subspecialty of art
ART		ART	B	BFA, Art (emph. Drawing)	Gainesville	Lauren Lake	MFA	Drawing		Subspecialty of art
ART		ART	B	BFA, Art (emph. Painting)	Gainesville	Julia Morrisroe	MFA	Painting and Drawing		Subspecialty of art
ART		ART	B	BFA, Art (emph. Printmaking)	Gainesville	Robert Mueller	MFA	Printmaking		Subspecialty of art
ART		ART	B	BFA, Art (emph. Sculpture)	Gainesville	Celeste Roberge	MFA	Sculpture		Subspecialty of art
CREATIVE PHOTOGRAPHY		CPH	B	BFA, Creative Photography	Gainesville	Wes Kline	MFA	Photography		Subspecialty of art
ART	500702	CPH	B	BFA, Drawing, Painting, Photography, Printmaking, Sculpture, & Electronic Intermedia	Miami Dade CC	Maggy Cuesta	MFA	Graphic Design		

VISUAL ARTS STUDIES		VAS	B	BA, Visual Arts Studies	Gainesville	Anna Calluori Holcombe	MFA	Ceramics		Subspecialty of Art
ART EDUCATION	131302	EAR	B	BA, Art Education	Gainesville	Craig Roland	PhD	Art Education		
ART HISTORY	500703	HYA	B	BA, Art History	Gainesville	Robert Westin	PhD	Art History		
DANCE	500301	DAN	B	BFA, Dance	Gainesville	Ric Rose	MFA	Dance		
DANCE	500301	DAN	B	BFA, Dance	Miami Dade CC	Daniel Lewis	Diploma	Dance (Julliard School)	Julliard School faculty 1967-1987	
DIGITAL ARTS AND SCIENCES	500706	DAR	B	BA, Digital Arts and Sciences	Gainesville	James Oliverio	MFA	Interdisciplinary Studies/Music Composition		
GRAPHIC DESIGN	500409	GRD	B	BFA, Graphic Design	Gainesville	Brian Slawson	MFA	Art		
GRAPHIC DESIGN	500409	GRD	B	BFA, Graphic Design	Miami Dade CC	Maggy Cuesta	MFA	Graphic Design		
MUSIC	500901	MSC	B	BA,BM	Gainesville					General Degree with numerous specialties
MUSIC				BA, Music (emph. Keyboard)	Gainesville	Kevin Orr	DMA	Piano Performance		Subspecialty of music
MUSIC				BA, Music (emph. Instrumental)	Gainesville	Janet Lower, Strings	DMA	Violin Performance		Subspecialty of music
					Gainesville	Arthur Jennings, Brass	DMA	Trombone Performance		Subspecialty of music
					Gainesville	Kevin Orr, Keyboard	DMA	Piano Performance		Subspecialty of music
					Gainesville	Jonathon Helton, Woodwinds	Dmus	Saxophone Performance		Subspecialty of music
					Gainesville	Kenneth Broadway, Percussion	DMA	Percussion Performance		Subspecialty of music
MUSIC				BA, Music (emph. Vocal)	Gainesville	Elizabeth Graham	DM	Voice		Subspecialty of music
MUSIC				BA, Music (emph. Mus. Hist. & Lit/Ethnomusicology-Keyboard)	Gainesville	Larry Crook	PhD	Musicology		Subspecialty of music
MUSIC				BA, Music (emph. Mus. Hist. & Lit/Ethnomusicology-Vocal)	Gainesville	Larry Crook	PhD	Musicology		Subspecialty of music

MUSIC				BA, Music (emph. Mus. Hist. & Lit/Ethnomusicology-Inst.)	Gainesville	Larry Crook	PhD	Musicology		Subspecialty of music
MUSIC				BA, Music (emph. Mus. Hist. & Lit.-Inst.)	Gainesville	Larry Crook	PhD	Musicology		Subspecialty of music
MUSIC				BA, Music (emph. Mus. Hist. & Lit.-Keyboard)	Gainesville	Larry Crook	PhD	Musicology		Subspecialty of music
MUSIC				BA, Music (emph. Mus. Hist. & Lit.-Vocal)	Gainesville	Larry Crook	PhD	Musicology		Subspecialty of music
MUSIC				BA, Music (emph. Theory & Composition-Inst.)	Gainesville	James Paul Sain	DMA	Composition		Subspecialty of music
MUSIC				BA, Music (emph. Theory & Composition-Keyboard)	Gainesville	James Paul Sain	DMA	Composition		Subspecialty of music
MUSIC				BA, Music (emph. Theory & Composition-Vocal)	Gainesville	James Paul Sain	DMA	Composition		Subspecialty of music
MUSIC				BM, Music w/outside field - Inst.	Gainesville	Janet Lower, Strings	DMA	Violin Performance		Subspecialty of music
MUSIC				BM, Music w/outside field - Keyboard	Gainesville	Kevin Orr	DMA	Piano Performance		Subspecialty of music
MUSIC				BM, Music w/outside field - Vocal	Gainesville	Elizabeth Graham	DM	Voice		Subspecialty of music
MUSIC				BM, Music (emph. Composition - Inst.)	Gainesville	James Paul Sain	DMA	Composition		Subspecialty of music
MUSIC				BM, Music (emph. Composition - Keyboard)	Gainesville	James Paul Sain	DMA	Composition		Subspecialty of music

MUSIC				BM, Music (emph. Performance - Keyboard)	Gainesville	Kevin Orr	DMA	Piano Performance		Subspecialty of music
MUSIC				BM, Music (emph. Performance - Vocal)	Gainesville	Elizabeth Graham	DM	Voice		Subspecialty of music
MUSIC				BM, Music (emph. Performance - Inst.)	Gainesville	Janet Lower, Strings	DMA	Violin Performance		Subspecialty of music
MUSIC				BM, Music (emph. Theory - Keyboard)	Gainesville	Paul Richards	DMA	Composition		Subspecialty of music
MUSIC				BM, Music (emph. Theory - Vocal)	Gainesville	Paul Richards	DMA	Composition		Subspecialty of music
MUSIC				BM, Music (emph. Theory - Inst.)	Gainesville	Paul Richards	DMA	Composition		Subspecialty of music
MUSIC	500901	MSC	B	BM, Piano, Instrumental, Vocal, Composition	Miami Dade CC	Jim Gassior	MM	Jazz Pedagogy		
MUSIC EDUCATION	131312	MUE	B	BM, Music Education (emph. Instrumental))	Gainesville	Russell Robinson	PhD	Music Education		Multiple concentrations available
MUSIC EDUCATION	131312	MUE	B	BM, Music Education (emph. Keyboard/Choral)	Gainesville	Russell Robinson	PhD	Music Education		Multiple concentrations available
MUSIC EDUCATION	131312	MUE	B	BM, Music Education (emph. Choral)	Gainesville	Russell Robinson	PhD	Music Education		Multiple concentrations available
THEATRE	500501		B	BFA	Gainesville					General Degree with numerous specialties
THEATRE PERFORMANCE				BFA, Theatre Performance	Gainesville	Tiza Garland	MFA	Theatre Pedagogy		Subspeciality of theatre
THEATRE PERFORMANCE	500501	THB	B	BFA, Acting & Musical Theater	Miami Dade CC	Patrice Baily	MFA/MA	Directing/Oral Interpretation of Lit and Speech Communication		
THEATRE PRODUCTION				BFA, Theatre Production (emph. Costume)	Gainesville	Paul Favini	MFA	Costume Design		Subspeciality of theatre

THEATRE PRODUCTION				BFA, Theatre Production (emph. Set Design)	Gainesville	Mihai Ciupe	Dble MFA	Costume Design & Set Design		Subspeciality of theatre
THEATRE PRODUCTION				BFA, Theatre Production (emph. Light and Sound)	Gainesville	Stanley Kaye	MFA	Drama and Theatre (emph. Lighting Design)		Subspeciality of theatre
THEATRE/BA	500501	THB	B	BA, Theatre	Gainesville	Ralph Remshardt	PhD	Dramatic Arts		Subspeciality of theatre
MUSICAL THEATRE		THF	B	BFA, Musical Theatre	Gainesville	Tony Mata	MFA	Musical Theatre		

College of Health and Human Performance

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
APPLIED PHYSIOLOGY AND KINESIOLOGY	260908	APK	B	BS	Gainesville	John Dobson	Ph.D.	Exercise Science		
ATHLETIC TRAINING	510913	AT	B	BS	Gainesville	Patti Tripp	PhD	Exercise Science & Biomechanics	Faculty member is a Certified Athletic Trainer (ATC)	
HEALTH EDUCATION AND BEHAVIOR	512208	HEB	B	BS	Gainesville	Sadie Sanders	PhD	Health & Human Performance	PhD degree specialization was in health behavior	
RECREATION, PARKS AND TOURISM	310301	REC	B	BS	Gainesville	Robert Beland	Ph.D.	Therapuetic Recreation		
SPORT MANAGEMENT	310504	SPM	B	BS	Gainesville	JO Spengler	Ph.D.	Health & Human Performance	PhD degree specialization was sport management; faculty also a holds a JD with specicalization in sport law	
SPORT MANAGEMENT	310504	SPD	B	BS	Distance Education	JO Spengler	Ph.D.	Health & Human Performance	PhD degree specialization was sport management; faculty also a holds a JD with specicalization in sport law	Program just starting

College of Journalism and Communication

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
ADVERTISING	090903	ADV	B	BA Advertising	Gainesville	J. Sutherland	Ph.D.	Mass Communication	While a Ph.D student, assigned to the Department of Advertising, served as a research assistant and teaching assistant solely responsible for teaching the following courses: introduction to advertising, consumer behavior, advertising management, and advertising campaigns. Has since served as Vice-President of Research and Strategic Planning for a $20 million advertising agency and a consultant to numerous business organizations. In addition, has served on the board of directors of a major multimedia corporation.	
JOURNALISM	090401	JM	B	BA Journalism	Gainesville	W. McKeen	Ph.D.	Higher Ed Admin	Dr. McKeen has extensive professional experience in the field, 6 years of full-time experience and 4 years of part-time experience	
PUBLIC RELATIONS	090902	PR	B	BA Public Relations	Gainesville	S. Kiousis	Ph.D.	Mass Communication	Dr. Kiousis has extensive teaching, research, service, and professional experience in public relations and mass communication.	
TELECOMMUNICATION	090701	TEL	B	BA Telecommunication	Gainesville	D. Ostroff	Ph.D.	Mass Communication	Undergraduate degree in Radio-TV-Film; graduate work consisted largely of Telecommunicatoin courses. Five years of full-time work in the industry, and several years of part-time and consulting work in the industry.	

College of Liberal Arts and Sciences

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
ANTHROPOLOGY	450201	APY	B	BA	Gainesville	Allan Burns	Ph.D	Anthropology		
ASIAN STUDIES	050103	AST	B	BA	Gainesville	Joseph Murphy	Ph.D	Modern Japanese Lit & Film		Interdisciplinary program
ASTRONOMY	400201	ATY	B	BA,BS	Gainesville	Rafael Guzman	Ph.D.	Astronomy		
BIOLOGY	260101	BIO	B	BS	Gainesville	Alice Harmon	Ph.D.	Biochemistry	Biochemistry of plants	
BOTANY	260301	BOT	B	BS	Gainesville	Bernard Hauser	Ph.D.	Plant Molecular Genetics		
CHEMISTRY	400501	CY	B	BS	Gainesville	Dan Talham	Ph.D	Chemistry		
CLASSICAL STUDIES	161200	CS	B	BA	Gainesville	Robert Wagman	Ph.D.	Classical St.		
COMPUTER SCIENCE	110101	CSC	B	BS	Gainesville	Stephen Thebaut	Ph.D.	Computer Science		
CRIMINOLOGY	450401	CJ, CJD	B	BA	Gainesville	Marvin Krohn	Ph.D.	Criminology		
EAST ASIAN LANG & LIT - CHINESE	160399	EAC	B	BA	Gainesville	Richard Wang	Ph.D.	Chinese Literature and Religious Studies		
EAST ASIAN LANG & LIT - JAPANESE	160399	EAJ	B	BA	Gainesville	Yumiko Hulvey	Ph.D.	Classical Japanese Literature		
ECONOMICS	450601	ECO	B	BA	Gainesville	Jonathan Hamilton	Ph.D.	Economics		
ENGLISH	230101	EH	B	BA	Gainesville	Pamela Gilbert	Ph.D.	English		
FRENCH	160901	FH	B	BA	Gainesville	Sylvie Blum	Ph.D.	French & Film		
GEOGRAPHY	450701	GPY	B	BA,BS	Gainesville	Peter Waylen	Ph.D.	Geography		
GEOLOGY	400601	GY	B	BA,BS	Gainesville	Mike Perfit	Ph.D.	Geochemistry		
GERMAN	160501	GN	B	BA	Gainesville	Will Hasty	Ph.D.	German		
HISTORY	540101	HY	B	BA	Gainesville	Ida Altman	Ph.D.	History		
INTERDISCIP STUDIES-BASIC BIO & MED	309999	IBM	B	BS	Gainesville	David Julian	Ph.D.	Physiology		
INTERDISCIPLINARY STUDIES	309999	IDS	B	BA,BS	Gainesville	Margaret Fields	Ph.D.	Higher Education		
JEWISH STUDIES	380206	JST	B	BA	Gainesville	Jack Kugelmass	Ph.D.	Anthropology		
LINGUISTICS	160102	LIN	B	BA	Gainesville	Carolyn Wiltshire	Ph.D.	Linguistics		
MATHEMATICS	270101	MS	B	BA,BS	Gainesville	James Keesling	Ph.D	Mathematics		
MICROBIOLOGY & CELL SCIENCE	260503	MCY	B	BS	Gainesville	Alice Harmon	Ph.D	Biochemistry		
PHILOSOPHY	380101	PPY	B	BA	Gainesville	Gene Witmer	Ph.D.	Philosophy		
PHYSICS	400801	PS	B	BA,BS	Gainesville	John Yelton	Ph.D.	Physics		
POLITICAL SCIENCE	451001	PCL	B	BA	Gainesville	Stephen Craig	Ph.D.	Political Science		
PORTUGUESE	160904	POR	B	BA	Gainesville	Charles Perrone	Ph.D.	Luso-Brazilian Literature		
PSYCHOLOGY	420101	PSY	B	BS	Gainesville	Neil Rowland	Ph.D.	Psychology		
RELIGION	380201	RN	B	BA	Gainesville	Vasu Narayanan	Ph.D.	Religion		

RUSSIAN	160402	RSN	B	BA	Gainesville	Galina Rylkova	Ph.D.	Slavic Lang & Lit		
SOCIOLOGY	451101	SY	B	BA	Gainesville	Constance Shehan	Ph.D.	Sociology		
SPANISH	160905	SH	B	BA	Gainesville	David Pharies	Ph.D.	Romance Philogy		
STATISTICS	270501	STA	B	BA,BS	Gainesville	Mike Daniels	Ph.D.	Statistiacs		
WOMEN'S STUDIES	050207	WMS	B	BA	Gainesville	Judith Page	Ph.D.	English		
ZOOLOGY	260701	ZY	B	BS	Gainesville	Bernard Hauser	Ph.D.	Plant Molecular Genetics		

College of Nursing

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
NURSING	511601	NSG	B	BSN	Gainesville	K. Miles	Ed.D.	Educational Psychology	Master's degree in Nursing; 20+ years experience in Nursing Education	

College of Pharmacy

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
PHARMACY/PRE DOCTOR OF PHARMACY	512001	PPD	UG	BS	Gainesville	Michael McKenzie	PhD	Clinical Pharmacy		

College of Public Health and Health Professions

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree(s) Offered	Site of Program	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Coordinator's Other Qualifications for Role (if terminal degree is not in area coordinated)	Notes
COMMUNICATION SCIENCES and DISORDERS	510204	CMS	B	BHS	Gainesville	Scott K. Griffiths	Ph.D.	Audiology		
HEALTH SCIENCE	510000	HES	B	BHS	Gainesville	Stephanie Hanson	Ph.D.	Clinical and Developmental Psychology	Associate Dean of the College	

Part III - 6 University of Florida Academic Coordinators for Graduate Majors

College of Agriculture and Life Sciences

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
AGRICULTURAL & BIOLOGICAL ENGINEERING	140301	ABE	M	MS	Gainesville	Ray Bucklin	Ph.D.	Agricultural Engineering	Y		
AGRICULTURAL & BIOLOGICAL ENGINEERING	140301	ABE	D	PhD	Gainesville	Ray Bucklin	Ph.D.	Agricultural Engineering	Y		
AGRICULTURAL EDUCATION & COMMUNICATION	131301	AEC	M	MS	Gainesville	Brian Myers	Ph.D.	Agricultural Education	Y		
AGRICULTURAL EDUCATION & COMMUNICATION	131301	AEC	M	MS	Distance Education	Brian Myers	Ph.D.	Agricultural Education	Y		
AGRICULTURAL EDUCATION& COMMUNICATION	131301	AEC	D	PhD	Gainesville	Brian Myers	Ph.D.	Agricultural Education	Y		
AGRONOMY	011102	AY	M	MS	Gainesville	Lynn Sollenberger	Ph.D.	Agronomy	Y		
AGRONOMY	011102	AY	D	PhD	Gainesville	Lynn Sollenberger	Ph.D.	Agronomy	Y		
ANIMAL MOLECULAR AND CELLULAR BIOLOGY	260204	AMC	M	MS	Gainesville	Lokenga Badinga	Ph.D.	Animal Science	Y		
ANIMAL MOLECULAR AND CELLULAR BIOLOGY	260204	AMC	D	PhD	Gainesville	Lokenga Badinga	Ph.D.	Animal Science	Y		
ANIMAL SCIENCES	010901	AL	M	MS	Gainesville	Joel Brendemuhl	Ph.D.	Animal Nutrtiion (Non-Ruminant)	Y		
ANIMAL SCIENCES	010901	AL	D	PhD	Gainesville	Joel Brendemuhl	Ph.D.	Animal Nutrition (Non-Ruminant)	Y		
BOTANY	260301	BTY	D	PhD	Gainesville	Colette St. Mary	Ph.D.	Biological Sciences	Y		
ENTOMOLOGY & NEMATOLOGY	260702	EY	M	MS	Gainesville	Heather McAuslane	Ph.D.	Entomology	Y		
ENTOMOLOGY & NEMATOLOGY	260702	EY	M	MS	Distance Education	Heather McAuslane	Ph.D.	Entomology	Y		Concentration also available in Pest Management
ENTOMOLOGY & NEMATOLOGY	260702	EY	D	PhD	Gainesville	Heather McAuslane	Ph.D.	Entomology	Y		
FAMILY, YOUTH AND COMMUNITY SCIENCES	190707	FYC	M	MS, MFYCS	Gainesville	Marilyn Swisher	Ph.D.	Geography	Y	More than 25 years of experience in community development	
FISHERIES AND AQUATIC SCIENCES	030301	FAS	M	MS, MFAS	Gainesville	Charles Cichra	Ph.D.	Wildlife and Fisheries Sciences	Y		
FISHERIES AND AQUATIC SCIENCES	030301	FAS	D	PhD	Gainesville	Charles Cichra	Ph.D.	Wildlife and Fisheries Sciences	Y		
FOOD & RESOURCE ECONOMICS	010103	FRE	M	MS	Gainesville	RJ Burkhardt	Ph.D.	Philosophy	Y	More than 20 years of academic experience; graduate minor in economics; expertise in ethics and policy in the food system	
FOOD & RESOURCE ECONOMICS	010103	FRE	D	PhD	Gainesville	RJ Burkhardt	Ph.D.	Philosophy	Y	More than 20 years of academic experience; graduate minor in economics; expertise in ethics and policy in the food system	
FOOD SCIENCE & HUMAN NUTRITION	011001	FS	M	MS	Gainesville	Harry Sitren	Ph.D.	Nutritional Biochemistry	Y		

FOOD SCIENCE & HUMAN NUTRITION	011001	FS	D	PhD	Gainesville	Harry Sitren	Ph.D.	Nutritional Biochemistry	Y		
FOREST RESOURCES AND CONSERVATION	030501	FRC	M	MS, MFRC	Gainesville	George Blakeslee	Ph.D.	Forestry and Environmental Studies	Y		
FOREST RESOURCES AND CONSERVATION	030501	FRC	D	PhD	Gainesville	George Blakeslee	Ph.D.	Forestry and Environmental Studies	Y		
GENETICS AND GENOMICS	260801	GEN	D	PhD	Gainesville	Wilfred Vermerris	Ph.D.	Genetics	Y		
HORTICULTURAL SCIENCES	011103	HS	M	MS	Gainesville	Steven Sargent	Ph.D.	Agricultural Engineering	Y	More than 25 years of academic experience; expertise in postharvest quality and safety of fresh fruits and vegetables	Additional concentration available in Environmental Horticulture
HORTICULTURAL SCIENCES	011103	HS	D	PhD	Gainesville	Steven Sargent	Ph.D.	Agricultural Engineering	Y	More than 25 years of academic experience; expertise in postharvest quality and safety of fresh fruits and vegetables	Additional concentration available in Environmental Horticulture
INTERDISCIPLINARY ECOLOGY	261301	ECL	M	MS	Gainesville	Steven Humphrey	Ph.D.	Zoology	Y	More than 30 years of academic experience; expertise in wildlife ecology	
INTERDISCIPLINARY ECOLOGY	261301	ECL	D	PhD	Gainesville	Steven Humphrey	Ph.D.	Zoology	Y	More than 30 years of academic experience; expertise in wildlife ecology	
MICROBIOLOGY & CELL SCIENCE	260503	MCB	M	MS	Gainesville	KT Shanmugam	Postdoc	Cell Physiology	Y		
MICROBIOLOGY & CELL SCIENCE	260503	MCB	D	PhD	Gainesville	KT Shanmugam	Postdoc	Cell Physiology	Y		
NUTRITIONAL SCIENCES	301901	NUT	D	PhD	Gainesville	Mitchell Knutson	Ph.D.	Nutrition	Y		
PLANT MEDICINE	011199	DPM	D	DPM	Gainesville	Robert McGovern	Ph.D.	Plant Pathology	Y		
PLANT MOLECULAR AND CELLULAR BIOLOGY	260308	PMB	M	MS	Gainesville	Mark Settles	Ph.D.	Genetics	Y		
PLANT MOLECULAR AND CELLULAR BIOLOGY	260308	PMB	D	PhD	Gainesville	Mark Settles	Ph.D.	Genetics	Y		
PLANT PATHOLOGY	260305	PT	M	MS	Gainesville	Jeffrey Rollins	Ph.D.	Plant Pathology	Y		
PLANT PATHOLOGY	260305	PT	D	PhD	Gainesville	Jeffrey Rollins	Ph.D.	Plant Pathology	Y		
SOIL AND WATER SCIENCE	011201	SLS	M	MS	Gainesville	James Jawitz	Ph.D.	Environmental Engineering	Y		
SOIL AND WATER SCIENCE	011201	SLS	M	MS	Distance Education	Sabine Grunwald	Ph.D.	Environmental Sciences	Y		

SOIL AND WATER SCIENCE	011201	SLS	D	PhD	Gainesville	James Jawitz	Ph.D.	Environmental Engineering	Y		
WILDLIFE ECOLOGY AND CONSERVATION	030601	WIE	M	MS	Gainesville	Wiley Kitchens	Ph.D.	Zoology/Marine Science	Y		
WILDLIFE ECOLOGY AND CONSERVATION	030601	WIE	D	PhD	Gainesville	Wiley Kitchens	Ph.D.	Zoology/Marine Science	Y		

College of Business Administration

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
ACCOUNTING	520301	ATG	M	Master of Accounting	Gainesville	Stephen Asare	Ph.D.	Accounting	Y		
BUSINESS ADMINISTRATION	520201			MBA	Gainesville	S. Selcuk Erenguc	DBA	Quantitative Business Analysis	Y	This is a general business degree. The coordinator consults with the department faculty on curriculum matters.	Multiple concentrations including: Competitive Strategy, Entrepreneurship, Finance, General Business, Global Management, Human Resources Management, Information Systems and Operations Management, International Studies, Latin American Business, Management, Marketing, Real Estate, Security Analysis, and Sports Management
BUSINESS ADMINISTRATION-GENERAL	520201		M	MBA	Distance Education	S. Selcuk Erenguc	DBA	Quantitative Business Analysis	Y	This is a general business degree. The coordinator consults with the different departmental faculties on curriculum matters.	
BUSINESS ADMINISTRATION-GENERAL	520201		M	MBA	Sunrise, Florida	S. Selcuk Erenguc	DBA	Quantitative Business Analysis	Y	This is a general business degree. The coordinator consults with the different departmental faculties on curriculum matters.	
BUSINESS ADMINISTRATION	520201		D	PhD	Gainesville						Concentrations in Marketing, Management, Insurance, Information Systems and Operations Management, Real Estate and Urban Analysis, Accounting and Finance
MARKETING		BAK	D	PhD	Gainesville	Lyle Brenner	Ph.D.	Psychology	Y	Dr. Brenner is tenured in the Department of Marketing. He has published in leading Academic journals in Marketing.	Concentration in Marketing
MANAGEMENT		BAM	D	PhD	Gainesville	Jason Colquitt	Ph.D.	Management	Y		Concentration in Management

INSURANCE		BAI	D	PhD	Gainesville	Michael Ryngaert	Ph.D.	Finance	Y	Insurance is part of the Finance Department.	Concentration in Insurance
INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT		BAO	D	PhD	Gainesville	Anand Paul	Ph.D.	Operations Management	Y		Concentration in Information Systems and Operations Management
REAL ESTATE AND URBAN ANALYSIS		BAR	D	PhD	Gainesville	Michael Ryngaert	Ph.D.	Finance	Y	Real Estate is part of the Finance Department	Concentration in Real Estate and Urban Analysis
ACCOUNTING		BAA	D	PhD	Gainesville	Stephen Asare	Ph.D.	Accounting	Y		Concentration in Accounting
FINANCE		BAF	D	PhD	Gainesville	Michael Ryngaert	Ph.D.	Finance	Y		Concentration in Finance
ECONOMICS	450601	ES	M	MA	Gainesville	Steven Slutsky	Ph.D.	Economics	Y		
ECONOMICS	450601	ESD	D	PhD	Gainesville	Steven Slutsky	Ph.D.	Economics	Y		
BUSINESS ADMINISTRATION	520201		M	MS, MA	Gainesville	S. Selcuk Erenguc	DBA	Quantitative Business Analysis	Y	This is a general business degree. The coordinator consults with the department faculty on curriculum matters.	Concentrations in Management, Entrepreneurship, Information Systems and Operational Management, International Business, Geriatric Care Management, and Health Care Risk Management
BUSINESS ADMINISTRATION	520201		M	MS	Distance Education	Arnold Heggestad	Ph.D.	Economics	Y	Dr. Heggestad is the founding director of the Entrepreneurship program. He has designed and developed many of the courses offered in the program.	Concentration in Entrepreneurship
FINANCE	520801	FIN	M	MS	Gainesville	David Brown	Ph.D.	Economics	Y	Dr. Brown is tenured in the Department of Finance. He has published in leading Academic journals in Finance.	
MARKETING	521401	MKG	M	MS	Gainesville	Lyle Brenner	Ph.D.	Psychology	Y	Dr. Brenner is tenured in the Department of Marketing. He has published in leading Academic journals in Marketing.	
REAL ESTATE	521501	REE	M	MS	Gainesville	David Ling	Ph.D.	Real Estate and Financial Economics	Y		
REAL ESTATE & URBAN ANALYSIS	521501	REA	M	MS	Gainesville	David Ling	Ph.D.	Real Estate and Financial Economics	Y		

College of Dentistry

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
DENTAL SCIENCES											Specializations in endodontics, orthodontics, periodontics, prothodontics
ENDODONTICS	510501	END	M	MS	Gainesville	Roberta Pileggi	D.D.S.	Dentistry	Y		
ORTHODONTICS	510501	ORT	M	MS	Gainesville	Timothy Wheeler	D.M.D.	Dentistry	Y		
PERIODONTICS	510501	PER	M	MS	Gainesville	Tord Lundgren	D.M.D.	Dentistry	Y		
PROSTHODONTICS	510501	PRO	M	MS	Gainesville	Edgar O'Neill	D.D.S.	Dentistry	N		
DENTISTRY	510401	DEN	P	DMD	Gainesville	Teresa Dolan	D.D.S.	Dentistry	Y		

College of Design, Construction and Planning

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
ARCHITECTURE	040201	AE	M	M Arch	Gainesville	Nancy Clark	MArch	Architecture	Y		
ARCHITECTURE	040201	ARC	M	MS	Gainesville	Nancy Clark	MArch	Architecture	Y		
DESIGN, CONSTRUCTION AND PLANNING	040201	DCP	D	PhD	Gainesville	Paul Zwick	PhD	Environmental Engineering Sciences	Y		
FIRE SCIENCE	430203		M	MS	Distance Education	Raymond Issa	PhD	Engineering, Law	Y		Approved but not yet active
HISTORIC PRESERVATION	301201	HP	M	MHP	Gainesville	Roy Graham	MArch	Architecture	Y		
INTERIOR DESIGN	500408	IR	M	MID	Gainesville	Maruja Torres	PhD	Interior Design	Y		
LANDSCAPE ARCHITECTURE	040601	LAE	M	MLA	Gainesville	Tina Gurucharri	MLA	Landscape Architecture	Y		
URBAN & REGIONAL PLANNING	040301	URP	M	MAURP	Gainesville	Richard Schneider	PhD	Political Science/Public Administration	Y		
BUILDING CONSTRUCTION	151001	BCN	M	MS	Gainesville	Raymond Issa	PhD/JD	Engineering/Law	Y		
INTERNATIONAL CONSTRUCTION MGT	151005	ICM	M	MS	Distance Education	Raymond Issa	PhD/JD	Engineering/Law	Y		

College of Education

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
MENTAL HEALTH COUNSELING	511508	ACD	M	Med/MAE	Gainesville	Cirecie West-Olatunji	PhD	Mental Health Counseling	Y		
MENTAL HEALTH COUNSELING	511508	ACD	S	EdS	Gainesville	Cirecie West-Olatunji	PhD	Mental Health Counseling	Y		

MENTAL HEALTH COUNSELING	511508	ACD	D	PhD	Gainesville	Ellen Amatea	PhD	Counselor Education	Y	The coordinator oversees the PhD program and specializes in counseling	
CURRICULUM & INSTRUCTION (EDD ONLY)	130301	CCD	D	EdD	Gainesville; Distance Education	Sevan Terzian	PhD	History of Ed	Y	The curriculum and Instruction degree emcompasses several fields. The coordinator's area of expertise is included in the degrees offered in the department.	
CURRICULUM & INSTRUCTION	130301	CUI	M	MEd, MAE	Gainesville; Distance Education	Sevan Terzian	PhD	History of Ed	Y	The curriculum and Instruction degree emcompasses several fields. The coordinator's area of expertise is included in the degrees offered in the department.	
CURRICULUM & INSTRUCTION	130301	CUI	S	EdS	Gainesville; Distance Education	Sevan Terzian	PhD	History of Ed	Y	The curriculum and Instruction degree emcompasses several fields. The coordinator's area of expertise is included in the degrees offered in the department.	
CURRICULUM & INSTRUCTION	130301	CUI	D	PhD	Gainesville	Sevan Terzian	PhD	History of Ed	Y	The curriculum and Instruction degree emcompasses several fields. The coordinator's area of expertise is included in the degrees offered in the department.	
ELEMENTARY EDUCATION	131202	ECD	M	MEd	Gainesville	Suzanne Colvin	PhD	Curr and Inst	N	Specialization in K-12 education and teacher professional development. Former elementary school principal.	
EDUCATIONAL LEADERSHIP	130401	EDA	M	Med/MAE	Gainesville	Linda Eldridge	PhD	Educational Administration	Y		
EDUCATIONAL LEADERSHIP	130401	EDA	S	EdS	Gainesville	Linda Eldridge	PhD	Educational Administration	Y		
EDUCATIONAL LEADERSHIP	130401	EDA	S	EdS	Distance Education	Linda Eldridge	PhD	Educational Administration	Y		
EDUCATIONAL LEADERSHIP	130401	EDA	D	PhD	Gainesville	Linda Eldridge	PhD	Educational Administration	Y		
EDUCATIONAL LEADERSHIP	130401	EDA	D	EdD	Distance Education	Linda Eldridge	PhD	Educational Administration	Y		
ENGLISH LANGUAGE ARTS EDUCATION	131305	EED	M	MEd/MAE	Gainesville	Barbara Pace	PhD	Curriculum and Instruction	Y	Speciality in English Education and Media Literacy	
MARRIAGE AND FAMILY COUNSELING	511505	EDC	M	Med/MAE	Gainesville	Silvia Echevarria-Doan	PhD	Marriage and Family Therapy	Y		
MARRIAGE AND FAMILY COUNSELING	511505	EDC	S	EdS	Gainesville	Silvia Echevarria-Doan	PhD	Marriage and Family Therapy	Y		
MARRIAGE AND FAMILY COUNSELING	511505	EDC	D	PhD	Gainesville	Ellen Amatea	PhD	Counselor Eduication	Y	The coordinator oversees the PhD program and specializes in counseling	
SPECIAL EDUCATION	131001	EDH	M	MEd (UEP)	Gainesville	Penny Cox	Ph.D.	Special Education	N		
SPECIAL EDUCATION	131001	EDH	M	M Ed (Teach Well)	Distance Education	Penny Cox	Ph.D.	Special Education	N		
SPECIAL EDUCATION	131001	EDH	D	PhD and EdD	Gainesville	Cynthia Griffin	Ph.D.	Special Education	Y		
SPECIAL EDUCATION	131001	EDH	S	EdS	Distance Education	Cynthia Griffin	Ph.D.	Special Education	Y		

RESEARCH AND EVALUATION METHODOLOGY	130603	ERT	M	Med/MAE	Gainesville	David Miller	PhD	Research Methods and Evaluation	Y		
RESEARCH AND EVALUATION METHODOLOGY	130603	ERT	S	EdS	Gainesville	David Miller	PhD	Research Methods and Evaluation	Y		
RESEARCH AND EVALUATION METHODOLOGY	130603	ERT	D	PhD	Gainesville	David Miller	PhD	Research Methods and Evaluation	Y		
HIGHER EDUCATION ADMIN	130406	HIE	S	EdS	Gainesville	Dale Campbell	PhD	Educational Administration	Y	Specialization is higher education administration	
HIGHER EDUCATION ADMIN	130406	HIE	D	EdD/PhD	Gainesville	Dale Campbell	PhD	Educational Administration	Y	Specialization is higher education administration	
MATHEMATICS EDUCATION	131311	MAE	M	MEd, MAE	Gainesville	Stephen Pape	PhD	Ed Psych--Human Learning & Instruction	Y	Concentration in mathematics education	
EARLY CHILDHOOD EDUCATION	131210	PRE	M	MEd, MAE	Gainesville	Hazel Jones	PhD	Education and Human Development	Y	Concentration in Early Childhood Special Education	
READING EDUCATION	131315	RDE	M	MEd, MAE	Gainesville	Zhihui Fang	PhD	Reading	Y		
SCIENCE EDUCATION	131316	SCE	M	MEd, MAE	Gainesville	Linda Jones	PhD	Science Ed	Y		
SCHOOL COUNSELING & GUIDANCE	131101	SCG	M	Med/MAE	Gainesville	Andrea Dixon	PhD	Counseling and Counselor Education	Y		
SCHOOL COUNSELING & GUIDANCE	131101	SCG	S	EdS	Gainesville	Andrea Dixon	PhD	Counseling and Counselor Education	Y		
SCHOOL COUNSELING & GUIDANCE	131101	SCG	D	PhD	Gainesville	Ellen Amatea	PhD	Counselor Education	Y	The coordinator oversees the PhD program and specializes in counseling	
SCHOOL PSYCHOLOGY	421701	SCP	M	MAE, MEd	Gainesville	Nancy Waldron	PhD	School Psychology	Y		
SCHOOL PSYCHOLOGY	421701	SCP	S	EdS	Gainesville	Nancy Waldron	PhD	School Psychology	Y		
SCHOOL PSYCHOLOGY	421701	SCP	D	PhD, EdD	Gainesville	Nancy Waldron	PhD	School Psychology	Y		
STUDENT PERSONNEL IN HIGHER EDUCATION	131102	SPH	M	Med/MAE	Gainesville	Luis Ponjuan	PhD	Higher Education	Y	specialization is student issues in higher education	
STUDENT PERSONNEL IN HIGHER EDUCATION	131102	SPH	S	EdS	Gainesville	Luis Ponjuan	PhD	Higher Education	Y	specialization is student issues in higher education	
SOCIAL STUDIES EDUCATION	131317	SSE	M	MEd, MAE	Gainesville	Elizabeth Washington	PhD	Curr & Inst	Y	Concentration in social studies education	

College of Engineering

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
AGRIC & BIOLOGICAL ENG	140301	ABE	D	PhD	Gainesville	Ray Bucklin	Ph.D.	Ag Eng	Y		
AGRIC & BIOLOGICAL ENG	140301	ABE	M	MS/ME	Gainesville	Ray Bucklin	Ph.D.	Ag Eng	Y		
AGRIC & BIOLOGICAL ENG	140301	ABE	R	Eng	Gainesville	Jim Leary	Ph.D.	ABE	Y		
AEROSPACE ENGINEERING	140201	ASD	M	MS, ME	Distance Education	David Mikolaitis	Ph.D.	Engr Mechanics	Y		
AEROSPACE ENGINEERING	140201	ASE	D	PhD	Gainesville	David Mikolaitis	Ph.D.	Engr Mechanics	Y		
AEROSPACE ENGINEERING	140201	ASE	M	MS, ME	Gainesville	David Mikolaitis	Ph.D.	Engr Mechanics	Y		
AEROSPACE ENGINEERING	140201	ASE	R	Engr	Gainesville	David Mikolaitis	Ph.D.	Engr Mechanics	Y		

BIOMEDICAL ENGINEERING	140501	BME	D	PhD	Gainesville	Johannes van Oostrom	Ph.D.	Electrical Engineering	Y	12 years research/teaching experience in BME - For a recent discipline like BME, academic leaders world-wide typically have degrees in other engineering fields	
BIOMEDICAL ENGINEERING	140501	BME	M	M Eng	Gainesville	Johannes van Oostrom	Ph.D.	Electrical Engineering	Y	12 years research/teaching experience in BME - For a recent discipline like BME, academic leaders world-wide typically have degrees in other engineering fields	
CIVIL ENGINEERING	140801	CE	D	Ph.D.	Gainesville	Dr. Mang Tia	Ph.D.	Civil Engineering	Y		
CIVIL ENGINEERING	140801	CE	M	M Eng, MS	Gainesville	Dr. Mang Tia	Ph.D.	Civil Engineering	Y		
CIVIL ENGINEERING	140801	CED	M	MS	Distance Education	Dr. Ralph Ellis	Ph.D.	Civil Engineering	Y		
COMPUTER ENGINEERING - CISE	140901		D	PhD	Gainesville	Joe Wilson	PhD	CS/CE	Y		
COMPUTER ENGINEERING - CISE	140901		M	MS, M Eng	Gainesville	Joe Wilson	PhD	CS/CE	Y		
COMPUTER ENGINEERING - CISE	140901		R	Engr	Gainesville	Joe Wilson	PhD	CS/CE	Y		
COMPUTER ENGINEERING - CISE	140901	CID	M	MS	Distance Education	Joe Wilson	PhD	CS/CE	Y		
CHEMICAL ENGINEERING	140701	CHE	D	PHD	Gainesville	Anuj Chauhan	PhD	Chemical Engineering	Y		
CHEMICAL ENGINEERING	140701	CHE	M	ME/MS	Gainesville	Anuj Chauhan	PhD	Chemical Engineering	Y		
CHEMICAL ENGINEERING	140701	CHE	R	Eng	Gainesville	Anuj Chauhan	PhD	Chemical Engineering	Y		
COASTAL & OCEANOGRAPHIC ENGINEERING	142401	COA	D	PhD	Gainesville	Dr. Arnoldo Valle-Levinso	Ph.D.	Oceanography	Y		
COASTAL & OCEANOGRAPHIC ENGINEERING	142401	COA	M	M.S./M.E.	Gainesville	Dr. Arnoldo Valle-Levinso	Ph.D.	Oceanography	Y		
DIGITAL ARTS AND SCIENCES	500706	DAS	M	MS	Gainesville	Paul Fishwick	PhD	CS/CE	Y		
ELECTRICAL/COMPUTER ENG	141001	EE	D	PhD	Gainesville	Bosman	PhD	Physics	Y	20+ years of teaching and research in EE	
ELECTRICAL/COMPUTER ENG	141001	EE	M	MS, ME	Gainesville	Bosman	PhD	Physics	Y	20+ years of teaching and research in EE	
ELECTRICAL/COMPUTER ENG	141001	EE	R	Engineer	Gainesville	Bosman	PhD	Physics	Y	20+ years of teaching and research in EE	
ELECTRICAL/COMPUTER ENG	141001	EEG	M	MS, ME	Distance Education	Bosman	PhD	Physics	Y	20+ years of teaching and research in EE	
ENVIRONMENTAL ENG SCI	141401	ENE	D	Ph.D	Gainesville	Dr. David Mazyck	Ph.D	Environmental Engineering	Y		
ENVIRONMENTAL ENG SCI	141401	ENE	M	MS/ME	Gainesville	Dr. David Mazyck	Ph.D	Environmental Engineering	Y		
ENVIRONMENTAL ENG SCI	141401	ENE	R	Engineer	Gainesville	Dr. David Mazyck	Ph.D	Environmental Engineering	Y		
ENVIRONMENTAL ENG SCI	141401	ENG	M	MS/ME	Distance Education	Dr. David Mazyck	Ph.D	Environmental Engineering	Y		
INDUSTRIAL/SYSTEMS ENG	142701	ISD	M	MS, ME	Distance Education	J. P. Geunes	PhD	Management Science & Operations Research	Y		
INDUSTRIAL/SYSTEMS ENG	142701	ISE	D	PhD	Gainesville	J.C. Smith	PhD	Industrial and Systems Eng.	Y		
INDUSTRIAL/SYSTEMS ENG	142701	ISE	M	MS, ME	Gainesville	S. X. Bai	PhD	Operations Research	Y		

INDUSTRIAL/SYSTEMS ENG	142701	ISE	R	Engr	Gainesville	J.C. Smith	PhD	Industrial and Systems Eng.	Y		
MECHANICAL ENGINEERING	141901	ME	D	PhD	Gainesville	David Mikolaitis	PhD	Engr Mechanics	Y		
MECHANICAL ENGINEERING	141901	ME	M	MS, ME	Gainesville	David Mikolaitis	PhD	Engr Mechanics	Y		
MECHANICAL ENGINEERING	141901	ME	R	Engr	Gainesville	David Mikolaitis	PhD	Engr Mechanics	Y		
MECHANICAL ENGINEERING	141901	MED	M	MS	Distance Education	David Mikolaitis	PhD	Engr Mechanics	Y		
MATERIALS SCI & ENG	141801	MTD	M	MS, ME	Distance Education	John J. Mecholsky, Jr.	PhD	Materials Eng	Y		
MATERIALS SCI & ENG	141801	MTL	D	PhD	Gainesville	John J. Mecholsky, Jr.	PhD	Materials Eng	Y		
MATERIALS SCI & ENG	141801	MTL	M	MS, ME	Gainesville	John J. Mecholsky, Jr.	PhD	Materials Eng	Y		
MATERIALS SCI & ENG	141801	MTL	R	Engr	Gainesville	John J. Mecholsky, Jr.	PhD	Materials Eng	Y		
NUCLEAR ENG SCIENCES	142301	NES	D	NES - Nuclear Engineering	Gainesville	Ali Haghighat	PhD	Nuclear Engineering	Y		Concentrations in nuclear engineering and nuclear medical engineering
NUCLEAR ENG SCIENCES	142301	NES	D	NES - Medical Physics	Gainesville	David Hintenlang	PhD	Physics	Y		Concentrations in nuclear engineering and nuclear medical engineering
NUCLEAR ENG SCIENCES	142301	NES	M	NES - Nuclear Engineering	Gainesville	Ali Haghighat	PhD	Nuclear Engineering	Y		Concentrations in nuclear engineering and nuclear medical engineering
NUCLEAR ENG SCIENCES	142301	NES	M	NES - Medical Physics	Gainesville	David Hintenlang	PhD	Physics	Y		Concentrations in nuclear engineering and nuclear medical engineering
NUCLEAR ENG SCIENCES	142301	NES	R	NES - Nuclear Engineering	Gainesville	Ali Haghighat	PhD	Nuclear Engineering	Y		

College of Fine Arts

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
ART	500702										Concentrations and coordinators listed below
		ART	M	Art (emph. Ceramics)	Gainesville	Linda Arbuckle	MFA	Ceramics	Y		
		ART	M	Art (emph. Creative Photography)	Gainesville	Wes Kline	MFA	Photography	Y		
		ART	M	MFA, Studio Art (emph. Painting)	Gainesville	Ron Janowich	MFA	Art	Y		
		ART	M	MFA, Studio Art (emph. Drawing)	Gainesville	Lauren Lake	MFA	Drawing	Y		
		ART	M	MFA, Studio Art (emph. Graphic Design)	Gainesville	Brian Slawson	MFA	Art	Y		
		ART	M	MFA, Studio Art (emph. Digital Media)	Gainesville	Jack Stenner	MFA	Architecture (emph. Computer visualization)	Y		
		ART	M	MFA, Studio Art (emph. Scultpure)	Gainesville	Celeste Roberge	MFA	Sculpture	Y		

		ART	M	MFA, Studio Art (emph. Printmaking)	Gainesville	Robert Mueller	MFA	Printmaking	Y		
ART EDUCATION	131302	ARD	M	MA, Art Education (online program)	Distance Education	Craig Roland	EdD	Art Education	Y		Approved program that has not started yet
ART EDUCATION	131302	EAR	M	MA, Art Education	Gainesville	Craig Roland	EdD	Art Education	Y		
ART HISTORY	500703	HYA	M	MA, Art History	Gainesville	Robert Westin	PhD	Art History	Y		
ART HISTORY	500703	HYA	D	PhD, Art History	Gainesville	Robert Westin	PhD	Art History	Y		
DIGITAL ARTS AND SCIENCES	500706	DAR	M	MA, Digital Arts and Sciences	Gainesville	James Oliverio	PhD	Interdisciplinary Studies/Music Composition	Y		
MUSEOLOGY	301401	MUS	M	MA, Museum Studies	Gainesville	Greg Willumson	PhD	Art History	Y		
MUSIC	500901		M								Multiple concentrations listed below with coordinators
		MSC	M	MM, Performance	Gainesville	Leslie Odom	DMA	Music Performance	Y		
		MUA	M	MM, Composition	Gainesville	Paul Richards (co-chair)	DMA	Composition	Y		
		MUA	M	MM, Composition	Gainesville	James Paul Sain (co-chair)	DMA	Composition	Y		
		MUA	M	MM, History and Literature	Gainesville	Larry Crook	PhD	Musicology	Y		
		MUA	M	MM, Sacred Music	Gainesville	Laura Ellis	DMA	Organ Performance	Y	MM, Church Music	
MUSIC	500901	MUA	D	PhD, Composition	Gainesville	Paul Richards (co-chair)	DMA	Composition	Y		
	500901	MUA	D	PhD, Composition	Gainesville	James Paul Sain (co-chair)	DMA	Composition	Y		
MUSIC	500901	MUA	D	Phd, Music History and Literature	Gainesville	Larry Crook	PhD	Musicology	Y		
MUSIC EDUCATION	131312	MUE	M	MM, Music Education	Gainesville	Russell Robinson	PhD	Music Education	Y		
MUSIC EDUCATION	131312	MUE	D	PhD, Music Education	Gainesville	Russell Robinson	PhD	Music Education	Y		
THEATRE	500501	THE	M	MFA, Theatre (emph. Acting)	Gainesville	Mikell Pinkney	PhD	Theatre	Y		
THEATRE	500501	THE	M	MFA, Theatre (emph. Design and Technology)	Gainesville	Paul Favini	MFA	Costume Design	Y		

College of Health and Human Performance

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
APPLIED PHYSIOLOGY AND KINESIOLOGY	260908	APK	M	MS	Gainesville	Chris Janelle	Ph.D.	Health & Human Performance	Y	PhD degree specialization was sport psychology	

HEALTH & HUMAN PERFORMANCE	260908	HHP	D	PhD	Gainesville	Kelli McCormack Brown	Ph.D.	Education	Y	Concentration in health education	
HEALTH EDUCATION AND BEHAVIOR	512208	HEB	M	MS	Gainesville	Virginia Dodd	Ph.D.	Public Health	Y	PhD degree concentration in public heath education & behavior	
RECREATION, PARKS AND TOURISM	310301	RPT	M	MS	Gainesville	Robert Beland	Ph.D.	Therapuetic Recreation	Y		
SPORT MANAGEMENT	310504	SPM	M	MS	Gainesville	J O Spengler	Ph.D.	Health & Human Performance	Y	PhD degree specialization was sport management; faculty also a holds a JD with specialization in sport law	

College of Journalism and Communication

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
ADVERTISING	90903	ADV	M	Master of ADV	Gainesville	Debbie Treise	Ph.D.	Mass Comm	Y	BS - Adv; MA, PhD with advertising emphasis; 19 years professional experience	
MASS COMMUNICATION	90102	COM	M	M.A.	Gainesville	Debbie Treise	Ph.D.	Mass Comm	Y		
MASS COMMUNICATION	90102	COM	D	Ph.D.	Gainesville	Debbie Treise	Ph.D.	Mass Comm	Y		

College of Law

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
LAW	220101	LW	P	JD	Gainesville	Robert Jerry	J.D.	Law	No	Dean Jerry is primarily on administrative appointment	
ENVIR & LAND USE LAW	220207	ELU	M	LL.M.	Gainesville	Alyson Flournoy	J.D.	Law	Yes		
INTERNATIONAL TAXATION	220210	TXI	M	LL.M.	Gainesville	Paul McDaniel	LL.B.	Law	Yes		
COMPARATIVE LAW	220211	CLW	M	LL.M.	Gainesville	David Hudson	LL.M	Law	Yes		Comparative Law/Taxation is single degree program with different tracks
TAXATION Specialty		TAX	M	LL.M.	Gainesville	Michael Friel	LL.M.	Law	Yes		Comparative Law/Taxation is single degree program with different tracks
TAXATION Specialty		TXD	D	SJD	Gainesville	Michael Friel	LL.M.	Law	Yes		Comparative Law/Taxation is single degree program with different tracks

College of Liberal Arts and Sciences

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
ANTHROPOLOGY	450201	APY	M	MA	Gainesville	Allan Burns	PhD	Anthropology	Y		
ANTHROPOLOGY	450201	APY	D	PhD	Gainesville	Allan Burns	PhD	Anthropology	Y		
ASTRONOMY	400201	ATY	M	MS	Gainesville	Rafael Guzman	PhD	Astronomy	Y		
ASTRONOMY	400201	ATY	D	PhD	Gainesville	Rafael Guzman	PhD	Astronomy	Y		
BOTANY	260301	BOT	M	MS	Gainesville	Alice Harmon	PhD	Biochemistry	Y	Biochemistry of plants	

BOTANY	260301	BOT	D	PhD	Gainesville	Alice Harmon	PhD	Biochemistry	Y		
COMPUTER SCIENCE	110101	CSC	M	MS	Gainesville	Stephen Thebaut	Ph.D.	Computer Science	Y		
COMPUTER SCIENCE	110101	CSC	D	PhD	Gainesville	Stephen Thebaut	Ph.D.	Computer Science	Y		
CRIMINOLOGY, LAW AND SOCIETY	450401	CLS	M	MA	Gainesville	Marvin Krohn	PhD	Criminology	Y		
CRIMINOLOGY, LAW AND SOCIETY	450401	CLS	D	PhD	Gainesville	Marvin Krohn	PhD	Criminology	Y		
CREATIVE WRITING	230501	CRW	M	MFA	Gainesville	Padgett Powell	MA	English	Y		
CLASSICAL STUDIES	161200	CS	M	MA	Gainesville	Robert Wagman	PhD	Classical Std.	Y		
CLASSICAL STUDIES	161200	CS	D	PhD	Gainesville	Robert Wagman	PhD	Classical Std.	Y		
CLASSICAL STUDIES	161200	CS	D	PhD	Distance Education	Robert Wagman	PhD	Classical Std.	Y		Concentrations available in Classical Civilization and Latin and Roman Studies
COUNSELING PSYCHOLOGY	420601	CSP	D	PhD	Gainesville	Neil Rowland	PhD	Psychology	Y		
CHEMISTRY	400501	CY	M	MS	Gainesville	Dan Talham	PhD	Chemistry	Y		
CHEMISTRY	400501	CY	D	PhD	Gainesville	Dan Talham	PhD	Chemistry	Y		
ENGLISH	230101	EH	M	MA	Gainesville	Pamela Gilbert	PhD	English	Y		
ENGLISH	230101	EH	D	PhD	Gainesville	Pamela Gilbert	PhD	English	Y		
FRENCH	160901	FH	M	MA	Gainesville	B. Weltman-Alron	PhD	French	Y		
GENETICS AND GENOMICS	260801	GEN	D	PhD	Gainesville	Wilfred Vermerris	PhD	Genetics	Y		
GERMAN	160501	GN	M	MA	Gainesville	Barbara Mennel	PhD	German Studies	Y		
GERMAN	160501	GN	D	PhD	Gainesville	Barbara Mennel	PhD	German Studies	Y		
GEOGRAPHY	450701	GPY	M	MA,MS	Gainesville	Peter Waylen	PhD	Geography	Y		
GEOGRAPHY	450701	GPY	D	PhD	Gainesville	Peter Waylen	PhD	Geography	Y		
GEOLOGY	400601	GY	M	MS	Gainesville	Mike Perfit	PhD	Geochemistry	Y		
GEOLOGY	400601	GY	D	PhD	Gainesville	Mike Perfit	PhD	Geochemistry	Y		
HISTORY	540101	HY	M	MA	Gainesville	Ida Altman	PhD	History	Y		
HISTORY	540101	HY	D	PhD	Gainesville	Ida Altman	PhD	History	Y		
POL SCI-INTERNATIONAL RELATIONS	450901	INR	M	MA	Gainesville	Steve Craig	PhD	Political Sci.	Y		
LATIN AMERICAN STUDIES	050107	LA	M	MA	Gainesville	Philip Williams	PhD	Politics	Y		
LINGUISTICS	160102	LIN	M	MA	Gainesville	Carolyn Wiltshire	PhD	Linguistics	Y		
LINGUISTICS	160102	LIN	D	PhD	Gainesville	Carolyn Wiltshire	PhD	Linguistics	Y		
LATIN	161203	LN	M	MA	Gainesville	Andrew Wolpert	PhD	Greek History	Y		
LATIN	161203	LN	M	MA	Distance Education	Velvet Yates	PhD	Greek Philosophy	Y		
MATHEMATICS	270101	MS	M	MS	Gainesville	James Keesling	PhD	Mathematics	Y		
MATHEMATICS	270101	MS	D	PhD	Gainesville	James Keesling	PhD	Mathematics	Y		
POLITICAL SCIENCE	451001	PCL	M	MA	Gainesville	Steve Craig	PhD	Political Science	Y		
POLITICAL SCIENCE	451001	PCL	D	PhD	Gainesville	Steve Craig	PhD	Political Science	Y		
PHILOSOPHY	380101	PPY	M	MA	Gainesville	Gene Witmer	PhD	Philosophy	Y		
PHILOSOPHY	380101	PPY	D	PhD	Gainesville	Gene Witmer	PhD	Philosophy	Y		
PHYSICS	400801	PS	M	MS	Gainesville	John Yelton	PhD	Physics	Y		
PHYSICS	400801	PS	D	PhD	Gainesville	John Yelton	PhD	Physics	Y		
PSYCHOLOGY	420101	PSY	M	MA,MS	Gainesville	Neil Rowland	PhD	Psychology	Y		
PSYCHOLOGY	420101	PSY	D	PhD	Gainesville	Neil Rowland	PhD	Psychology	Y		
ROMANCE LANGUAGES-FRENCH	160999	RLF	D	PhD	Gainesville	B. Weltman-Alron	PhD	French	Y		
ROMANCE LANGUAGES-SPANISH	160999	RLS	D	PhD	Gainesville	David Pharies	PhD	Romance Philology	Y		
RELIGION	380201	RN	M	MA	Gainesville	Vasu Narayanan	PhD	Religion	Y		
RELIGION	380201	RN	D	PhD	Gainesville	Vasu Narayanan	PhD	Religion	Y		
STATISTICS	270501	STA	M	MSTAT, MSSTAT	Gainesville	Mike Daniels	PhD	Statistics	Y		
STATISTICS	270501	STA	D	PhD	Gainesville	Mike Daniels	PhD	Statistics	Y		
SOCIOLOGY	451101	SY	M	MA	Gainesville	Connie Shehan	PhD	Sociology	Y		
SOCIOLOGY	451101	SY	D	PhD	Gainesville	Connie Shehan	PhD	Sociology	Y		

SPANISH	160905	SH	M	MA	Gainesville	David Pharies	PhD	Romance Philogy	Y		
WOMEN'S STUDIES	050207	WMS	M	MA	Gainesville	Judith Page	PhD	English	Y		
ZOOLOGY	260701	ZY	M	MS	Gainesville	Alice Harmon	PhD	Biochemistry	Y		
ZOOLOGY	260701	ZY	D	PhD	Gainesville	Alice Harmon	PhD	Biochemistry	Y		

College of Medicine

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
Please Note: In the College of Medicine, most graduate majors are coordinated by Dr. Snyder and Dr. McCormack. Dr. McCormack has 18 years and Dr. Snyder has 8 years of teaching experience in the College of Medicine. Drs. Snyder and McCormack consult with the disciplinary faculty in each area when curricular or any discipline specific concerns arise. Other faculty, as noted below, may also have some coordination roles, but the final responsibility lies with Drs. McCormack and Snyder.											
BIOCHEMISTRY AND MOLECULAR BIOLOGY	260202	BCH	M	MS	Gainesville	Linda Bloom	PhD	Biochemistry	Y		
BIOCHEMISTRY AND MOLECULAR BIOLOGY	260202	BCH	D	PhD	Gainesville	Linda Bloom	PhD	Biochemistry	Y		
GENETICS AND GENOMICS	260801	GEN	D	PhD	Gainesville	Wilfred Vermerris	PhD	Agronomy	Y		
EPIDEMIOLOGY	261309	EPI	M	MS	Gainesville	Elizabeth Shenkmen	PhD	Epidemiology	Y		
EPIDEMIOLOGY	261309	EPI	D	PhD	Gainesville	Elizabeth Shenkmen	PhD	Epidemiology	Y		
MEDICAL SCIENCES	269999				Gainesville						Various Sub Specialties of Medical Sciences degree below with different coordinators
MED SCI-BIOCHEM & MOLECULAR BIOLOGY		MSB	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-BIOCHEM & MOLECULAR BIOLOGY		MSB	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y		Sub Specialty of Medical Sciences
MED SCI-CELL & DEVELOPMENTAL BIOLOG		ANA	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-CELL & DEVELOPMENTAL BIOLOG		ANA	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-GENETICS		MSG	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-GENETICS		MSG	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-IMMUNOLOGY & MICROBIOLOGY		MSI	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-IMMUNOLOGY & MICROBIOLOGY		MSI	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-MOL GEN & MICROBIOLOGY		MGM	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-MOLECULAR CELL BIOLOGY		MSM	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-MOLECULAR CELL BIOLOGY		MSM	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-NEUROSCIENCE		MSN	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-NEUROSCIENCE		MSN	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-NEUROSCIENCE		NEU	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-NEUROSCIENCE		NEU	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-ORAL BIOLOGY		ORL	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-ORAL BIOLOGY		ORL	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-PATHOLOGY		PAT	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-PATHOLOGY		PAT	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-PHARMACOLOGY		PHM	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-PHARMACOLOGY		PHM	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-PHYSIOLOGY		PHY	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-PHYSIOLOGY		PHY	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MED SCI-PHYSIOLOGY & PHARMACOLOGY		MSP	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences
MED SCI-PHYSIOLOGY & PHARMACOLOGY		MSP	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
MEDICAL SCIENCES		MDM	M	MS	Gainesville	Richard Snyder	PhD	Genetics	Y		Sub Specialty of Medical Sciences

MEDICAL SCIENCES		MDS	D	PhD	Gainesville	Wayne T. McCormack	PhD	Immunology	Y	Associate Dean	Sub Specialty of Medical Sciences
PHYSICIAN ASSISTANT	510912	PA	M	MPAS	Gainesville	Wayne Bottom	MPH	Public Health	Y	Physician Assistant (certified)	
MEDICINE	511201	MD	P	MD	Gainesville	Kyle E. Rarey	PhD	Anatomy	Y	Senior Associate Dean for Educational Affairs, Interim; Medical Educator for 26 years; served as the Associate Dean for Program Evaluation and Faculty Development, 2000-2008; served as the LCME (Liaison Committee on Medical Education, accrediting body for the education program leading to the MD degree) coordinator for the college in 2000 and again in 2007.	

College of Nursing

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	
NURSING PRACTICE	511601	DNP	D	DNP	Gainesville & Jacksonville	K. Miles	Ed.D.	Educational Psychology	N	Master's degree in Nursing; 20+ years experience in nursing education	
NURSING PRACTICE	511601	DNP	D	DNP	Online Post Master's DNP	K. Miles	Ed.D.	Educational Psychology	N	Master's degree in Nursing; 20+ years experience in nursing education	
NURSING	511601	NSG	M	MSN	Gainesville & Jacksonville	J. Gannon	DNP	Nursing	N	Master's degree in Nursing; national specialty certifications; 10+ years experience in nursing education	
NURSING - Neonatal Nurse Practitioner Track	511601	NSG	M	MSN	Online	J. Gannon	DNP	Nursing	N	Master's degree in Nursing; national specialty certifications; 10+ years experience in nursing education	
NURSING SCIENCES	511608	NRS	D	PhD	Gainesville & Jacksonville	J. Elder **	PhD	Nursing Science	Y		** As of Jan. 2010

College of Pharmacy

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
PHARMACY/PD	512001	PD	P	PharmD	Gainesville	Michael McKenzie	PhD	Clinical Pharmacy	Y		
PHARMACY/PD	512001	PD	P	PharmD	Orlando	Michael McKenzie	PhD	Clinical Pharmacy	Y		
PHARMACY/PD	512001	PD	P	PharmD	St Petersburg	Michael McKenzie	PhD	Clinical Pharmacy	Y		
PHARMACY/PD	512001	PD	P	PharmD	Jacksonville	Michael McKenzie	PhD	Clinical Pharmacy	Y		
PHARMACY/WPPD	512001	PD	P	PharmD	Distance Education	Sven Normann	PharmD	Pharmacy	Y		
PHARMACEUTICAL SCIENCES	512099			MS,PhD							Various Sub Specialties of Medical Sciences degree below with different coordinators
PHARMACEUTICAL - PHARM OUTCOMES & POLICY		PHO	M	MS	Gainesville	Rich Segal	PhD	Pharmceutical Outcomes Research	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL - PHARM OUTCOMES & POLICY		PHO	D	PhD	Gainesville	Rich Segal	PhD	Pharmceutical Outcomes Res	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI - Pharmacy (DIST LEARN ONLY)		PCH	M	MS	Distance Education	David Brushwood	JD	Law	Y	Expertise in Pharmaceutical Law and Policy	Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI - Forensic Sciences (DIST LEARN ONLY)		PCH	M	MS	Distance Education	Ian Tebbett	PhD	Forensic Science & Pharmaceutics	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI - Pharmaceutical Chemistry (DIST LEARN ONLY)		PCH	M	MS	Distance Education	Ian Tebbett	PhD	Forensic Science & Pharmaceutics	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI-MED CHEMISTRY		MC	M	MS	Gainesville	Margaret James	PhD	Organic Chemistry	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI-MED CHEMISTRY		MC	D	PhD	Gainesville	Margaret James	PhD	Organic Chemistry	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI-PHARMACODYNAMICS		PHD	M	MS	Gainesville	Maureen Keller-Wood	PhD	Physiology/Endocrinology	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI-PHARMACODYNAMICS		PHD	D	PhD	Gainesville	Maureen Keller-Wood	PhD	Physiology/Endocrinology	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI-PHARMACY		PH	M	MS	Gainesville	Hartmut Derendorf	PhD	Pharmaceutics	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCI-PHARMACY		PH	D	PhD	Gainesville	Hartmut Derendorf	PhD	Pharmaceutics	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCIENCES		PFC	M	MS	Gainesville	William Millard	PhD	Biology	Y		Sub Specialty of Medical Sciences
PHARMACEUTICAL SCIENCES		PHS	D	PhD	Gainesville	William Millard	PhD	Biology	Y		Sub Specialty of Medical Sciences

College of Public Health and Health Professions

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
AUDIOLOGY	510202	ADL	D	AuD	Distance Education	Alice E. Holmes	PhD	Audiology	Y		
AUDIOLOGY	510202	AUD	D	AuD	Gainesville	Scott K. Griffiths	PhD	Audiology	Y		
BIOSTATISTICS	261102	BIS	M	MS	Gainesville	Babette Brumback	PhD	Biostatistics	Y		
BIOSTATISTICS	261102	BIS	D	PhD	Gainesville	Babette Brumback	PhD	Biostatistics	Y		
HEALTH ADMINISTRATION	510701	HA	M	MHA	Gainesville	Niccie McKay	PhD	Health Economics	Y		
HEALTH SERVICES RESEARCH	510701	HSR	D	PhD	Gainesville	Jeff Harman	PHD	Health Economics	Y		
COMMUNICATION SCIENCES AND DISORDERS	510204	CMS	M	MA	Gainesville	Betsy P. Vinson	MMSci	Speech-Language Pathology	Y		
COMMUNICATION SCIENCES AND DISORDERS	510204	CMS	D	PhD	Gainesville	Scott K. Griffiths	PhD	Audiology	y		
EPIDEMIOLOGY	261309	EPI	D	PhD	Gainesville	Elena Andresen	PhD	Epidemiology	Y		
OCCUPATIONAL THERAPY	512306	OCT	M	MOT	Gainesville	Joanne Foss	PhD	Higher Ed.	Y		
OCCUPATIONAL THERAPY	512306	MHS	M	MHS-OT	Distance Education	Emily Pugh	MA	Counseling Psychology	N	Occupational Therapist	
PSYCHOLOGY	420101	PSY	M	MS	Gainesville	Stephen Boggs	PhD	Psychology	Y		Counseling emphasis
PSYCHOLOGY	420101	PSY	D	PhD	Gainesville	Stephen Boggs	PhD	Psychology	Y		Counseling emphasis
PUBLIC HEALTH	512201	MPH	M	MPH	Gainesville	Mary Peoples-Sheps	DrPH	Public Health	Y		
PUBLIC HEALTH	512201	MPH	M	MPH	Distance Education	Mary Peoples-Sheps	DrPH	Public Health	Y		
REHABILITATION SCIENCE	512399	RSD	D	PhD	Gainesville	William Mann	PhD	Higher Ed.	Y		
PHYSICAL THERAPY	512308	DPT	D	DPT	Gainesville	Jane A. Day	PhD	Education	Y	Physical Therapist	

College of Veterinary Medicine

Major / Concentration Name	CIP Code	Major Code	Degree Level	List Specific Degree Offered	Site of Program/ Delivery Method	Academic Coordinator Name	Coordinator's Terminal Degree	Coordinator's Terminal Degree Discipline	Graduate Faculty Y/N	Coordinator's Other Qualifications for Role	Notes
VETERINARY MEDICINE	512401	VM	P	DVM	Gainesville	Thomas Vickroy	PhD	Pharmacology	Y	Dr. Vickroy has been a veterinary educator for over 20 years at UF	
VETERINARY MEDICAL SCIENCES	512501			MS, PhD							Various Sub Specialties of Veterinary Medical Sciences degree below with different coordinators
VETERINARY MEDICAL SCIENCES		TOX	M	MS	Gainesville & Distance Education	Ian Tebbett	PhD	Pharmacology	Y		Sub Specialty of Veterinary Medical Sciences
VETERINARY MEDICAL SCIENCES		VMS	M	MS	Gainesville	Charles Courtney	PhD	Vet Med Sci	Y		Sub Specialty of Veterinary Medical Sciences
VETERINARY MEDICAL SCIENCES		VMS	D	PhD	Gainesville	Charles Courtney	PhD	Vet Med Sci	Y		Sub Specialty of Veterinary Medical Sciences

Part III, Section 6

Appendix 2

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida | **Date: 08/26/09** | **Prepared By: Nancy Bunting** | **Telephone: 352-392-0456** | **Fax: 352-392-8774** | **E-Mail: bunting@ufl.edu**

Selected Accrediting Organizations and Associations Participating in Council for Higher Education Accreditation (CHEA), 2009 - 2010	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old							
(Regional and National Institutional Accrediting Organizations)										
Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC)										
(Specialized and Professional Accrediting Organizations-CHEA Participants)										
AACSB International -The Association to Advance Collegiate Schools of Business	Programs in business administration.	Accounting		52.0301	B,M	Full Accreditation	1982	April 2009	Spring 2014	
	Baccalaureate, master's & Ph.D. programs in business administration.	Business Adm Mgt and General		52.0201	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Finance, General		52.0801	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Insurance & Risk Mgt		52.1701	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Mgt Science, General		52.1301	B	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Marketing Mgt		52.1401	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Real Estate		52.1501	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Economics		45.0601	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
Accreditation Board for Engineering and Technology, Inc. (ABET)	Baccalaureate programs in engineering	Aerospace Engineering		14.0201	B	Full Accreditation		June 2007	9/30/2013	
		Agricultural Engineering		14.0301	B	Full Accreditation		June 2007	9/30/2013	
		Chemical Engineering		14.0701	B	Full Accreditation		June 2007	9/30/2013	
		Civil Engineering		14.0801	B	Full Accreditation		June 2007	9/30/2013	

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		Names	CIP Codes		Degree Levels					
			Old							
		Computer Engineering		14.0901	B	Full Accreditation		June 2007	9/30/2013	
		Electrical, Electronics Engineering		14.1001	B	Full Accreditation		June 2007	9/30/2013	
		Evnironmental Health Engineering		14.1401	B	Full Accreditation	ECO Masters & PhD - 1954	June 2007	9/30/2013	
		Materials Engineering		14.1801	B	Full Accreditation		June 2007	9/30/2013	
		Mechanical Engineering		14.1901	B	Full Accreditation		June 2007	9/30/2013	
		Nuclear Engineering		14.2301	B	Full Accreditation		June 2007	9/30/2013	
		Industrial & Systems Engineering		14.2701	B	Full Accreditation		June 2007	9/30/2013	
	Geomatics major	Geomatics		15.1102	B	Full Accreditation		2007	09/30/2013	
Accreditation Council for Pharmacy Education (ACPE)	Pharmacy	Pharmacy		51.2001	P	Full Accreditation	1981	2007	2013	
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)		Physician Assistant		51.0912	M	Full Accreditation	1972	Mar-06	Mar-11	Jan 6-7, 2011
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	Entire units within institutions offering professional baccalaureate and master's degree programs	Communication (Mass)		09.0102	M	Full Accreditation	1958	May-06	2012	
		Journalism		09.0401	B	Full Accreditation	1955	May-06	2012	
		Radio & TV Broadcasting		09.0701	B	Full Accreditation	1976	May-06	2012	
		Advertising		09.0903	B	Full Accreditation	1955	May-06	2012	
		Public Relations & Organizational Comm.		09.0902	B	Full Accreditation	1976	May-06	2012	
American Association for Marriage and Family Therapy/ Commission on Accreditation for Marriage & Family Therapy Education (AAMFT/COAMFTE)										
American Association of Family and Consumer Sciences Council for Accreditation (AAFCS-CFA)										

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		Names	CIP Codes Old	CIP Codes	Degree Levels					
American Association of Nurse Anesthetists (AANA) Council on Accreditation of Nurse Anesthesia Educational Programs (CoA-NA)										
American Council for Construction Education Board of Trustees (ACCE)	Baccalaureate degree programs	Construction/Building Technology		15.1001	B	Full Accreditation	15-Jul-76	Jul-03	Feb-10	
American Dietetic Association Commission on Accreditation for Dietetics Education (CADE-ADA)	Didactic program in Dietetics Postbaccalaureate Internship (combined with Masters Degree)	Food Science & Technology Food Science & Technology		01.1001 01.1001	B M	Full Accreditation Full Accreditation	3/1/2002 1983	March 2002 January 1998	2011 2011	
American Library Association (ALA) Committee on Accreditation (CoA)										
American Occupational Therapy Association (AOTA) Accreditation Council for Occupational Therapy Education (ACOTE)	MOT Program	Occupational Therapy		51.2306	M	Full Accreditation	Dec-61	30-Apr-02	2011/2012	
American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE)	DPT Program	Physical Therapy		51.2308	D	Full Accrediation	9-Apr-62	28-Apr-04	June 30, 2014	
American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE)										
American Psychological Association (APA) Committee on Accreditation (CoA)	Doctoral programs for professional practice Doctoral program in psychology. Internship program in Clinical Psychology	Counseling Psychology Psychology, General		42.0601 42.0101	D D Intership is also accredited (20092015)	Full Accreditation Full Accreditation	1/15/1954 January 1, 1953	Jan 2000 April 2009	2010 2015	
	Doctoral program for professional practice	School Psychology		42.1701	D	Full Accreditation	1997	2006	2013	
American Society of Landscape Architects (ASLA) Landscape Architectural Accreditation Board (LAAB)	Baccalaureate & Master's programs leading to first professional degree.	Landscape Architecture		04.0601	B,M	Full Accreditation	MLA: 1993 (provisional) BLA: 1974	Spring 2002 Spring 2004	Fall 2007 Spring 2010	
American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)	Master's degre program in Speech, Pathology/Aud in Audiology	Speech Pathology and Audiology		51.0204	M	Full Accreditation	1969	12/1/2000	November 30, 2008	

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		Names	CIP Codes		Degree Levels					
			Old							
	Doctor of Audiology Program	Audiology		51.0202	D	Full Accreditation	1969	Oct. 13 & 14, 2008	December 2015	~~October 13 & 14, 2008~~
American Veterinary Medical Association Council on Education (AVMA)	DVM program	Veterinary Medicine		51.2401	P	Full Accreditation	1980	Mar-09	Fall 2015	
Association of Collegiate Business Schools and Programs (ACBSP)										
Commission on Accreditation of Allied Health Education Programs (CAAHEP)										
Commission on Accreditation of Healthcare Management Education (CAHME) (formerly ACEHSA)	Masters of Health Admin	Health Services Admin		51.0701	M	Full Accreditation	1968	October 11-12, 2003	Spring 2010	Nov. 4 & 6, 2009
Commission on Collegiate Nursing Education (CCNE)	Baccalaureate and Master's education degree programs	Baccalaureate and Master's degree programs		51.1601	B,M	Full Accreditation	Septembe, 2002 (Previous accreditation by National League for Nursing)	Sep-02	Fall 2011	N/A
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Specialist and doctoral counselor education programs	School Counseling/Guidance		13.1101	S,D	Full Accreditation	1981	2003	2011	
	Master's level	Mental Health Counseling		51.1508	M,S,D	Full Accreditation	1981	2003	2011	
	Master's level	Marriage & Family Counseling		51.1505	M,S,D	Full Accreditation	1981	2003	2011	
Council for Interior Design Accreditation (CIDA) (formerly FIDER)	First professional programs (master's 50.0408 and baccalaureate degree).	Interior Design		50.0408	B, ~~M~~	Full Accreditation	1973-74	2005	2011	
Council on Rehabilitation Education Commission on Standards and Accreditation (CORE)	Masters Program	Vocational Rehab Counseling		51.2310	M	Full Accreditation	1-Aug-75	March 4-6, 2007	July 1, 2015	
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence (CSWE)										
Florida Council on Education Management										
Joint Review Committee on Education Programs in Radiologic Technology (JRCERT)										

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		Names	CIP Codes		Degree Levels					
			Old							
Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)										
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)										
National Association of Industrial Technology (NAIT)										
National Association of Schools of Art and Design Commission on Accreditation (NASAD)	Postsecondary schools of art and design	Graphic Design		50.0409	B	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Studio/Fine Art		50.0702	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art History & Appreciation		50.0703	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art Teacher Education		13.1302	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
National Association of Schools of Dance Commission on Accreditation (NASD)	Postsecondary schools of dance	Dance		50.0301	B	Reviewed September 2007	2007	Oct. 11, 2007	2013	
National Association of Schools of Music Commission on Accreditation (NASM)	Postsecondary schools of music	Music Teacher Education		50.0901	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	4/1/2010
				13.1312	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	Apr-10
National Association of Schools of Public Affairs and Administration (NASPAA) Commission on Peer Review and Accreditation (COPRA)										
National Association of Schools of Theatre Commission on Accreditation (NAST)										
		Dramatic Arts		50.0501	B,M	Full Accreditation	1987	1-Apr-06	2014-1015	
National Council for Accreditation of Teacher Education (NCATE)	Professional Education Unit	Special Education, General		13.1001	M,S,D	Full Accreditation	1954	2003	2009	2010
		Elementary Education		13.1202	M	Full Accreditation	1954	2003	2009	2010
	Agricultural Education	Agricultural Teacher Ed (Vocational)		13.1301	B	Full Accreditation	1982	2003	2007	2010

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		Names	CIP Codes Old	CIP Codes	Degree Levels					
	~~Exercise Science~~	~~Exercise Science/Physiology/Management Studies~~		~~31.0505~~	~~B,M~~	~~Full Accreditation~~		~~2003~~	~~2009~~	~~2009~~
		~~Physical Ed Teaching & Coaching~~		~~13.1314~~	~~B~~	~~Full Accreditation~~	~~1988~~			
		Art Teacher Education		13.1302	B	Full Accreditation	1954	2003	2007	2010
		Music Teacher Education		13.1312	B	Full Accreditation	1954	2003	2007	2010
	Professional Education Unit	School Psychology		42.1701	D	Full Accreditation	1982	2003	2009	2010
	Professional Education Unit	School Psychology		42.1701	S	Full Accreditation	1975	2003	2009	2010
	Professional Education Unit	Curriculum & Instruction		13.0301	M,D,S	Full Accreditation	1954	2003	2009	2010
		Educational Administration/Leadership, General		13.0401	M,D,S	Full Accreditation	1954	2003	2009	2010
		Counselor Education/Student Counseling/Guidance		13.1101	M,D,S	Full Accreditation	1954	2003	2009	2010
		Pre-Elementary/Early Childhood Teacher Education		13.1210	M	Full Accreditation	1995	2003	2009	2010
		English Teacher Education		13.1305	M	Full Accreditation	1954	2003	2009	2010
		Reading Teacher Education		13.1315	M	Full Accreditation	1954	2003	2009	2010
		Science Teacher Education		13.1316	M	Full Accreditation	1954	2003	2009	2010
		Social Science Teacher Education		13.1317	M	Full Accreditation	1954	2003	2009	2010
National League for Nursing Accrediting Commission, Inc. (NLNAC)										
National Recreation & Park Association/ American Association for Physical Activity and Recreation Council on Accreditation (NRPA/AALR)	Recreation, Leisure Services	Parks & Recreation & Management		31.0301	B	Full Accreditation	Oct-81	Oct-06	Oct-11	2011
Planning Accreditation Board (PAB)	Master's degree	Urban & Regional Planning		04.0301	M	Full Accrediation	1978	Feb-05	Dec-12	2013

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida | **Date: 08/26/09** | **Prepared By: Nancy Bunting** | **Telephone: 352-392-0456** | **Fax: 352-392-8774** | **E-Mail: bunting@ufl.edu**

Selected Accrediting Organizations and Associations Participating in Council for Higher Education Accreditation (CHEA), 2009 - 2010	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old							
Society of American Foresters (SAF)	Forest Resources and Conservation specialization	Forest Resources and Conservation		03.0501	B	Full Accreditation	1943	2004	2014	
Teacher Education Accreditation Council (TEAC)										
Natonal Association of School Psychologists (NASP)	Specialist and Doctoral School Psychology programs	School Psychology		42.1701	S,D	Full Accreditation	1988	2006	2013	2013

Deletions

31.0505 - B,M and D have moved to 26.0908
13.1314 - bachelor degree terminated in 2008
50.0408 - master degree has moved to Form 4

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Not Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida **Date: 08/26/09** **Prepared By: Nancy Bunting** **Telephone: 352-392-0456** **Fax: SC: 622-8774** **E-Mail: bunting@ufl.edu**

Selected Other Specialized and Professional Accrediting Organizations	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old	New						
American Academy for Liberal Education (AALE)										
American Bar Association Council of the Section of Legal Education and Admissions to the Bar (ABA)	Schools of law offering basic (J,D.) Professional degree	Law		22.0101	P	Full Accreditation	1925	Mar-03	2013	Feb 28-Mar 3, 2010
American College of Nurse-Midwives Division of Accreditation (ACNM)										
American Dental Association Commission on Dental Accreditation (ADA)	DMD degree, advanced.	Dentistry		51.0401	P	Full Accreditation	5/1/1976	Feb 12-14, 2008	2015	
	General dentistry, dental specialty programs.	Dental Science		51.0501	M	Full Accreditation				
	Advanced Education Programs:									
	*Endodontics			51.0501	M	Full Accreditation	January 1994	Feb 12-14, 2008	2015	
	*Orthodontics			51.0501	M	Full Accreditation	May 1979	Feb 12-14, 2008	2015	
	*Periodontics			51.0501	M	Full Accreditation	May 1977	Feb 12-14, 2008	2015	
	*Prosthodontics			51.0501	M	Full Accreditation	June 1994	Feb 12-14, 2008	2015	
	Note: Dentistry also has multiple Advanced Education Programs in which individuals are given a certificate instead of a degree on the same review cycle as the DMD program.					Full Accreditation		Feb 12-14, 2008	2015	
	*Pediatric Dentistry (Naples) - (certificate program)					Full Accreditation		June 5, 2009	2016	

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University: University of Florida **Date: 08/26/09** **Prepared By: Nancy Bunting** **Telephone: 352-392-0456** **Fax: SC: 622-8774** **E-Mail: bunting@ufl.edu**

Selected Other Specialized and Professional Accrediting Organizations	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes Old	CIP Codes New	Degree Levels					
	Oral Surgery (certificate)					Full Accreditation	1973	2004	2009	Nov. 20, 2009
Commission on English Language Program Accreditation (CELPA)										
Council on Education for Public Health (CEPH)		Public Health Epidemiology Biostatistics Health Services Research		51.2201 26.1309 26.1102 51.0701	M D D D	Full Accreditation Full Accreditation Full Accreditation Full Accreditation		September 2008 September 2008 September 2008 September 2008	July 1, 2014 July 1, 2014 July 1, 2014 July 1, 2014	~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~
Liaison Committee on Medical Education (LCME)										
	Education Program Leading to the MD Degree	Medicine		51.1201	P	Full Accreditation	1956	June 2007	2015	
National Architectural Accrediting Board, Inc. (NAAB)	Master of Architecture degree	Architecture		04.0201	M	Full Accreditation	Master of Architecture: 1983/84 M.A. Arch: 1968/69-1982/83 B. Arch: 1948/49-1975/76	Feb-07	Feb-13	
National Association of Nurse Practitioners in Women's Health (NPWM)										
National Environmental Health Science and Protection Accreditation Council (NEHSPAC)										
Commission on Accreditation of Athletic Training Education (CAATE)	Undergraduate program	Athletic Training		51.0913	B	Full Accreditation	4/27/2000 (Pobation status)	Feb-07	May-12	Fall 2011 - Spring 2012

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University: University of Florida **Date: 08/26/09** **Prepared By: Nancy Bunting** **Telephone: 352-392-0456** **Fax: SC: 622-8774** **E-Mail: bunting@ufl.edu**

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		Names	CIP Codes		Degree Levels					
			Old	New						
American Chemical Society	Baccalaureate degree programs	Chemistry		40.0501	B	Full Accreditation		11-Jul-06	11-Jul-2011	
Accreditation Council for Graduate Medical Education	College of Medicine	Medicine		51.1201	Residency Training	Favorable Accreditation	1959	04/15/09	Accreditation Status is maintained until outcome of next site visit 04/2014	2014
American College of Nurse-Midwives Division of Accreditation (ACNM)	Master's Education in Nurse-Midwifery [Doctor of Nursing Practice (DNP) planned]*	Nursing		51.1601	M	Full Accreditation	1984	Jun-02	Jun-10	Spring, 2010

Part III: Abbreviated Compliance Certification

Section 7

Part III.7: The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Comprehensive Standard 3.11.3)*

✓ **Compliance** ___ **Non-Compliance**

The University of Florida affirms its compliance with Comprehensive Standard 3.11.3 and presents its evidence below.

Narrative:

UF has a 2,000-acre campus and more than 900 building (including 170 with classrooms and laboratories). The northeast corner of campus is listed as a Historic District on the National Register of Historic Places. The UF residence halls have a total capacity of 7,500 students and the five family housing villages are home to more than 1,000 married and graduate students.

UF's extensive capital improvement program has resulted in facilities ideal for 21st Century academic and research, including recent additions such as the Health Professions, Nursing and Pharmacy Building; the Cancer and Genetics Research Center, the new Biomedical Sciences Building; and William R. Hough Hall, which houses the Hough Graduate School of Business. A clinical and translational research building, which will provide expanded space for interdisciplinary research, is in the planning stage and anticipated to open in 2013. Overall, the University's current facilities have a book value of more than $1 billion and a replacement value of $2 billion.

Master Facility Plan

The UF Facilities Planning and Construction Division (FPC) maintains a 10-year Campus Master Plan (CMP) that documents facility needs, plans, and development policies for the main campus and fifteen satellite sites. By statutory requirement, the CMP is updated at least every five years. The last CMP was adopted in March 2006. This plan was developed based on extensive interviews with deans, directors and vice presidents, as well as input from several committees of faculty, staff and students during 2004-2005. The university is currently embarking on the five-year update for this plan that is anticipated for completion in late 2010.

The university utilizes four Joint Faculty Senate Committees to review the CMP, new building sites, and new or renovated facility designs. These committees typically meet monthly throughout the year and provide input to the FPC and Physical Plant Divisions (PPD). Membership includes faculty, staff and students appointed by the Faculty Senate, Student

Government, and university president. These committees are another forum for faculty and other university community members to express their opinions about university facilities.

See Appendix III.7.1: Master Facility Plan and Appendix and III.7.2 Green Buildings Occupants' Comfort Verification Survey.

Routine, Preventive and Deferred Maintenance

Routine Maintenance

The Physical Plant Division has established routine and preventive management programs to address routine maintenance requests and preventive maintenance. The routine maintenance program addresses the everyday needs of the campus, including: (a) cyclic maintenance, (b) component renewal, (c) investigative and (d) safety. Cyclical maintenance is maintenance that is based on normal wear patterns, such as painting, caulking and carpet replacement. Component renewal is based on projected life cycle replacement dates, such as for roofs, chillers, air handling units, and lighting systems. Investigative refers to items that require a more precise definition or a specialized study before the deficiency can be corrected. Examples of investigative studies include determining the feasibility of power load or HVAC load increases on existing systems. Safety refers to items needing immediate attention in order to avoid accidents and injuries, such as broken handrails or exposed electrical wiring.

The coordination of routine maintenance by PPD is facilitated by the work order process. All regular maintenance work is initiated by the issuance of a work order and managed through a software program named Facilities Focus. In 2009, PPD received over 90,000 work orders for routine maintenance. Any member of the university community including students may request a work order by calling the Work Management Center directly or placing a request on-line through the PPD Website. The Work Management Center, which operates 24 hours a day / 7 days a week / 365 days a year, can also receive requests by phone, fax, email and walk-in. Work orders are filtered electronically to the specific shops to be incorporated into work schedules.

Customers can get a status update by contacting the Work Management Center. Supervisors, or other designated employees within PPD, manage the work orders and can close them out using the Facilities Focus software. Calls for emergency service (i.e., leaks or power outages), life safety and disruptions of operations are dispatched to the trade supervisor immediately by phone or radio. All other work orders are placed in a queue based on order received.

Routine maintenance by the other University of Florida maintenance entities is performed in much the same manner at both on- and off-campus locations through similarly designed work order systems.

Preventive Maintenance

The preventive maintenance program is designed to extend the life of buildings and maintained equipment, thereby: (a) prolonging building and equipment life expectancy; (b) reducing equipment failure and (c) protecting students, staff and visitors against possible injury.

To ensure that all facilities and equipment receive regular preventive maintenance, monthly preventive maintenance work orders are issued to the various departments and shops using the Facilities Focus software. These work orders give employees a checklist of preventive tasks to be completed for every preventive assignment. Examples of preventive maintenance include: (a) HVAC equipment inspections and filter changes, (b) inspection and servicing of electrical panels, (c) inspection and servicing of pumps, and (d) inspection and repair of roofs.

As part of the preventive maintenance program, both the PPD Facilities Department and the PPD Systems Department complete annual assessments of the facilities they maintain. The Facilities Department evaluates the buildings whereas the Systems Department evaluates the utilities systems, including the associated equipment, both inside and outside buildings. Both departments document any deficiencies noted, and then, either fix the deficiency with their own forces or pass it along for one of several different resolutions that depend on the expected cost and complexity of performing the work. Items not needing the services of a design consultant are contracted to an appropriate construction professional. Items requiring the services of a design consultant are designed then contracted to an appropriate construction professional. Work items for which there is insufficient funding or some other reason preventing immediate accomplishment are placed on a deferred maintenance list.

Deferred Maintenance

PPD maintains and updates separate deferred maintenance lists for the university's utilities systems and for the buildings PPD maintains. Items placed on the lists are currently physically or operationally defective and have not been scheduled for corrective action or have been postponed due to a lack of resources. Each year when legislative appropriations are received, the lists are reviewed and reprioritized as necessary to ensure that the items considered most critical are the ones addressed with the available funding. Funded items are accomplished and removed from the list.

Off-Campus Facilities

The University of Florida owns, leases or uses building space throughout Florida. The majority of this space is for agricultural experiment stations and extension outreach managed by the university's Institute for Food and Agricultural Sciences (IFAS). The institution has expanded its teaching mission throughout Florida and beyond using distance delivery and Web-based

strategies. In some instances, physical facilities are maintained for these programs. Oversight by deans of the respective colleges and the Associate Provost for IT, E-Learning and Distance Education ensure adequacy of these facilities. Information about larger off-campus sites is found in Appendix III.7.4.

Overall, the University of Florida has extensive and excellent facilities that support its missions of teaching, research and outreach. Appendix III.7.3 provides the capital budget, Appendix III.7.4 has descriptions of off-campus facilities, Appendix III.7.5 contains a campus map, and Appendix III.7.6 contains a slide show of UF facilities.

Part III, Section 7: Appendices

- Appendix III.7.1: Master Facility Plan
- Appendix III.7.2: Green Building Occupants' Survey
- Appendix III.7.3: Capital Budget Ten-Year Summary (2000-2009)
- Appendix III.7.4: Off-Campus Facilities
- Appendix III.7.5: UF Campus Map
- Appendix III.7.6: UF Campus Slide Show

Part III, Section 7

Appendix 1

Appendix III.7.1 Master Facility Plan: Revisions and Updating

In preparation for the 5-year update of the Master Facility Plan, the Facilities, Planning and Construction team consisting of the Assistant Vice President, Assistant Director and Associate Director, reached out to Vice Presidents, College Deans, and directors that oversee specific facilities. Input from the six Deans of the Health Science Center colleges was gathered through the Senior VP for Health Affairs. Specifically, each of the following was contacted to gather information about facility satisfaction and facility needs:

Senior VP for Agriculture & Natural Resources	Senior VP for Health Affairs
Provost & Sr. VP for Academic Affairs	VP for Student Affairs
VP for Business Affairs	Assistant VP for Physical Plant
VP for Facilities, Shands HealthCare	Dean, Warrington College of Business
Dean, College of Design, Construction & Planning	Dean, College of Education
Dean, College of Engineering	Dean, College of Fine Arts
Dean, College of Health & Human Performance	Dean, College of Journalism & Communications
Dean, College of Law	Dean, College of Liberal Arts & Sciences
Dean, College of Veterinary Medicine	Dean, University Libraries
Chief, University Police Department	Director, Center for Performing Arts
Director, Business Services	Director, Housing
Director, Computing & Networking Services	Director, Athletic Association
Director, Florida Museum of Natural History	Director, Harn Museum of Art
Director, Environmental Health & Safety	Director, O'Connell Center

Meetings were held between March and October 2009, with most meetings taking place in September and October. A letter was sent to these individuals in September 2009 to confirm their draft facility needs lists, and subsequent meetings were held as needed. As the CMP update progresses in 2010, additional input will be sought from university administrators, faculty, staff and students.

In addition to this 5-year CMP update effort, the FPC keeps in regular contact with deans and directors about their facility needs through meetings, informal communications, and annual updates of the Capital Improvement Program. The University's Educational Plant Survey (EPS) process is another opportunity for input regarding facility satisfaction and needs, which is based on a 5-year update schedule that occurs one year ahead of the CMP update. The EPS satisfies a State of Florida requirement to verify existing space and justify requests for new space through a process of site visits and interviews. Because of this regular and ongoing contact, many deans and directors had communicated their facility needs prior to the CMP update process.

Part III, Section 7

Appendix 2

Appendix III.7.2

Green Buildings Occupants' Comfort Verification Survey:

The University of Florida (UF) adopted green building practices for its environmental, economic and occupant's benefit. Knowing the occupants of university facilities are the most valuable asset to the university and their well being and comfort directly relate to their productivity, feedback from the occupants will assess the building performance in terms of the benefits that affect them.

The UF Facilities, Planning and Construction Division (FPC) started conducting an occupant's comfort survey for all projects since the implementation of LEED v2.2, where the first project completed was during the Summer 2009. All completed green buildings will conduct this survey prior to the one year post occupancy phase.

The project manager for each green building in the Facilities, Planning and Construction Division will conduct the survey in partnership with the building occupant representatives. The results will be accumulated, reviewed and evaluated by the project team including Commissioning Agent (CxA).

This survey is conducted using an anonymous paper questionnaire (We are planning on electronic method for the future.) between 6 and 9 months after final completion of the facility. The anonymous survey asks the occupant "How satisfied are you with the temperature and lighting in your workspace?", with the answer in the form of a 7-point scale, with -3 being very unsatisfied, 0 being neutral and +3 being very satisfied. If the respondent indicates a negative number, a plan of action will be developed.

Plan for Corrective Action: If the survey finds that more than 20% of the occupants are dissatisfied; the project team including the Owner, Mechanical Engineer, CxA, Architect, Construction Manager and HVAC Contractor will meet and address the deficiencies and take the necessary corrective action within 90 days.

An example of corrective actions is to set up temporary temperature and humidity recording equipment in the identified spaces to determine the nature and extent of the problem, adjust temperature and control set-points, adjust and/or rebalance air flows, or include solar controls to reduce direct radiation effects, if appropriate. After problem resolution, another survey will be conducted before the end of the construction warranty phase to confirm that the problems were successfully resolved.

Part III, Section 7

Appendix 3

UF PECO Funding Summary (2000 - 2009)

UTILITIES INFRASTRUCTURE/CAPTAL RENEWAL/ROOFS, NEW CONSTRUCTION & MAJOR REMODELING PROJECTS, MAINTENANCE/REPAIRS/RENOVATIONS,

Project	2000-01			2001-02			2002-03			2003-04			2004-05			2005-06			2006-07			2007-08			2008-09			2009-10			10 Year
	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	Submission Request	Legislative Appropriation	Funding Source	**Total**
UTILITIES/INFRASTRUCTURE/CAPITAL RENEWAL/ROOFS	3,500,000	3,000,000	PECO	3,500,000	3,250,000	PECO	3,000,000	0	n/a	6,500,000	6,500,000	PECO	6,500,000	6,500,000	PECO	6,901,000	6,901,000	PECO	13,634,000	13,634,000	PECO	14,025,000	14,025,000	PECO	15,000,000	15,000,000	PECO	15,000,000	11,837,733	PECO	80,647,733
MAINTENANCE, REPAIRS, RENOVATIONS, REMODELING		1,395,814	PECO		3,089,569	PECO		8,114,801	PECO		11,609,443	PECO		13,110,678	PECO		12,363,048	PECO		14,035,981	PECO		19,020,713	PECO		11,509,170	PECO		10,067,558	PECO	104,316,775
NEW CONSTRUCTION & MAJOR REMODELING PROJECTS	38,802,771	18,491,105	PECO	40,292,000	10,987,000	PECO	27,029,000	20,529,000	PECO	41,677,316	18,648,000	PECO	29,971,200	16,796,000	PECO	36,208,900	48,691,308	PECO	80,563,600	83,466,946	PECO	102,842,198	88,600,149	PECO	120,823,967	50,433,843	PECO	123,334,245	0	PECO	356,643,351
NEW CONSTRUCTION & MAJOR REMODELING PROJECTS		5,550,000	GR		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a	5,550,000
LIFE SAFETY, ADA CORRECTIONS, CAPITAL RENEWAL		3,256,900	PECO		7,208,994	PECO		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a	10,465,894
CRITICAL DEFERRED MAINTENANCE		6,326,647	GR		6,580,340	PECO		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a	12,906,987
COURTELIS FACILITIES ENHANCEMENT CHALLENGE GRANT		4,322,000	GR		4,200,000	GR		8,867,945	GR		12,498,959	GR		7,710,569	GR-EETF		2,564,886	GR-EETF		11,687,026	GR-EETF		11,534,074	GR-EETF		160,000	GR-EETF		0	GR-EETF	63,545,459
CAPITAL IMPROVEMENT TRUST FUND (CITF)		0	n/a		12,480,330	CITF		0	n/a		0	n/a		0	n/a		13,662,717	CITF		0	n/a		0	CITF		18,782,523	CITF		0	CITF	44,925,570
IFAS LAND ACQUISITION/REC CONSOLIDATION		1,500,000	GR		450,000	IFAS-RCTF		400,000	IFAS-RCTF		12,100,000	IFAS-RCTF		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a		0	n/a	14,450,000
TOTAL		**43,842,466**			**48,246,233**			**37,911,746**			**61,356,402**			**44,117,247**			**84,182,959**			**122,823,953**			**133,179,936**			**95,885,536**			**21,905,291**		**693,451,769**

	2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		
	TOTALS BY FUNDING SOURCE	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	**TOTALS BY FUNDING SOURCE**	Funding Source	Total
	26,143,819	PECO	31,115,903	PECO	28,643,801	PECO	36,757,443	PECO	36,406,678	PECO	67,955,356	PECO	111,136,927	PECO	121,645,862	PECO	76,943,013	PECO	21,905,291	PECO	558,654,093
	17,698,647	GR	4,200,000	GR	8,867,945	GR	12,498,959	GR	7,710,569	GR	2,564,886	GR	11,687,026	GR	11,534,074	GR	160,000	GR	0	GR	76,922,106
	0	CITF	12,480,330	CITF	0	CITF	0	CITF	0	CITF	13,662,717	CITF	0	CITF	0	CITF	18,782,523	CITF	0	CITF	44,925,570
	0	IFAS-RCTF	450,000	IFAS-RCTF	400,000	IFAS-RCTF	12,100,000	IFAS-RCTF	0	IFAS-RCTF	0	IFAS-RCTF	0	IFAS-RCTF	0	IFAS-RCTF	0	IFAS-RCTF	0	IFAS-RCTF	12,950,000
	43,842,466		**48,246,233**		**37,911,746**		**61,356,402**		**44,117,247**		**84,182,959**		**122,823,953**		**133,179,936**		**95,885,536**		**21,905,291**		**693,451,769**

Part III, Section 7

Appendix 4

Appendix III.7.4 Off-Campus Facilities Examples

(1) College of Pharmacy

In September 2002, **University of Florida College of Pharmacy** opened three new campuses at a distance from the founding campus in Gainesville Florida. These three new campuses are located in Jacksonville, Orlando, and St. Petersburg. The new campuses were established to address a national shortage of pharmacists. In addition, the distant campuses enabled the College to meet a strategic goal to improve its cultural diversity. The distance campus model also facilitated educational access to people who had geographic limitations.

An equivalent learning experience on each campus occurs by having faculty members on the Gainesville campus serve as course coordinators and also having a core of faculty members and student affairs staff on each distant campus. The faculty on each distant campus includes a cadre of three full-time faculty members, approximately 10-15 part-time faculty members, and numerous affiliate faculty members who are pharmacist practitioners. The faculty members on the distant campuses serve as facilitators of the learning activities that have been established by each course coordinator. The course coordinator and facilitators across all campuses work collaboratively to assure that students on all four campuses receive the same learning experience.

Students on the Gainesville campus and all three distant campuses complete the same curriculum. The curriculum includes: a) delivery of content using video-streamed lectures, b) small group learning activities that facilitate application of learning and development of problem-solving/clinical reasoning skills, c) laboratory experiences, and d) practice experiences in the patient-care setting. The lectures are provided by faculty members on the Gainesville campus and students on all campuses access these lectures via technology that enables simultaneous viewing of the presenter and the PowerPoint© slides. Students may access these lectures at any time via the web. All students prefer this delivery format over the traditional classroom lecture because they can stop the video as needed to gain comprehension and also view the video multiple times to improve understanding of the material.

Each campus is housed at a site where there are library resources and space sufficient for conducting small group learning activities and laboratory experiences. Students on each campus also have access to student services such as advising and psychological counseling. The degree conferred to students on all four campuses is accredited by the Accreditation Council on Pharmacy Education (ACPE). Therefore, each campus fully complies with all of the accreditation standards that have been established by ACPE.

(2) Colleges of Medicine and Nursing – Jacksonville

The University of Florida College of Medicine-Jacksonville (UFCOM-J) is an integral component of the educational programs of the University of Florida College of Medicine. UFCOM-J is a separate sponsoring institution for Graduate Medical Education (GME) programs from the College of Medicine (COM) in Gainesville, and sponsors 26 ACGME-accredited programs and one CODA-accredited program with approximately 300 full-time residents and fellows. UFCOM-J also plays a critical role in Undergraduate Medical Education (UGME), providing approximately 25% of the clinical education to medical students during their third year in all required rotations, as well as fourth year required and elective rotations, and rotations for students in the COM's Physician Assistant program. The vast majority of education occurs at UFCOM-J's major educational partner, Shands Jacksonville, as well as other affiliated sites such as Baptist Medical Center/Wolfson Children's Hospital and a number of participating community sites throughout Jacksonville.

Over the past five years, a number of institutional initiatives have been implemented to improve the educational programs at UFCOM-J. These include significant new faculty development programs, as well as the enhancement of teaching skills programs for residents, who provide much of the education to medical students, and development of a new higher-level teaching skills program for fellows. Also of note are major enhancements in simulation education that have taken place through UFCOM-J's Center for Simulation Education & Safety Research, which has become a national model for comprehensive training across multiple competencies, bridging the gap between classroom and real-life situations to allow trainees to develop critical decision making skills in a controlled, observed and patient-safe environment with faculty and peer feedback.

In GME, significant improvements have been made in the technological infrastructure required to run residency programs, including the implementation of a major residency management software tool that improves functionality across a number of domains such as scheduling, evaluation, etc. And efforts continue to assure that residents have a voice and participate in major program improvement and enhancement projects through their involvement in committees at all levels within the institution, including an active resident-led committee that provides direct input to senior leadership.

In UGME, several rotations that were identified as a particular need have been addressed, resulting in the enhancement of education provided in psychiatry, geriatrics, and emergency medicine (EM), where a specific rotation for students interested in EM as a career has been developed. In addition, a new 6-year combined program based at UFCOM-J leading to the awarding of the MD degree as well as completion of a residency in oral and maxillofacial surgery for dental school graduates was developed and implemented. Faculty from UFCOM-J are members of all major committees of the COM related to medical student education, and efforts are ongoing to increase their participation. And the COM curriculum committee and

clerkship/course directors continue to recognize that students rotating at UFCOM-J have access to a larger and broader patient population from which to learn across all rotations, which adds significant value to their education. **Given that students rotate in Jacksonville for only portions of their educational experience, a full range of student services are provided at no charge, including housing in a student dormitory, parking, a meal allowance, and full and confidential access to any needed health services**.

The Jacksonville Campus is a teaching site for College of Nursing graduate nursing students in the MSN, DNP and PhD degree programs and for several clinical rotations of undergraduate BSN students. Eight nursing faculty members and two support staff are based in Jacksonville. Campus teaching facilities include traditional and distance delivery-equipped classrooms as well as a large simulation laboratory that is equipped with human simulators and mock patient care bays. Library resources are available through the on-site Borland Health Sciences Library and via the UF website portal. A Campus Director provides on-site support for both student and faculty needs. Access to routine healthcare services and special tutorial support services are available to students through the Gainesville Campus or through private sources in Jacksonville.

A major part of nursing education is the application of knowledge in clinical settings. Clinical nursing courses are taught by the Jacksonville-based nursing faculty members, assisted by practicing nurse preceptors at the various clinical teaching sites. All area hospitals are used for acute care experiences. The Duval County Health Department and multiple clinics/practices in Duval and surrounding counties provide ambulatory care experiences. For the Nurse Midwifery clinical track, needed clinical experiences across the full spectrum of women's care exceed Jacksonville area resources, so these students also rotate to acute, ambulatory, private and public clinical sites across Florida and [at times] South Georgia. Jacksonville extends the Gainesville clinical base by providing clinical learning experiences for several BSN student cohorts in pediatrics, obstetrics, and senior practicum. The combination of acute and ambulatory clinical sites for both graduate and undergraduate students provide an ample volume and variety (ethnic, cultural, educational, and financial) of patient populations for achieving curricular clinical objectives.

(3) UF Sunrise Center

Background Information: In 2004, the University of Florida launched a working professional MBA program in Sunrise, Florida. The Professional MBA Program in South Florida was designed to replicate our existing Professional MBA Two-year program. The program location was chosen to enable candidates throughout South Florida to participate in our MBA program. This endeavor also fully supports the College's mission of providing research and teaching excellence throughout the state of Florida, the nation, and the world.

Faculty Quality: Program instruction is equally as important as student quality. A program with high caliber students creates high expectations, and program faculty must deliver at an elite level. Our working professional MBA programs are very important to the College's mission, reputation, and fiscal health. For these reasons, we ensure faculty that teach in our working professional MBA programs are outstanding instructors that are part of the College's base faculty. We do not believe in hiring large quantities of adjunct faculty to teach in our working professional programs, as some schools do. When we do hire outside professors to teach in these programs, we ensure that they have a proven track record of teaching excellence in other quality MBA programs.

Our SFMBA Program employs exactly the same strategy when it comes to faculty quality. The faculty that teach in our SFMBA program also teach in other working professional MBA programs. The majority are tenured College faculty that also conduct research for the College. A full roster of SFMBA faculty is outlined in Section 5 of this prospectus.

An analysis of end of term course evaluations for the SFMBA Program compare very favorably to the P2MBA Program offered in Gainesville (Appendix C: SFMBA course evaluation comparison). SFMBA students are very pleased with the caliber of instruction they receive. Faculty credentials and faculty performance are stellar, which has served to strengthen the reputation of the SFMBA Program since its inception in 2004.

Student Support Services: Student satisfaction is of paramount important for all of our programs, for many valid reasons. Providing strong student support services is an important part of our plan to maximize student satisfaction, in all MBA programs. The SFMBA Program has a full student services team that handles all program operations and support for our students. This team provides the same portfolio of services to our working professional MBA programs. On every class weekend, we have a professional staff member on-site at the UF MBA Sunrise Center, to provide immediate and comprehensive support. This level of on-site support exceeds the support provided to our Gainesville based MBA programs.

Library and Learning Resources: The UF MBA Program provides a comprehensive array of library and learning resources for all of our MBA students using remote electronic access. SFMBA students receive exactly the same access to library and learning resources as all other UF MBA students.

- Off-campus faculty, staff and students share the same library privileges as local patrons
- The Business Library databases can be logged into remotely from anywhere in the world.

Physical Resources: The SFMBA Program was launched in 2004. Our 1st classroom location was the Wyndham Bonaventure Hotel in Weston, Florida (2004-2006). Our 2nd classroom location was Broward Community College's Weston Center (2006-2008). While both facilities

met all of our basic requirements for a strong teaching environment, we elected to pursue a long term lease of our own classroom facility in early 2007. The primary reasons for the decision involved having full operational control over our facility, controlling costs, and increasing program brand and revenue potential.

Raising the UF MBA Program profile in South Florida has always been a key component of our decision to operate an MBA program in the market. Creating our own executive teaching facility enables us to maximize our brand awareness and market presence, thereby increasing enrollment potential. Additionally, our new facility allowed us to increase enrollment capacity by 35%, which equates to a potential increase in tuition revenue by over $800,000 annually.

After an extensive twelve month process where over thirty Class A buildings were reviewed and considered, we selected a premium Class A building that was a perfect match for our needs. The UF MBA Sunrise Center was officially opened for business in November 2008. Our 6,113 square foot suite was designed to our exact specifications and includes two executive style classrooms, a large student support center, and a private office. Extensive efforts were made to enhance the learning environment for both students and faculty, including state of the art technology. The positive response to the UF MBA Sunrise Center from students, faculty, and prospective students has been universal and overwhelming.

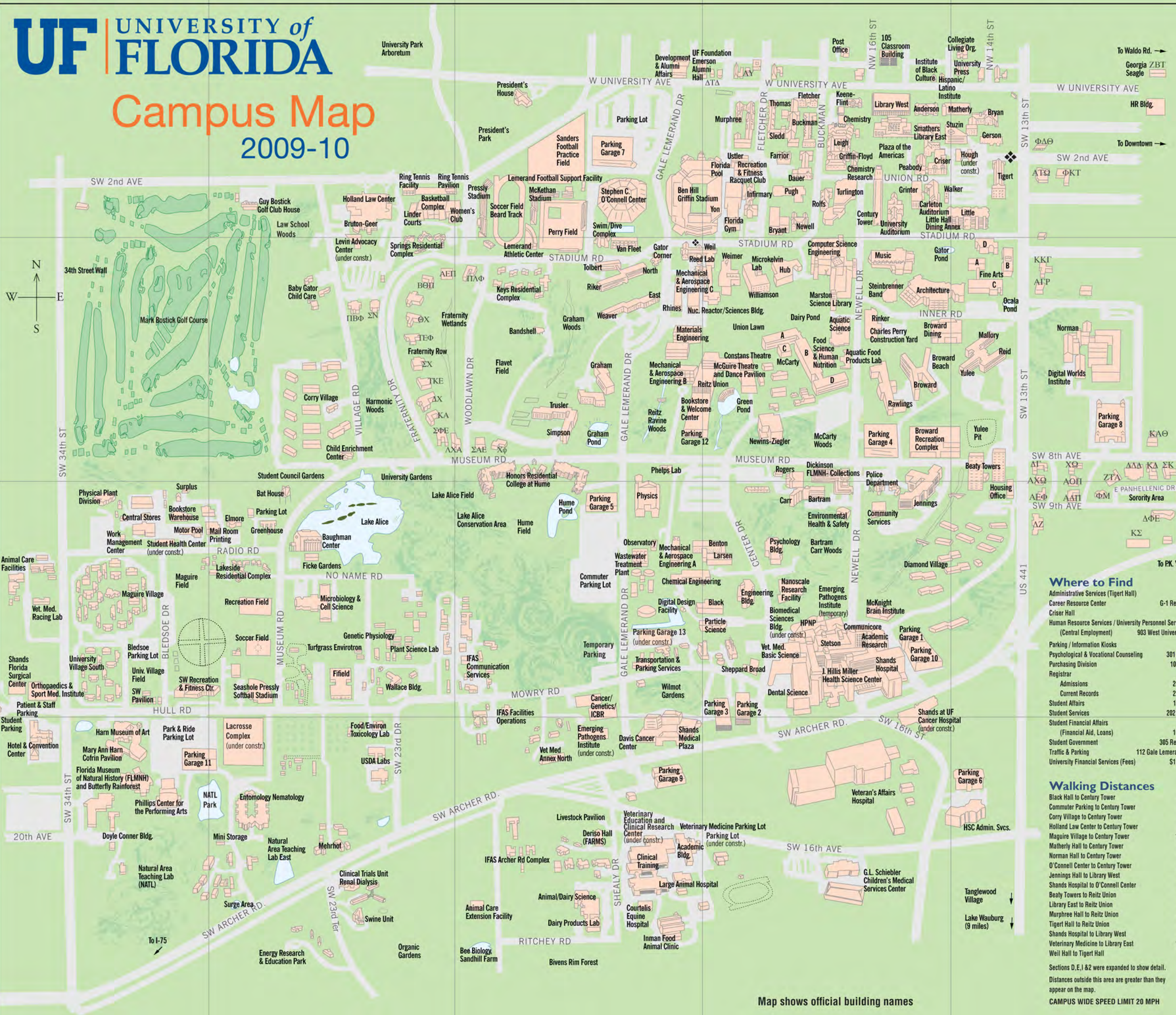
One of the key reasons behind our decision to create our own classroom facility centered on the increased revenue potential due to the 35% increase in student capacity. Being able to promote and showcase our premium teaching facility has enabled us to realize this potential revenue. Our last two SFMBA program enrollments, in 2008 and 2009, have reached classroom capacity each time. These two cohorts are not only larger than previous SFMBA cohorts, but they are also stronger, from both a mean GMAT and work experience perspective. The UF MBA Sunrise Center played a vital role in these record SFMBA Program enrollments.

Part III, Section 7

Appendix 5

UF UNIVERSITY of FLORIDA

Campus Map 2009-10



Where to Find

Administrative Services (Tigert Hall)	E1
Career Resource Center	G-1 Reitz Union
Criser Hall	D1
Human Resource Services / University Personnel Services (Central Employment)	903 West University Ave.
Parking / Information Kiosks	❖
Psychological & Vocational Counseling	301 Peabody
Purchasing Division	102 Elmore
Registrar	
Admissions	201 Criser
Current Records	222 Criser
Student Affairs	155 Tigert
Student Services	202 Peabody
Student Financial Affairs (Financial Aid, Loans)	103 Criser
Student Government	305 Reitz Union
Traffic & Parking	112 Gale Lemerand Drive
University Financial Services (Fees)	S113 Criser

Walking Distances

Black Hall to Century Tower	5/8 mi.
Commuter Parking to Century Tower	3/4 mi.
Corry Village to Century Tower	7/8 mi.
Holland Law Center to Century Tower	7/8 mi.
Maguire Village to Century Tower	1-3/4 mi.
Matherly Hall to Century Tower	1/4 mi.
Norman Hall to Century Tower	1/4 mi.
O'Connell Center to Century Tower	3/8 mi.
Jennings Hall to Library West	1/2 mi.
Shands Hospital to O'Connell Center	3/4 mi.
Beaty Towers to Reitz Union	1/2 mi.
Library East to Reitz Union	1/2 mi.
Murphree Hall to Reitz Union	3/8 mi.
Tigert Hall to Reitz Union	1/2 mi.
Shands Hospital to Library West	3/4 mi.
Veterinary Medicine to Library East	1-1/2 mi.
Weil Hall to Tigert Hall	1/2 mi.

Sections D,E,I &2 were expanded to show detail.

Distances outside this area are greater than they appear on the map.

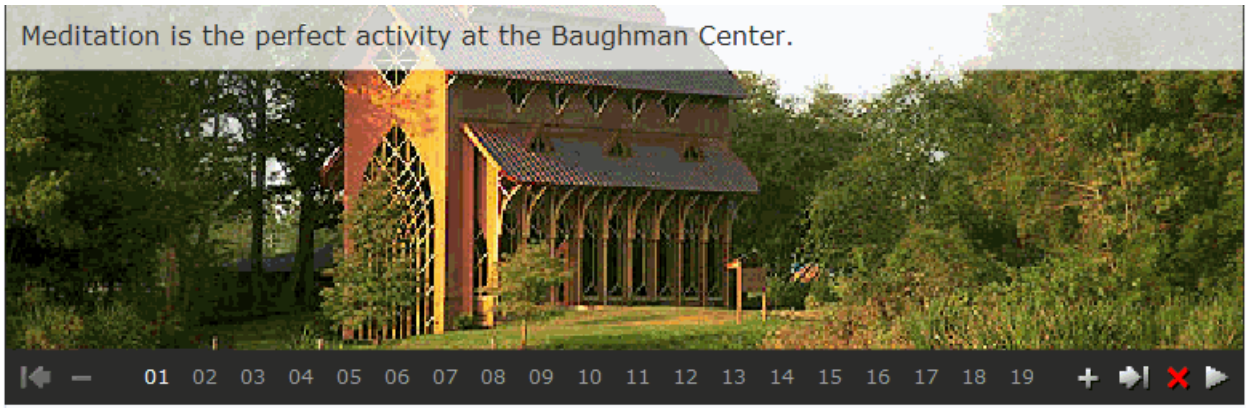
CAMPUS WIDE SPEED LIMIT 20 MPH

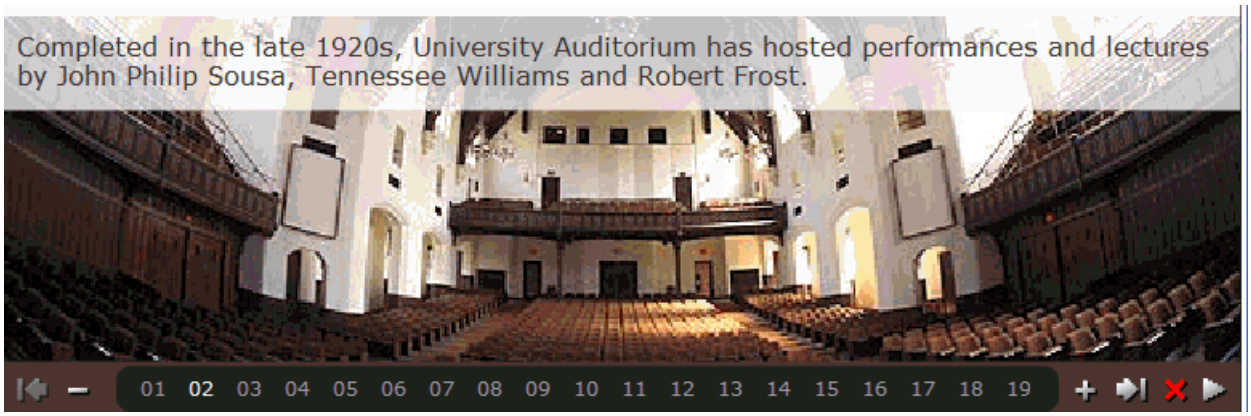
Map shows official building names

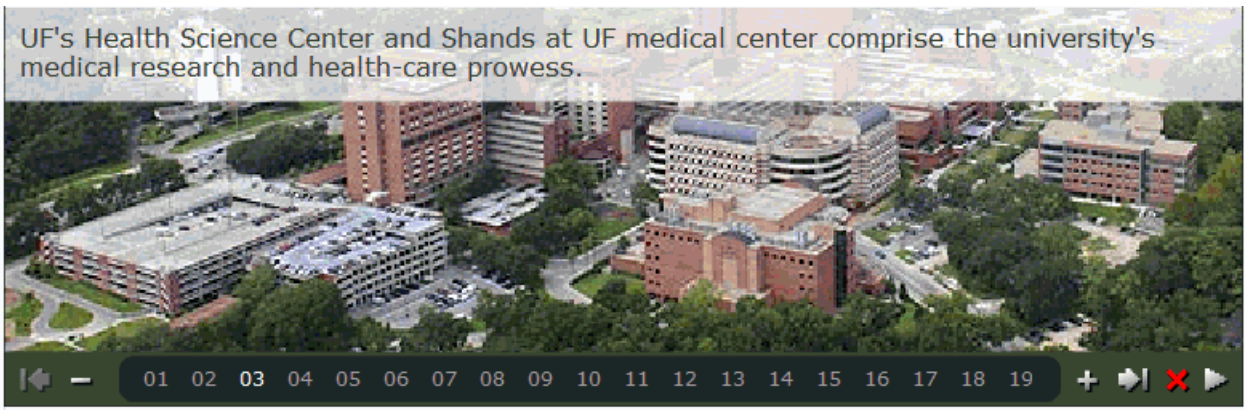
Part III, Section 7

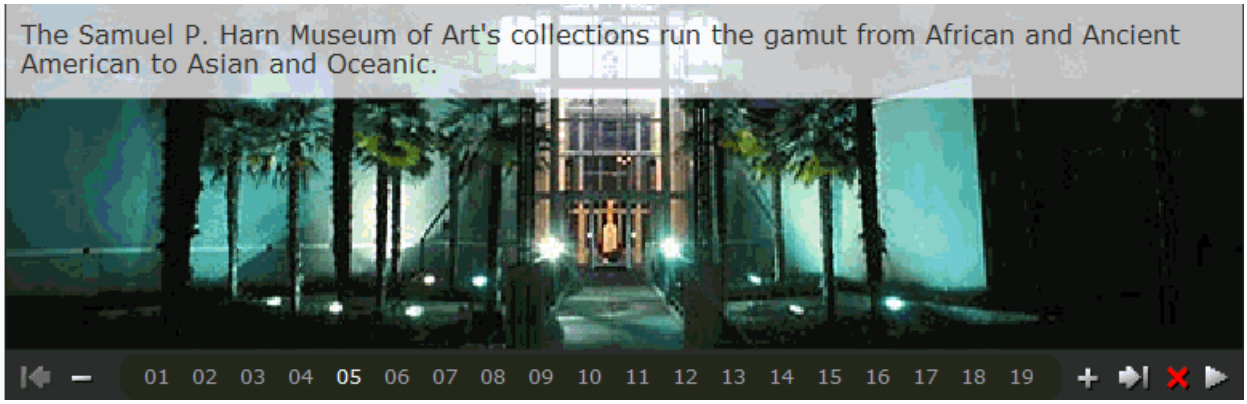
Appendix 6

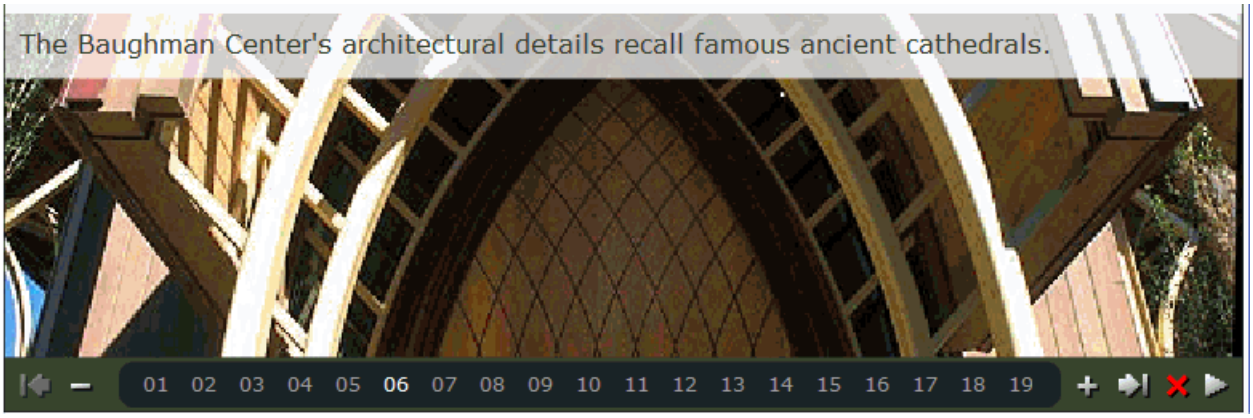
University of Florida Campus Photos Slide Show

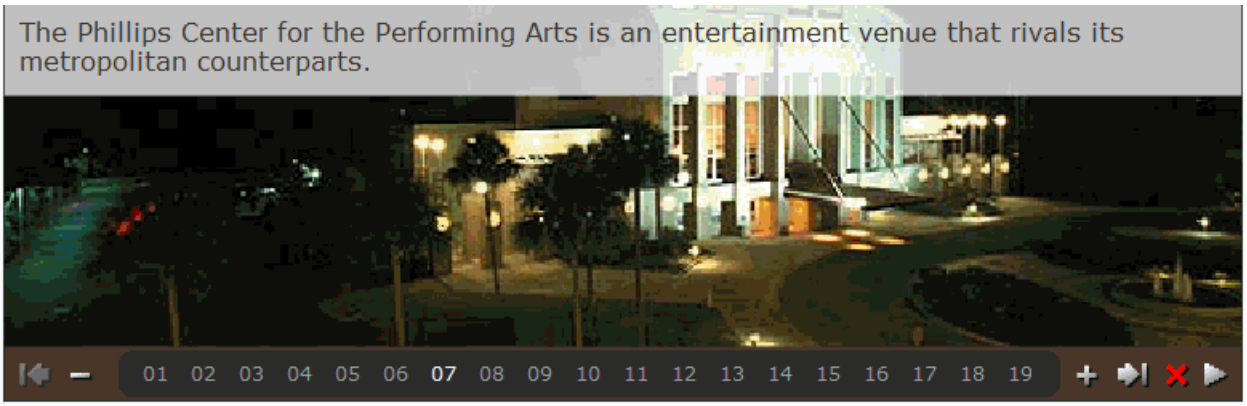




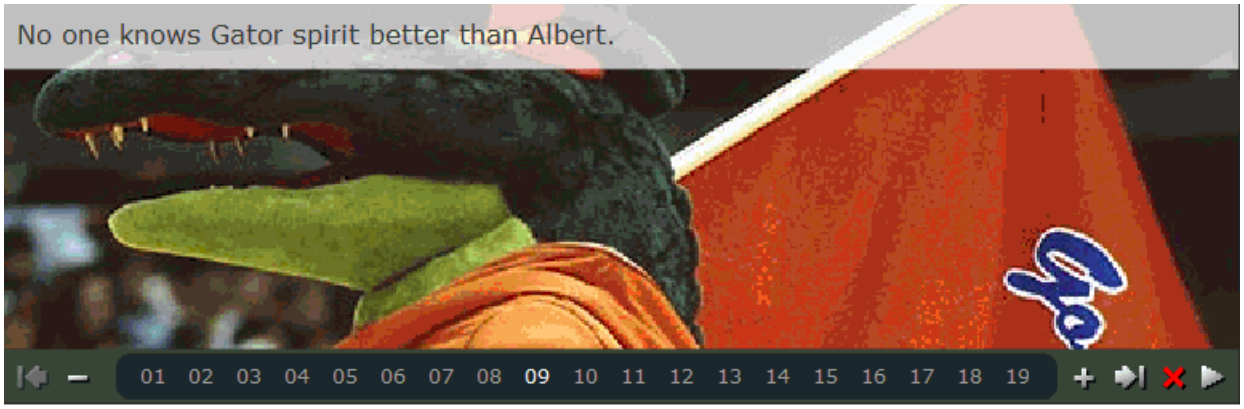



The Samuel P. Harn Museum of Art's collections run the gamut from African and Ancient American to Asian and Oceanic.
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19


The Baughman Center's architectural details recall famous ancient cathedrals.
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

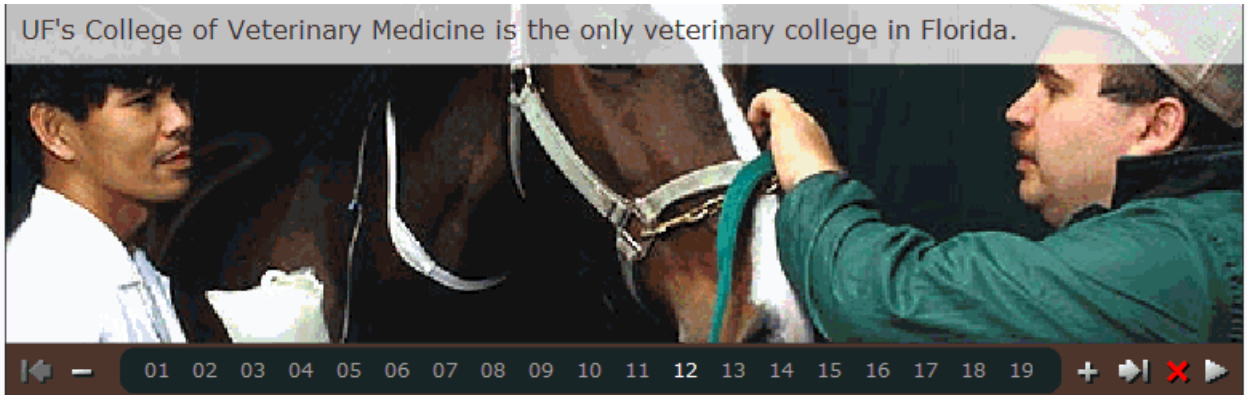

The Phillips Center for the Performing Arts is an entertainment venue that rivals its metropolitan counterparts.
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

Ben Hill Griffin Stadium becomes home to more than 90,000 cheering fans on game days.
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19


No one knows Gator spirit better than Albert.
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

When the Gators take to the field, they know they're not alone.
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

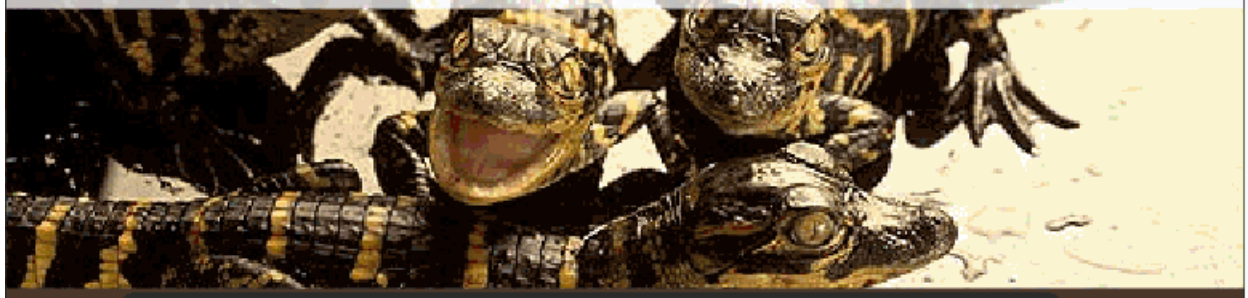
Translated into English, the Latin motto on the official university seal means, 'The welfare of the state (depends upon) the morals of its citizens.'
1853
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19


UF's College of Veterinary Medicine is the only veterinary college in Florida.
01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

From background to foreground, Ben Hill Griffin Stadium at Florida Field, the Stephen C. O'Connell Center, Alfred A. McKethan Stadium and Percy Beard Track.

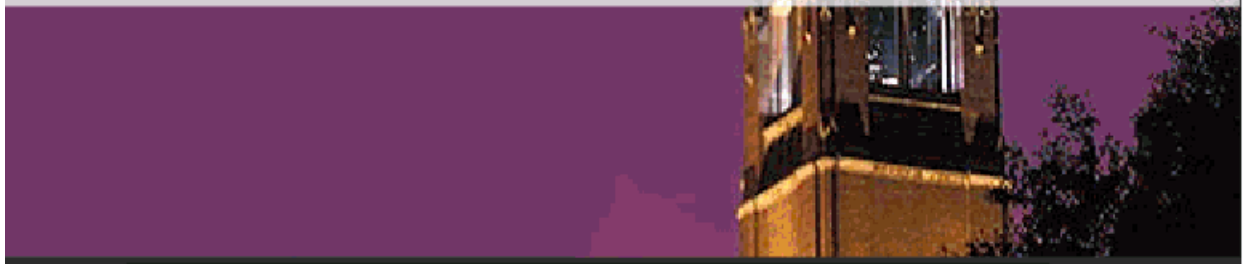
01 02 03 04 05 06 07 08 09 10 11 12 **13** 14 15 16 17 18 19

The Gator experience starts at an early age.



01 02 03 04 05 06 07 08 09 10 11 12 13 **14** 15 16 17 18 19

Century Tower, built in 1953, commemorates the university's 100th anniversary and honors UF students who died in the two world wars.



01 02 03 04 05 06 07 08 09 10 11 12 13 14 **15** 16 17 18 19

The welcoming committee at the north end of Ben Hill Griffin Stadium.

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 **16** 17 18 19

Lake Alice, on the west side of campus, is an official State Wildlife Refuge.

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

With more than 750 student groups on campus, UF offers something for everyone.

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

The Florida Museum of Natural History's hands-on exhibits sometimes require more than two hands.

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19

College is about finding one's self - even if it means putting on a sumo wrestler costume.

20 21 22 23 24 25 26 27 28

Open spaces, small ponds and shady nooks make UF's campus a nature lover's paradise.

20 21 22 23 24 25 26 27 28

The Honors Residential College at Hume Hall was the first facility in the United States designed and built specifically in support of a residential college concept.

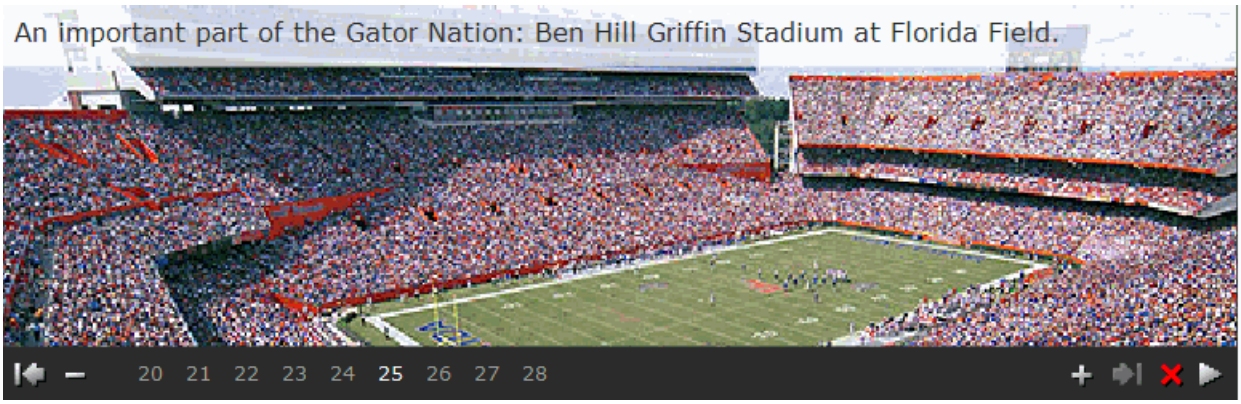
20 21 22 23 24 25 26 27 28

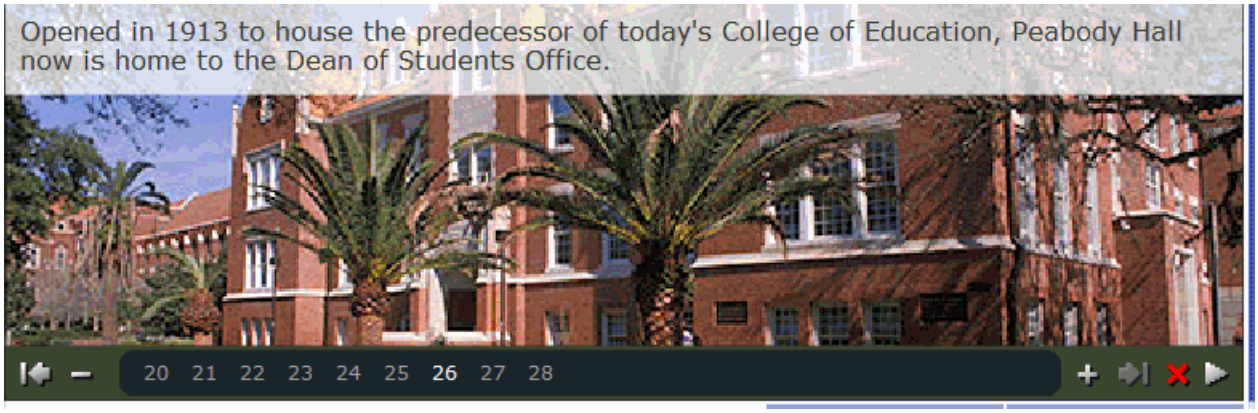
The University of Florida belongs to the prestigious Association of American Universities, which comprises the top 62 public and private institutions in North America.

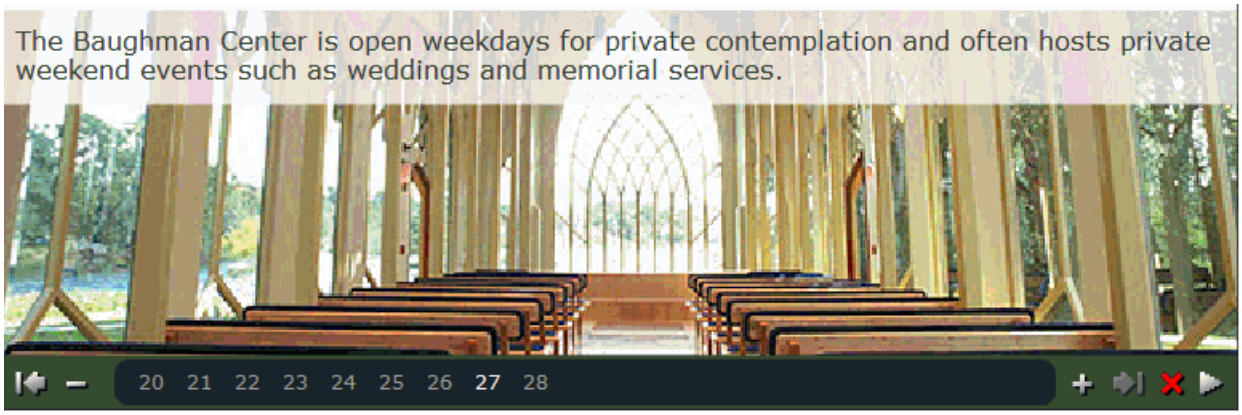
20 21 22 23 24 25 26 27 28

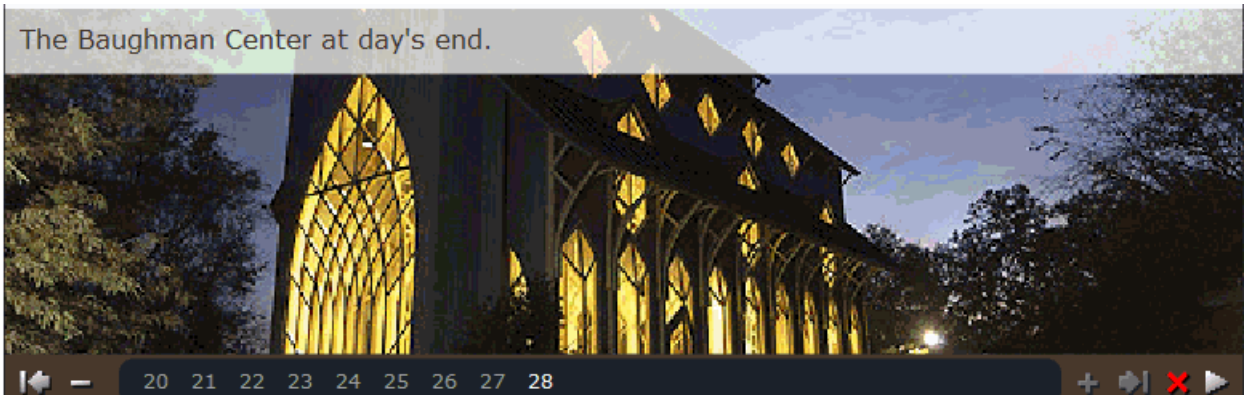
UF students come from all 67 Florida counties, all 50 states and more than 100 countries.

20 21 22 23 24 25 26 27 28


An important part of the Gator Nation: Ben Hill Griffin Stadium at Florida Field.
20 21 22 23 24 25 26 27 28


Opened in 1913 to house the predecessor of today's College of Education, Peabody Hall now is home to the Dean of Students Office.
20 21 22 23 24 25 26 27 28


The Baughman Center is open weekdays for private contemplation and often hosts private weekend events such as weddings and memorial services.
20 21 22 23 24 25 26 27 28


The Baughman Center at day's end.
20 21 22 23 24 25 26 27 28

Part III: Abbreviated Compliance Certification

Section 8

Part III.8: The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. *(Federal Requirement 4.1)*

✓ **Compliance** ___ **Non-Compliance**

The University of Florida affirms its compliance with Federal Requirement 4.1 and presents its evidence below.

Narrative:

A critically important aspect of student achievement is graduation and retention, especially at the undergraduate level. UF posts retention, persistence and graduation rate data on the Institutional Planning and Research Web site under UF Facts (Appendix III.8.1 and III.8.2). UF has the highest freshman retention rates among all public universities in Florida for a number of years. The rate has continued to increase steadily from 92% for the 1996 Fall entering cohort to 95% for the Fall 2007 cohort. The four year graduation rate for the Fall 2005 cohort was 58% while the six year rate was 82%. UF's four year "Success and Progress Rate" of 91% is the highest among the Florida State University System (SUS) institutions. In addition licensure/certification exam pass rates, job placement and entrance to graduate or professional programs are also good indicators. Data from the Florida Department of Education for 2006-07 indicates that UF College of Education students had a 100% pass rate on general knowledge and professional practice sections of the teacher certification exam; and a 100% pass rate on all the subject area exams completed. The UF College of Nursing boasts an over 90% pass rate on the licensure exams, and UF produces the largest number of graduate-level prepared nurses in the state of Florida. Additionally, in 2008, the UF College of Dentistry achieved a 100% pass rate on the national board exams, and 97% passed the Florida Dental Licensure Exam on the first attempt. These are just a few examples of student achievement.

As a graduate research institution, there are other markers of success, for example: The University of Florida has over 75 separate National Institutes of Health (NIH) and National Science Foundation (NSF) training grants that support graduate students in 9 of UF's 16 colleges. This past year, the university attracted over $580,000,000 in external funding and supported more than 2,600 students on research assistantships (stipends, tuition waivers and health insurance). Another 1,150 graduate students are supported on Fellowships. Many graduate students have portable NIH, NSF and other non-governmental fellowships. University of Florida graduate students produce hundreds of articles, book chapters, monographs, and presentations each year. At the PhD level the 2000-2003 cohort had a median completion rate of 63%.

The most recent job placement data for 2,862 PhD students graduating between 2005 and 2009 indicates that 542 hold postdoctoral positions, 688 hold faculty positions and 674 hold non-academic positions such as government or private sector employment.

Additionally, graduate and undergraduate students are encouraged to apply for internal and external grants and fellowships to support their research (Appendix III.8.3). A significant number of students have been successful in securing research support from a wide variety of sources including the American Heart Association, Environmental Protection Agency, National Institutes for Health, NASA, National Science Foundation and the National Endowment for the Humanities to name a few. Another indication of student success is the number of students who are recognized with prestigious awards, such as the Fulbright Scholarships for international study. In 2009-2010 eight UF students received Fulbright awards. (Appendix III.8.4).

Part III, Section 8: Appendices

- Appendix III.8.1: OIPR Home Page
- Appendix III.8.2: Graduate Appendices
- Appendix III.8.3: Funding Opportunities
- Appendix III.8.4: UF News—Fulbright Scholars

Part III,
Section 8

Appendix 1

University of Florida

UF Web with Google | Search

- Home
- About the Office
- UF Facts
- National Rankings
- Common Data Set
- Data Administration

Mission

The Office of Institutional Planning and Research is responsible for providing the university management with information that supports institutional planning, policy formation and decision making; for coordinating responses to inquiries for university-related information and serving as a comprehensive source for information about the institution; and for administering the Board of Governors data collection/reporting system on campus.

Quick Links

Board of Governors, SUS
AAUDE Data Exchange
Office of the Provost
Board of Trustees
UF Organization Chart
Race/Ethnicity Resurvey
Search IR
IR Links
Student Experience in the Research University (SERU) Detailed Reports (Requires Gatorlink)
SERU Executive Summary
12/11/09 SERU Presentation

Analytical Tools

Daily Enrollment Tracking System
Fundable SCH & Annual FTE System
SCH Cube
Enrollment Revenue Cube

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Comments and suggestions should be sent to: ufdata@aa.ufl.edu

UF UNIVERSITY of FLORIDA
The Foundation for The Gator Nation

- Home
- About the Office
- UF Facts
- National Rankings
- Common Data Set
- Data Administration

Quick Links
Board of Governors, SUS
AAUDE Data Exchange
Office of the Provost
Board of Trustees
UF Organization Chart
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SERU Executive Summary
12/11/09 SERU Presentation

Analytical Tools
Daily Enrollment Tracking System
Fundable SCH & Annual FTE System
SCH Cube
Enrollment Revenue Cube

UF Facts

Contact Information

Office of Institutional Planning and Research
University of Florida
P.O. Box 113115
355 Tigert Hall
Gainesville, FL 32611-3115
Phone: (352) 392-0456
Fax: (352) 392-8774
Email: ufdata@aa.ufl.edu

See also:

Board of Governors, State University System of Florida Factbook

Department Profiles

Table of Contents:

- Introduction
- Enrollment
- Degrees, Grades, & Graduation/Retention Rates
- Staffing Patterns
- Physical Facilities & Their Utilization
- Fiscal Analysis
- Tuition, Fees and Financial Aid
- Admissions
- IPEDS
- Minority Facts
- Academic Programs
- Centers & Institutes
- Glossary

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UF UNIVERSITY of FLORIDA
The Foundation for The Gator Nation

Degrees,Grades, & Graduation/Retention Rates

Introduction | Enrollment | Degrees, Grades, & Grad/Retention Rates | Staffing Patterns | Physical Facilities | Fiscal Analysis | Tuition | Admissions | IPEDS | Minority Facts | Academic Programs | Centers & Institutes | Glossary

GRADES/GRADUATION & RETENTION

Table II-1	Percentage Distribution of Undergraduate Grades by College, Fall Terms (1989-2009) Annual update scheduled for February, 2011	
Table II-2	Retention and Graduation Rates for All First Time in College (FTIC) and Community College AA Transfer Students (1988-2008) Last updated: January 13, 2010	

DEGREES AWARDED

Interactive Fact Book Application

Table II-3	Degrees Awarded by Type of Degree (1988-89 to 2007-08) Annual update scheduled for October, 2009	
Table II-4	Degrees Awarded by College (1988-99 to 2007-08) Annual update scheduled for October, 2009	
Table II-5	Undergraduate Degrees Awarded by College (1988-89 to 2007-08) Annual update scheduled for October, 2008	
Table II-6	Masters Degrees Awarded by College (1988-89 to 2007-08) Annual update scheduled for October, 2009	
Table II-7	Distribution of Professional and Advanced Degrees Awarded by College (1988-89 to 2007-08) Annual update scheduled for October, 2008	
Table II-8	Degrees Awarded by Major (1997-98 to 2007-08) Annual update scheduled for October, 2009	

HOURS TO DEGREE BY DEGREE PROGRAM

Table II-9	Hours to Degree by Degree Program (1995-2009) Annual update scheduled for November, 2010	

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TABLE II-2
RETENTION AND GRADUATION RATES
FOR ALL FIRST-TIME-IN-COLLEGE (FTIC) STUDENTS*
UNIVERSITY OF FLORIDA

FTIC Cohort Year:	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998**	1999**	2000**	2001**	2002**	2003**	2004	2005	2006	2007	2008
Number FTIC's Enrolled	4406	3945	4123	4433	4526	5138	4986	5698	5206	6032	5664	6130	6942	6296	6509	6567	6778	7279	6749	6493	6451
Total Graduated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Percent Graduated	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.00%	0.00%	0.00%
Number Retained	4406	3945	4123	4433	4526	5138	4986	5698	5206	6032	5664	6130	6942	6296	6509	6567	6778	7279	6749	6493	6451
Percent Retained	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
RE-ENROLLED 2ND YEAR	3993	3502	3681	3899	4077	4565	4476	5085	4773	5531	5210	5648	6414	5907	6077	6175	6416	6869	6455	6198	
Total Graduated	0	0	1	0	0	2	1	2	0	2	2	2	8	3	8	3	5	2	6	9	
Percent Graduated	0.00%	0.00%	0.02%	0.00%	0.00%	0.04%	0.02%	0.04%	0.00%	0.03%	0.04%	0.03%	0.12%	0.05%	0.12%	0.05%	0.09%	0.03%	0.09%	0.14%	
Number Retained	3993	3502	3681	3899	4077	4565	4476	5085	4773	5531	5210	5648	6414	5907	6077	6175	6417	6869	6455	6198	
Percent Retained	90.63%	88.77%	89.28%	87.95%	90.08%	88.85%	89.77%	89.24%	91.68%	91.69%	91.98%	92.14%	92.39%	93.82%	93.36%	94.03%	94.67%	94.37%	95.64%	95.46%	
RE-ENROLLED 3RD YEAR	3678	3209	3323	3517	3706	4149	4081	4647	4457	5148	4876	5352	6031	5595	5786	5876	6153	6565	6190		
Total Graduated	48	50	61	54	61	100	125	163	196	197	214	227	271	254	273	208	227	190	233		
Percent Graduated	1.09%	1.27%	1.50%	1.22%	1.35%	1.99%	2.53%	2.90%	3.76%	3.30%	3.81%	3.74%	4.02%	4.08%	4.32%	3.21%	3.44%	2.64%	3.54%		
Number Retained	3678	3209	3324	3517	3706	4151	4082	4649	4457	5150	4878	5354	6039	5598	5794	5879	6159	6567	6196		
Percent Retained	83.48%	81.34%	80.62%	79.34%	81.88%	80.79%	81.87%	81.59%	85.61%	85.38%	86.12%	87.34%	86.99%	88.91%	89.02%	89.52%	90.87%	90.22%	91.81%		
RE-ENROLLED 4TH YEAR	3483	2901	3016	3212	3390	3735	3697	4267	4083	4785	4522	4963	5592	5150	5323	5508	5754	6213			
Total Graduated	1230	1075	1154	1227	1327	1629	1767	2281	2413	2760	2683	2972	3419	3078	3327	3580	3711	4034			
Percent Graduated	29.01%	28.52%	29.49%	28.90%	30.67%	33.69%	37.97%	42.93%	50.12%	49.06%	51.18%	52.22%	53.27%	52.97%	55.43%	57.73%	58.19%	58.06%			
Number Retained	3531	2951	3078	3266	3451	3837	3823	4432	4279	4984	4738	5192	5871	5407	5604	5719	5987	6405			
Percent Retained	80.14%	74.80%	74.65%	73.67%	76.25%	74.68%	76.67%	77.78%	82.19%	82.63%	83.65%	84.70%	84.57%	85.88%	86.10%	87.09%	88.33%	87.99%			
RE-ENROLLED 5TH YEAR	2154	1713	1702	1848	1914	1961	1824	1832	1573	1919	1730	1867	2036	1939	1881	1792	1922				
Total Graduated	1300	1079	1097	1178	1273	1314	1266	1265	1107	1372	1306	1381	1521	1453	1389	1353	1452				
Percent Graduated	58.51%	55.87%	56.10%	55.47%	58.79%	59.26%	63.36%	65.13%	71.38%	71.80%	74.24%	74.75%	75.18%	76.05%	76.77%	78.33%	79.61%				
Number Retained	3432	2838	2918	3129	3302	3692	3717	4278	4182	4878	4629	5068	5734	5274	5489	5583	5866				
Percent Retained	77.89%	71.94%	70.77%	70.58%	72.96%	71.86%	74.55%	75.08%	80.33%	80.87%	81.73%	82.68%	82.60%	83.77%	84.33%	85.02%	86.54%				
RE-ENROLLED 6TH YEAR	792	540	518	562	586	586	446	501	408	455	362	415	436	390	404	365					
Total Graduated	439	311	305	360	361	393	280	317	267	291	233	250	257	276	276	243					
Percent Graduated	68.47%	63.75%	63.50%	63.59%	66.77%	66.91%	68.97%	70.69%	76.51%	76.61%	78.35%	78.83%	78.88%	80.43%	81.01%	82.03%					
Number Retained	3370	2744	2831	3021	3247	3631	3605	4212	4124	4786	4567	4997	5655	5178	5401	5509					
Percent Retained	76.49%	69.56%	68.66%	68.15%	71.74%	70.67%	72.30%	73.92%	79.22%	79.34%	80.63%	81.52%	81.46%	82.24%	82.98%	83.89%					
RE-ENROLLED 7TH YEAR	335	194	190	180	189	158	148	161	128												
Total Graduated	151	105	118	103	106	85	76	92	69												
Percent Graduated	71.90%	66.41%	66.36%	65.91%	69.11%	68.57%	70.50%	72.31%	77.89%												
Number Retained	3352	2709	2808	2999	3211	3596	3587	4189	4114												
Percent Retained	76.08%	68.67%	68.11%	67.65%	70.95%	69.99%	71.94%	73.52%	79.02%												
RE-ENROLLED 8TH YEAR	183	82	77	68	64	67															
Total Graduated	86	45	36	38	26	27															
Percent Graduated	73.85%	67.55%	67.23%	66.77%	69.69%	69.09%															
Number Retained	3351	2702	2813	2990	3192	3590															
Percent Retained	76.06%	68.49%	68.23%	67.45%	70.53%	69.87%															
RE-ENROLLED 9TH YEAR	107	34	45	36	26																
Total Graduated	35	14	21	17	9																
Percent Graduated	74.65%	67.91%	67.74%	67.16%	69.89%																
Number Retained	3361	2699	2817	2996	3180																
Percent Retained	76.28%	68.42%	68.32%	67.58%	70.26%																
RE-ENROLLED 10TH YEAR	66	27	22	24																	
Total Graduated	26	11	4	6																	
Percent Graduated	75.24%	68.19%	67.84%	67.29%																	
Number Retained	3355	2706	2815	3001																	
Percent Retained	76.15%	68.59%	68.28%	67.70%																	

4-Year Grad Rates
(58.06% of UF FTIC's who began in 2005 graduated in 4 years.)

6-Year Grad Rates
(82.03% of UF FTIC's who began in 2003 graduated in 6 years.)

The cohort is made up of First-Time-In-College (FTIC) students from the fall term and from the previous summer term who continue into the fall term. FTICs are followed until the end of summer. Therefore, each year begins with fall and ends with summer semester. The percent graduated is cumulative. The number retained includes the number who re-enrolled plus graduates of previous years. The cohort includes early admits. Graduates include degrees posted late.

PBPA - RSR
Source: Board Retention Database

*Includes full-time and part-time students.
**PharmD is excluded.

TABLE II-2
RETENTION AND GRADUATION RATES
FOR COMMUNITY COLLEGE AA-TRANSFERS*
UNIVERSITY OF FLORIDA

	AA-Transfers Cohort Year:																				
	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999**	2000**	2001	2002	2003	2004	2005	2006	2007	2008
Number AA's Enrolled	1061	1148	1322	1274	1038	1172	1141	1446	1552	1656	1621	1332	1651	1640	1619	1580	1475	1568	1735	1808	1338
Total Graduated	2	6	5	1	0	7	8	14	16	9	25	17	12	14	7	16	8	13	17	14	12
Percent Graduated	0.19%	0.52%	0.38%	0.08%	0.00%	0.60%	0.70%	0.97%	1.03%	0.54%	1.54%	1.28%	0.73%	0.85%	0.43%	1.01%	0.54%	0.83%	0.98%	0.77%	0.90%
Number Retained	1061	1148	1322	1274	1038	1172	1141	1446	1552	1656	1621	1332	1651	1640	1619	1580	1475	1568	1735	1808	1338
Percent Retained	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
RE-ENROLLED 2ND YEAR	925	971	1132	1104	923	1016	1002	1297	1399	1490	1445	1179	1475	1464	1435	1435	1313	1401	1568	1641	
Total Graduated	310	319	354	359	303	356	401	568	609	661	644	532	624	591	649	617	560	632	709	766	
Percent Graduated	29.41%	28.31%	27.16%	28.26%	29.19%	30.97%	35.85%	40.25%	40.27%	40.46%	41.27%	41.22%	38.52%	36.89%	40.52%	40.06%	38.51%	41.14%	41.84%	43.14%	
Number Retained	927	977	1137	1105	923	1023	1010	1311	1415	1499	1470	1196	1487	1478	1442	1451	1321	1414	1585	1655	
Percent Retained	87.37%	85.10%	86.01%	86.73%	88.92%	87.29%	88.52%	90.66%	91.17%	90.52%	90.68%	89.79%	90.07%	90.12%	89.07%	91.84%	89.56%	90.18%	91.35%	91.54%	
RE-ENROLLED 3RD YEAR	559	587	694	675	556	611	553	661	739	741	712	582	790	792	711	711	683	705	796		
Total Graduated	332	348	442	395	365	361	364	439	495	516	485	377	522	568	481	497	465	473	555		
Percent Graduated	60.70%	58.62%	60.59%	59.26%	64.35%	61.77%	67.75%	70.61%	72.16%	71.62%	71.19%	69.52%	70.14%	71.52%	70.23%	71.52%	70.03%	71.30%	73.83%		
Number Retained	871	912	1053	1035	859	974	962	1243	1364	1411	1381	1131	1426	1397	1367	1344	1251	1350	1522		
Percent Retained	82.09%	79.44%	79.65%	81.24%	82.76%	83.11%	84.31%	85.96%	87.89%	85.21%	85.19%	84.91%	86.37%	85.18%	84.43%	85.06%	84.81%	86.10%	87.72%		
RE-ENROLLED 4TH YEAR	199	214	214	250	161	216	165	194	201	185	185	185	233	199	192	183	200	207			
Total Graduated	129	143	130	151	113	147	117	124	131	121	120	115	146	121	113	128	139	145			
Percent Graduated	72.86%	71.08%	70.42%	71.11%	75.24%	74.32%	78.00%	79.18%	80.61%	78.93%	78.59%	78.15%	78.98%	78.90%	77.27%	79.62%	79.46%	80.55%			
Number Retained	843	887	1015	1005	829	940	938	1215	1321	1371	1339	1111	1391	1372	1330	1313	1233	1325			
Percent Retained	79.45%	77.26%	76.78%	78.89%	79.87%	80.20%	82.21%	84.02%	85.12%	82.79%	82.60%	83.41%	84.25%	83.66%	82.15%	83.10%	83.59%	84.50%			
RE-ENROLLED 5TH YEAR	64	61	68	73	42	62	37	55	77	57	52	61	73								
Total Graduated	31	37	37	48	24	33	22	33	38	32	36	37	31								
Percent Graduated	75.78%	74.30%	73.22%	74.88%	77.55%	77.13%	79.93%	81.47%	83.05%	80.86%	80.81%	80.93%	80.86%								
Number Retained	837	877	999	979	823	933	927	1200	1328	1364	1326	1102	1377								
Percent Retained	78.89%	76.39%	75.57%	76.84%	79.29%	79.61%	81.24%	82.99%	85.57%	82.37%	81.80%	82.73%	83.40%								
RE-ENROLLED 6TH YEAR	32	26	27	29	21	23	16	21	31												
Total Graduated	10	12	11	16	7	9	6	11	18												
Percent Graduated	76.72%	75.35%	74.05%	76.14%	78.23%	77.90%	80.46%	82.23%	84.21%												
Number Retained	836	879	995	983	826	927	928	1199	1320												
Percent Retained	78.79%	76.57%	75.26%	77.16%	79.58%	79.10%	81.33%	82.92%	85.05%												
RE-ENROLLED 7TH YEAR	25	15	16	16	13	15	14	11													
Total Graduated	10	7	9	7	5	4	4	4													
Percent Graduated	77.66%	75.96%	74.74%	76.69%	78.71%	78.24%	80.81%	82.50%													
Number Retained	839	880	995	986	825	928	932	1200													
Percent Retained	79.08%	76.66%	75.26%	77.39%	79.48%	79.18%	81.68%	82.99%													
RE-ENROLLED 8TH YEAR	17	4	7	13	6	10															
Total Graduated	4	1	3	6	2	5															
Percent Graduated	78.04%	76.05%	74.96%	77.16%	78.90%	78.67%															
Number Retained	841	876	995	990	823	927															
Percent Retained	79.26%	76.31%	75.26%	77.71%	79.29%	79.10%															
RE-ENROLLED 9TH YEAR	11	3	6	6	3																
Total Graduated	4	1	1	1	0																
Percent Graduated	78.42%	76.13%	75.04%	77.24%	78.90%																
Number Retained	839	876	997	989	822																
Percent Retained	79.08%	76.31%	75.42%	77.63%	79.19%																
RE-ENROLLED 10TH YEAR	13	2	5	7																	
Total Graduated	1	0	3	1																	
Percent Graduated	78.51%	76.13%	75.26%	77.32%																	
Number Retained	845	876	997	991																	
Percent Retained	79.64%	76.31%	75.42%	77.79%																	

4-Year Grad Rates
(80.55% of UF AA Transfers who began in 2005 graduated in 4 years.)

The cohort is made up of AA transfers from the fall term and from the previous summer term who continue into the fall term. AA transfers are followed until the end of summer. Therefore, each year begins with fall and ends with summer semester. The percent graduated is cumulative. The number retained includes the number who who re-enrolled plus graduates of previous years. Graduates include degrees posted late.

PBPA - RSR
Source: Board Retention Database

*Includes full-time and part-time students.
**PharmD is excluded.

Part III, Section 8

Appendix 2

Appendix III.8.2 - Sections Extracted from the 2009-2010 Graduate Catalog regarding program length

GENERAL REQUIREMENTS

Master of Arts and Master of Science

The general requirements for the Master of Arts and the Master of Science degrees also apply to the following degrees: Master of Arts in Education, Master of Arts in Mass Communication, Master of Science in Building Construction, Master of Science in Pharmacy, and Master of Science in Statistics. However, for the specialized degrees, there are some additional requirements that must be followed.

Course requirements: A master's degree with thesis requires at least 30 credits including up to 6 credits of Research for Master's Thesis (6971). All thesis students must register for an appropriate number of credits in 6971.

A nonthesis Master of Arts or Master of Science degree requires at least 30 credits. No more than 6 of those credits can be from S/U courses. Nonthesis students cannot use Research for Master's Thesis (6971).

Other Master's Degrees

Although the general requirements for the Master of Arts and the Master of Science degrees also apply to the following discipline-specific degrees, there are some important differences. For detailed requirements, see *Fields of Instruction*. In addition, the Graduate School monitors the following requirements for these specialized degrees.

Master of Accounting

The Master of Accounting (M.Acc.) is the graduate degree for students seeking professional careers in public accounting, business organizations, and government. The M.Acc. program offers specializations in auditing/financial accounting, accounting systems, and taxation.

The recommended curriculum to prepare for a professional career in accounting is the 3/2 five-year program with a joint awarding of the Bachelor of Science in Accounting and the Master of Accounting degrees on satisfactory completion of the 150-credit program. The entry point into the 3/2 is the start of the senior year.

Students who have already completed an undergraduate degree in accounting may enter the 1-year M.Acc. program, which requires 34 credits of course work. At least 18 credits must be in graduate-level accounting, excluding preparatory courses. All students must take a final comprehensive examination. For details about requirements, see *General Regulations* for master's degrees.

M.Acc./J.D. program: This joint program culminates in both the Juris Doctor (J.D.) degree awarded by the College of Law and the Master of Accounting (M.Acc.) degree awarded by the Graduate School. The program is for students with an undergraduate degree in accounting, who are interested in advanced studies in both accounting and law. About 20 credits fewer are needed for the joint program than if the two degrees were

earned separately. The two degrees are awarded after completing curriculum requirements for both degrees. Students must take the GMAT (or the GRE), and also the LSAT before admission, and must meet the admission requirements for the College of Law (J.D.) and the Fisher School of Accounting (M.Acc.).

Master of Advertising

The Master of Advertising (M.Adv.) program develops leaders in the profession by giving students theoretical, research, and decision-making skills essential for strategic advertising and integrated communications planning; and the opportunity to develop expertise in an area such as account management, research, creative strategy, media planning, international and cross cultural advertising, new technology, special market advertising, and advertising sales management.

Students without a basic course or substantial professional experience in marketing or advertising must complete articulation courses before entering the program. All students must complete a basic statistics course before entering. The M.Adv. requires at least 33 credits and a thesis. Some areas allow a terminal project in lieu of thesis (with permission from the academic unit's Graduate Faculty).

Master of Agribusiness

The Master of Agribusiness (M.Ab.) degree program offers advanced study for students seeking careers in sales, marketing, and management with organizations that operate mainly in the food industry and agribusiness sector. Through rigorous practical course work, students can capitalize on the program's broad-based resources, as students look forward to careers as food marketers, commodity merchandisers, and agribusiness managers. Students may focus on areas such as strategic sales, international marketing, human resource management, and the futures market. This program is not recommended for students seeking careers in research and university teaching.

The program requires at least 30 credits (core and elective courses in finance, marketing, management, decision-making, and quantitative methods relevant to agribusiness). These courses prepare students to analyze current situations, anticipate opportunities, and develop effective action plans. Before starting the program, students must have taken and successfully passed prerequisite courses in marketing, management, statistics, and finance. Contact the academic unit for information on additional prerequisite courses and program requirements.

Master of Architecture

The Master of Architecture (M.Arch) is an accredited graduate degree meeting the professional requirements of the National Architectural Accrediting Board for students who wish to qualify for registration and practice as architects. Candidates are admitted from architectural, related, and unrelated undergraduate backgrounds; professional experience is encouraged but not required.

The M.Arch. requires at least 52 credits, including no more than 6 credits in ARC 6971 or 6979. Course sequences in design history and theory, structures, technology, and practice must be completed. Students are encouraged to propose individual programs of study (outside of required courses), and interdisciplinary work is encouraged.

Master of Arts in Teaching and
Master of Science in Teaching

These degrees (M.A.T., M.S.T.) combine graduate study in a discipline with selected education courses and a teaching internship, providing flexible curricula that prepare students for a variety of options including teaching and further graduate work.

Requirements for the degrees are as follows:

(1) A reading knowledge of one foreign language if required by the student's major.

(2) Satisfactory completion of at least 36 credits while registered as a graduate student, with work distributed as follows:

— At least 18 credits in the major and 6 credits in the minor.

— Six credits in an academic unit internship in teaching (6943 Internship in College Teaching). Three years of successful teaching experience in a state-certified school may be substituted for the internship requirement, and credits thus made available may be used for further work in the major, the minor, or in education.

— At least one course selected from three or more of the following: social and/or psychological foundations of education; education technology; counselor education; special education, and community college curriculum. Other areas may be added or substituted at the discretion of the supervisory committee. These courses may be used to comprise a minor.

(3) Off-campus work: At least 8 to 16 credits (at the academic unit's discretion), including at least 6 credits in one term, must be earned on the Gainesville campus. Beyond that, credits earned in off-campus UF courses approved by the Graduate School are accepted if they are appropriate to the student's degree program as determined by the supervisory committee.

(4) At degree completion, the student needs at least 36 credits in the major for certification purposes.

Master of Arts in Urban and Regional Planning

The degree of Master of Arts in Urban and Regional Planning (M.A.U.R.P.) is a graduate degree for professional urban and regional planners and meets the educational requirements for the American Institute of Certified Planners. The program is accredited by the Planning Accreditation Board. General requirements are the same as for other Master of Arts degrees with thesis, except that the minimum registration required is 52 credits including no more than 6 credits in URP 6971 or 6979. All areas allow a project (requiring 6 credits) in lieu of thesis (with permission from the academic unit's Graduate Faculty).

M.A.U.R.P./J.D. joint program: A 4-year program leading to the Juris Doctor and Master of Arts in Urban and Regional Planning degrees is offered under the joint auspices of the College of Law and the College of Design, Construction, and Planning, Department of Urban and Regional Planning. For students interested in the legal problems of urban and regional planning, this program blends law studies with relevant course work in the

planning curriculum. Students receive both degrees at the end of a 4-year course of study whereas separate programs would require 5 years. Students must take the GRE and the LSAT before admission, must be admitted to both programs, and must complete the first year of law school course work before commingling law and planning courses. A thesis is required on completing the course work.

Interested students should apply to both the Holland Law Center and the Graduate School, noting on the application the joint nature of their admission requests. For more information on the program, contact the Holland Law Center and the Department of Urban and Regional Planning.

Master of Building Construction

The Master of Building Construction (M.B.C.) degree is for students pursuing advanced work in construction management, construction techniques, and research problems in the construction field.

General requirements are the same as for the Master of Science in Building Construction degree except that the M.B.C. requires at least 36 graduate credits. A thesis is not required. All candidates are required to pass a comprehensive examination at the completion of course work.

Master of Business Administration

The Master of Business Administration (M.B.A.) degree gives students (1) conceptual knowledge for understanding the functions and behaviors common to business organizations and (2) analytical, problem-solving, and decision-making skills essential for effective management. Emphasis is on developing the student's capacities and skills for business decision making.

The traditional M.B.A. curriculum is structured so that students may extend their knowledge in a specialized field. The program offers certificate programs in auditing and informational technology, financial services, hospitality management, supply chain management, decision and information sciences, entrepreneurship and technology management, and global management, and concentrations in finance, security analysis, real estate, competitive strategy, marketing, entrepreneurship, decision and information sciences, management, global management, human resource management, Latin American business, international studies, and sports administration.

Course work: At least 48 qualified credits of course work are required for the 2-year option, and 1-year Option A. The 1-year Option B requires 32 credits. Credits cannot be transferred from another institution or program.

Options

Traditional M.B.A. 2-year option: The traditional M.B.A. program requires 4 terms of continuous full-time study. The program starts only in the fall; many students spend the summer working at internships. This option requires at least 2 years of full-time, post-undergraduate work experience.

Traditional M.B.A. 1-year, Option A: Students with an acceptable bachelor's degree, which need not be in business, may complete this option in 12 months. The program

starts in the summer and requires 48 acceptable credits and 2 years of post-undergraduate work experience.

Traditional M.B.A. 1-year, Option B: For students with recent, acceptable undergraduate degrees in business (completed within 7 years before starting the program), this option starts in July. Students take mostly electives during summer B, fall, and spring terms and graduate in May. This option requires 2 years of post-undergraduate work experience.

Executive M.B.A. option: A 20-month program for working professionals, students attend classes 1 extended weekend per month (Friday-Sunday). The program is divided into 5 terms, starts in August, and includes a 1-week international experience. The international study tour is a program requirement; students travel abroad in May for a week of experiential learning through lectures or discussions with local business and government leaders. The tour will include a combination of lectures, group projects and/or site visits. This option requires 8 years of post-undergraduate work experience, and students are expected to have people or project management responsibilities in their current positions.

M.B.A. for professionals 2-year option: This 27-month program starts in August and January and is for professionals who work full time while pursuing their degrees part time. Students attend classes 1 weekend per month (Saturday-Sunday) and must attend a 1-week in-residence elective class. This option requires 2 years of post-undergraduate work experience.

M.B.A. for professionals 1-year option: For students with acceptable undergraduate degrees in business (completed within 7 years before starting the program), this 16-month option starts in August. Students attend classes 1 weekend per month (Saturday-Sunday) and must attend a 1-week in-residence elective class. The first meeting includes a 1-week, on-campus foundations review of basic course work. This option requires 2 years of post-undergraduate work experience.

Internet M.B.A. 2-year option: This 27-month program starts in January and allows students with computers, through Internet access, to “attend” classes and interact with faculty and classmates via such technology as e-mail, DVD, streaming video, synchronous group discussion software, asynchronous class presentation software, and multimedia courseware. Students visit campus 1 weekend (Saturday-Sunday) every 4 months. This option requires 2 years of post-undergraduate work experience.

Internet M.B.A. 1-year option: For students with acceptable undergraduate degrees in business (completed within 7 years before starting this program), this 16-month option starts in January and gives students and faculty the same interactive technology as the Internet M.B.A. 2-year option. Students visit campus 1 weekend (Saturday-Sunday) every 4 months. The first meeting includes a 1-week, on-campus foundations review of basic course work. This option requires 2 years of post-undergraduate work experience.

M.B.A. for professionals in South Florida option: This 24 month program starts during the summer. For professionals who wish to continue working full time while pursuing their degrees part time. Students attend classes once every 3 weeks (Saturday-Sunday) in Fort Lauderdale. This option requires 2 years of post-undergraduate work experience.

M.B.A./M.S. in medical sciences (biotechnology) program: Concurrent studies leading to the Master of Business Administration and Master of Science degrees, offered in cooperation with the College of Medicine, are in response to the needs of businesses engaged in biotechnological sciences. Both degrees can be obtained in 3 years. The program requires 1 year of science courses, 1 year of business courses, and a year devoted to research and electives in business and science. Research is done in one of the Interdisciplinary Center for Biotechnology Research core laboratories. Students must meet the admission and curriculum requirements of both degrees. Requirements of the M.B.A. program are those in effect when an applicant is admitted to the program. A student must at all times remain in good standing in both degree programs to remain in the M.B.A. program. This program requires 2 years of post-undergraduate work experience.

M.B.A./Ph.D. in medical sciences program: Concurrent studies leading to the Master of Business Administration and Doctor of Philosophy degrees are offered in cooperation with the College of Medicine. This 120-credit program trains research scientists to assume responsibilities as managers of biotechnical industries. Estimated time to complete both degrees is 5 to 7 years. Students must meet the admission and curriculum requirements of both programs. Requirements of the M.B.A. program are those in effect when an applicant is admitted to the program. This program requires 2 years of post-undergraduate work experience.

M.B.A./J.D. program: A program of joint studies leading to the Master of Business Administration and Juris Doctor degrees is offered under the joint auspices of the Warrington College of Business Administration and the Levin College of Law. Current M.B.A. or J.D. students must declare their intent to apply for the second degree during their first year. Applications are then due according to admission schedules for that year. Both degrees are awarded after a 4-year course of study. Students must take both the LSAT and the GMAT before admission and meet the admission and curriculum requirements of both degrees. Requirements of the M.B.A. program are those in effect when an applicant is admitted to the program. This program requires 2 years of post-undergraduate work experience.

M.B.A./Pharm.D. program in management and pharmacy administration: A program of concurrent studies culminating in both the Master of Business Administration and Doctor of Pharmacy degrees allows students interested in both management and pharmacy administration to obtain the appropriate education in both areas. Candidates must meet the entrance requirements and follow the entrance procedures of both the Warrington College of Business Administration and the College of Pharmacy, and admission to the two programs must be simultaneous. The degrees may be granted after 5 years of study. Requirements of the M.B.A. program are those in effect when an applicant is admitted to the program. This program requires 2 years of post-undergraduate work experience.

M.B.A./M.I.M. program in international management: A dual degree program between the University of Florida (UF) and the American Graduate School of International Management (Thunderbird) makes it possible to earn both degrees after 3 years of study. Students start the program at UF and apply to Thunderbird in their first year. Requirements of the M.B.A. program are those in effect when an applicant is admitted to the program. This program requires 2 years of post-undergraduate work experience.

World Leadership M.B.A. option: A 16-month program for executives. The program is divided into 5 modules and starts in January. This consortium program will bring together top executives from all over the world to participate in a truly global M.B.A. experience. During the course of the program, students attend classes in three 2-week residencies and two 1-week residencies. These residencies will take place in 5 different countries (U.S., Belgium, U.K., India, and China). World Leadership M.B.A. graduates will earn a consortium Master of Business Administration degree from the University of Florida and Vlerick Leuven Gent Management School, plus a Master of Business Administration degree from Aston Business School. This program requires 10 years of post undergraduate work experience, and students are expected to have significant people or project management responsibilities in their current positions.

Master of Education

The Master of Education (M.Ed.) degree program meets the need for professional personnel to serve a variety of functions required in established and emerging educational activities of modern society. A thesis is not required.

All M.Ed. programs require at least 36 credits, with at least half of these credits earned in courses in the College of Education. Up to 6 credit earned from 3000- and 4000-level courses taken outside the academic unit may be counted toward the minimum requires for the degree provided they are part of an approved plan of study. (See also *General Requirements for Master's Degrees*.)

At least 16 credits must be earned while the student is enrolled as a graduate student in courses offered on the Gainesville campus of the University of Florida including registration for at least 6 credits in a single term. This requirement may deviate where distance education programs are considered.

Master of Engineering

Students may choose a thesis or nonthesis option for the Master of Engineering (M.E.) degree. To be eligible for admission to the M.E. program, students must have earned a bachelor's degree from an ABET-accredited college or they must complete articulation work for equivalence. Admission requirements of the Graduate School must be met. The College of Engineering may use the Fundamentals of Engineering examination in lieu of the GRE for admitting students into the nonthesis master's degree programs. Students who do not meet the ABET requirement may be admitted to the Master of Science program (see section on Master of Arts and Master of Science).

The nonthesis M.E. degree is a 30-credit course-work–only degree (practice-oriented project or capstone course may be included in the 30 credits). At least 15 credits must be in the student's major at the 5000 level or higher. For work outside the major, courses numbered 3000 or above (not to exceed 6 credits) may be taken if they are part of an approved plan of study. If a minor is chosen, at least 6 credits are required. Two 6-credit minors may be taken. At the discretion of individual engineering academic units, an oral or written examination may be required.

The thesis option requires 30 credits of course work, including up to 6 credits of 6971 (Research for Master's Thesis). At least 12 credits (not counting 6971) must be in the student's major. Courses in the major must be at the 5000 level or higher. For work outside the major, up to 6 credits of courses numbered 3000 or above may be taken if

part of an approved plan of study. If a minor is chosen, at least 6 credits are required. Two 6-credit minors may be taken at the discretion of the academic unit. A comprehensive oral and/or written final examination is required.

Master of Family, Youth, and Community Sciences

The Master of Family, Youth, and Community Sciences (M.F.Y.C.S.) degree prepares students for mid-level leadership positions in public and private organizations, agencies, and businesses that address the needs of families, youths, and communities. The program of study provides the student with a broad base of knowledge in the discipline. It includes required courses in the theoretical foundations of the discipline, public policy analysis, program planning and evaluation, nonprofit management and ethics for practitioners. This program requires at least 32 credit hours (half of which are electives the student selects with the supervisory committee). Completing the degree requires comprehensive written and oral examinations.

Master of Fine Arts

The Master of Fine Arts (M.F.A.) degree is offered with majors in art, creative writing, and theatre. Requirements are the same as for the Master of Arts with thesis, except the M.F.A. requires at least 60 credits (54 for creative writing), including 6 to 9 credits in 6971 (Research for Master's Thesis). Students in art and theatre substitute 6973 (Individual Project) creative work in lieu of the written thesis.

Art: The M.F.A. degree with a major in art involves advanced visual research for those who wish to attain a professional level of proficiency in studio work. Specialization is offered in the studio areas of ceramics, creative photography, drawing, painting, printmaking, sculpture, graphic design, and digital media. For studio work, the M.F.A. is generally the terminal degree and is often the required credential for teachers of art in colleges and universities.

In addition to the general requirements above, students must take at least 60 credits. Requirements include 42 credits in studio courses (24 in specialization, 12 in electives, and 6 in ART 6973C); 6 credits in art history; 3 credits in teaching art in higher education (required if the student is to accept a teaching assistantship); 3 credits in aesthetics, criticism, or theory; and 6 credits of electives. The College requires the student to leave documentation of thesis project work for purposes of record, exhibition, or instruction.

Creative writing: The M.F.A. in creative writing develops writers of poetry and fiction by a series of workshops and literature seminars. Candidates are expected to produce a thesis (a manuscript of publishable poetry or fiction) at the end of the 3-year program. The degree requires 9 courses (4 workshops, 3 literature courses, and 2 electives), 3 reading tutorials, and a thesis: 48 credits in all. Students take at least 1 workshop each term. All of the literature courses cannot be in the same century. The electives may be literature seminars or workshops; 1 elective may be an approved graduate course outside the Department of English.

Theatre: The M.F.A. degree with a major in theatre is for those interested in production-oriented theatrical careers and teaching. Two specializations are offered: acting and design. The craft skills encompassed in the program are later applied in public and studio productions. The program requires 60 credits, including 18 credits of core classes, 17 credits of specialty training, an internship, and a project in lieu of thesis.

Master of Fisheries and Aquatic Sciences

The nonthesis Master of Fisheries and Aquatic Sciences (M.F.A.S.) program trains students in the technical aspects of fisheries and aquatic sciences emphasizing written and oral communication of scientific information. Requirements are the same as for the Master of Science degree with the nonthesis option, except that the M.F.A.S. also requires a technical paper. The program requires at least 26 graduate credits of graded course work (at least 16 in the major). The final draft of the technical paper must be submitted to all supervisory committee members for approval at least 3 weeks before the scheduled date of the oral and written final examination.

Master of Forest Resources and Conservation

The Master of Forest Resources and Conservation (M.F.R.C.) degree is for additional professional preparation rather than primary research. Requirements are the same as those listed under *General Regulations* for master's degrees, except that the M.F.R.C. requires GRE scores of at least 500 verbal and 500 quantitative.

Work required: At least 32 credits of letter-graded course work with at least 12 credits of graduate course work in the major are required. A thesis is not required, but the student must complete a technical project in an appropriate field. This project may take various forms, such as a literature review, extension publication, video, training manual, or curriculum. The M.F.R.C. requires a final examination covering the candidate's entire field of study. The student must present the work to the supervisory committee in an on-campus public forum before the final examination.

Master of Health Administration

The Master of Health Administration (M.H.A.), offered by the College of Public Health and Health Professions, trains qualified individuals to become managers and leaders of health care organizations. The degree provides a core of business and analytical skills, concepts and knowledge specific to health administration, opportunities for application and synthesis, and exposure to the field of practice. The M.H.A. program admits students only in the fall term and requires full-time study for 2 years, plus a summer internship between the first and second years. The program requires a total of 63 credits.

Master of Health Science

The Master of Health Science (M.H.S.) degree, offered by the College of Public Health and Health Professions, provides exposure to health research and meets the need for leadership personnel in established and emerging health care programs. The College currently offers programs in occupational therapy and rehabilitation counseling.

There are three paths to enter occupational therapy and attain the Master of Health Science degree. The 4-term thesis option emphasizes research and is the appropriate route for (but not limited to) students seeking admission to the College of Public Health and Health Profession's Ph.D. program in rehabilitation science. The 3-term nonthesis option emphasizes research and advanced theories related to the practice of occupational therapy. Both options prepare leaders in the profession and require 36 credits. The third option, the distance learning program, is for working professionals to increase knowledge in emerging practice areas and leadership.

The rehabilitation counseling program meets the need for professional personnel to serve in various areas of rehabilitation counseling. The Department requires at least 52 academic credits for most students, including at least 49 credits in the major. Some exceptionally well-qualified students may need fewer credits with approval of the program chair. Work in the major includes both practicum experiences and a full-time internship. Elective courses may complement the major and relate to the student's career plans. All candidates must pass a comprehensive examination. See *General Regulations* for requirements for all master's degrees.

Master of Interior Design

The Master of Interior Design (M.I.D.) allows students to direct their attention to a variety of topics including design pedagogy and processes; sustainable, safe, and secure environments; creative performance and innovation; and built heritage conservation.

Work required includes at least 36 credits (no more than 6 thesis credits). Required preparatory courses are in addition to the minimum credits for graduate work.

Master of International Construction Management

The Master of International Construction Management (M.I.C.M.) is a nonthesis, distance education, advanced degree program with a research report/project requirement offered by the Rinker School of Building Construction. The M.I.C.M. allows students with computer and Internet access to attend classes at any time, any place and to interact with faculty and classmates via the Internet.

Work required: The M.I.C.M. prepares students to assume upper-level construction management responsibilities in a multinational construction company. Specializations include sustainable construction, information systems, construction safety, and human resource management. In addition to 6 research-oriented graduate credits, the student selects 1 or 2 specializations and then takes the rest of the required 33 credits from the remaining courses and special electives. Students must pass a comprehensive oral and/or written examination on completing course work and the master's research report/project.

Master of Landscape Architecture

The degree of Master of Landscape Architecture (M.L.A.) is the advanced professional degree for graduates with baccalaureate credentials in landscape architecture and is a first professional degree for the graduate from a nonlandscape architectural background. Candidates are admitted from related and unrelated fields and backgrounds. An advanced professional life experience track is available for eligible candidates.

Work required: Candidates must complete at least 52 credits, including no more than 6 credits of thesis or project. For students without baccalaureate credentials in landscape architecture, required preparatory courses are in addition to the minimum credits for graduate work. For advanced professional life experience candidates, the minimum requirement is 30 credits, including thesis. At least 50% of all course work must be graduate courses in landscape architecture. Some areas allow a project (requiring 6 credits) in lieu of thesis, with permission of the academic unit's Graduate Faculty.

Master of Latin

The Classics Department offers the nonthesis Master of Latin (M.L.) degree, a 30-credit program mainly for currently employed and/or certified teaching professionals who wish to widen their knowledge of Latin, broaden their education in the field of Classics, and enhance their professional qualifications. This degree can be attained by students in residence for fall/spring terms or by a program of summer course work at UF and by directed independent study and/or distance learning courses during the regular academic year.

Students registering during summer terms can complete the degree in 4 years by earning 6 graduate credits each summer (total = 24), plus two 3-credit independent study or distance learning courses during the intervening academic years. Those who already have some graduate credit in Latin, or who can take more credits during the year, can complete the degree more quickly.

Degree requirements include at least 30 credits as a UF graduate student. Of these, no more than 8 credits (grade of A, A-, B+, or B) may be transferred from institutions approved for this purpose by the Dean of the Graduate School. At least half of the 30 credits required should be from Latin language and literature courses (LAT or LNW courses at the 5000 level or above). UF graduate-level courses taken before admission to Graduate School (e.g., in the Latin Summer Institutes) may be applied to the 30 credits if approved by the Graduate School. The Department will work closely with individual students to determine how many previous graduate credits at UF or other institutions may be applied to this program.

The student may elect minor work in other academic units (e.g., history, philosophy, art history, religion) although there is no requirement to do so. If a minor is chosen, at least 6 credits are required in the minor field. Two 6-credit minors may be taken with departmental permission. A GPA of 3.0 is required for minor credit and for all work counted toward the degree. All work in a minor must be approved by the supervisory committee.

Master of Laws in Comparative Law

The Master of Laws in Comparative Law (LL.M.Comp.Law) degree is for graduates of foreign law schools who want to enhance their understanding of the American legal system and the English common law system. The program starts with Introduction to American Law, a 4-credit summer course that gives students a foundation in the American legal process. It also helps students acclimate to the College of Law and the University community before starting the academic year. During fall and spring terms, and with the director's approval, students choose their remaining 22 credits from more than 100 Juris Doctor and LL.M. in Taxation courses and seminars. For admission information consult the College of Law Catalog or write to the Comparative Law Office, P.O. Box 117643, University of Florida, Gainesville FL 32611-7643.

Master of Laws in Environmental and Land Use Law

The Master of Laws in Environmental and Land Use Law degree is a one-year post-J.D. degree providing an opportunity for experienced attorneys, as well as recent law school graduates, to spend an academic year full-time on the UF campus developing in-depth expertise in environmental and land use law. For more information about the Environmental and Land Use Law Program, contact University of Florida Levin College of Law, Environmental and Land Use Law Office, P.O. Box 117625,

University of Florida,
Gainesville, FL 32611-7625 or by phone (352-273-0777) or e-mail to elulp@law.ufl.edu.

Master of Laws in International Taxation

The Master of Laws in International Taxation (LL.M.I.T.) degree program offers advanced instruction for law graduates who plan to specialize in international taxation, in the practice of law. Degree candidates must complete 26 credits. Of these 26 credits, 22 must be graduate-level tax courses, and 13 must be graduate-level international tax courses, including a research and writing course.

Master of Laws in Taxation

The Master of Laws in Taxation (LL.M.T.) degree program offers advanced instruction for law graduates who plan to specialize in federal taxation and particularly federal income taxation, in the practice of law. Degree candidates must complete 26 credits. Of these 26 credits, 22 must be graduate-level tax courses, including a research and writing course.

Master of Music

The Master of Music (M.M.) degree is offered in music or music education. The music program offers the following concentrations: choral conducting, composition, instrumental conducting, music history and literature, ethnomusicology, music theory, performance, and sacred music. The M.M. degree prepares students for careers as teachers in studios, schools, and universities; performers; music historians; music critics; church musicians; composers; conductors; and accompanists.

Work required includes at least 32 credits of course work (not counting prerequisite or deficiency courses) incorporating a core of 9 credits. The core in all emphases includes MUS 6716 (MUE 6785 in the music education program), MUT 6629, and one MUH or MUL graduate course. A thesis or creative project in lieu of thesis is required.

Master of Occupational Therapy

The nonthesis Master of Occupational Therapy (M.O.T.) degree program is for students who do not have a degree in occupational therapy, and who want to enter the field of occupational therapy. The program gives students a holistic perspective including an understanding of the philosophical and theoretical bases for practice in the current health care environment. The M.O.T. program provides a strong background in theory, assessment, and therapeutic intervention.

This 5-term program of graduate study consists of 3 terms of classroom course work and 2 terms (24 weeks) of internship. Students enter the program after completing a bachelor's degree. The M.O.T. degree is awarded after completing 58 credits.

Master of Public Health

The Master of Public Health (M.P.H.) is a nonthesis degree program that prepares students to become effective public health practitioners, scientists, and educators. Graduates can contribute to the health of the local, national, and international communities through advancing public health knowledge and by designing, implementing,

and evaluating programs and policies that prevent disease and promote health. Students have the opportunity to develop skills in 1 of 6 public health concentration areas:

— Biostatistics: Applying quantitative and analytical methods in public health research and evaluation

— Environmental health: Assessing risk levels and protecting the public from environmental threats to health

— Epidemiology: Studying the distribution and determinants of health In populations and communities

— Public health management and policy: Providing leadership in public health administration and developing policies to promote the public's health

— Public health practice: Developing breadth in the field of public health by studying 2 or more of the other concentration areas

— Social and behavioral sciences: Exploring the unique issues faced by diverse groups and populations and acquiring skills to achieve social and behavioral change.

The M.P.H. degree program is a 48-credit program for individuals with bachelor's degrees. Those with prior terminal degrees in health-related fields may take the M.P.H. in an accelerated 42-credit format. Several collaborative programs with professional and graduate degrees are available, including D.V.M./M.P.H., J.D./M.P.H., and Pharm.D./M.P.H. A combined degree program for seniors and a 15-credit certificate program also are offered. For additional information, visit http://www.mph.ufl.edu.

Work required: In the 48-credit program, students take 16 credits of core public health course work and 5-8 credits of internship. Internships are designed to promote competency in the concentration area and contribute to the student's career goals. The remaining 24-27 credits include required and elective course work in the concentration area chosen by the student. Specific course requirements vary by concentration area.

Students who have a relevant terminal degree in a health-related field may be eligible for the 42-credit accelerated program, pending M.P.H. admissions committee approval. This program requires completion of 16 credits of core public health course work, 21 credits of concentration course work, and a 5-credit internship.

Master of Science in Architectural Studies

Admission: The Master of Science in Architectural Studies (M.S.A.S.) is a nonprofessional, research degree for students with undergraduate degrees in any field of study who wish to undertake advanced studies and research in architectural specialties. Specialization is offered in environmental technology, architectural preservation, urban design, history, and theory.

Work required includes at least 35 credits of course work incorporating up to 6 credits of ARC 6971 (Research for Master's Thesis). Most course work should be in the School of Architecture, but multidisciplinary electives in planning, history, law, engineering, art history, and real estate are encouraged. Students also may enroll in one of the School's

off-campus programs in Nantucket, in the Caribbean, in Hong Kong, or in Vicenza. A thesis is required.

Requirements for level and distribution of credits, supervisory committee, and final examination are the same as for the Master of Arts and Master of Science with thesis.

Master of Science in Nursing

The College of Nursing offers the Master of Science in Nursing (M.S.Nsg.) degree (thesis or nonthesis) with advanced practice preparation for the roles of the nurse practitioner in acute care, adult, family, neonatal, pediatric, psychiatric/mental health, and midwifery nursing. In addition to the advanced practice clinical tracks, the College also offers tracks in public health, adult health clinical nurse specialist, and the clinical nurse leader (CNL). The CNL is a generalist clinician who brings a high level of clinical competence and knowledge to the point of care and serves as a resource for the health care team.

Program requirements include at least 46 credits for advanced practice clinical tracks, and at least 36 credits for the generalist CNL track. Thesis M.S.Nsg. candidates must prepare and present theses acceptable to their supervisory committees and the Graduate School. An oral presentation of the thesis and a comprehensive exam in the major are also required. M.S.N. candidates must pass a comprehensive written examination in the major.

Cooperative M.S.Nsg. degree with Florida State University (FSU) and the University of Florida (UF): For students in the nurse-midwifery clinical track, the cooperative degree program is an approved mechanism allowing students to transfer more than the usual number of semester credit hours (9 vs. 24) from FSU to UF. On completing the curriculum, students are awarded an M.S.Nsg. from UF. Students meet admissions requirements for both universities and take most of the core graduate and primary care courses at FSU; on completing these courses, credits are transferred to UF and students enroll in the UF midwifery clinical track courses. The guidebook for midwifery students explains admissions, advisement, and progression for traditional and cooperative degree students (http://www.nursing.ufl.edu/prospective/curriculum_plans/midwifery%20guidelines.pdf).

Master of Statistics

The Master of Statistics (M.Stat.) degree requires at least 36 credits including at least 30 graduate credits in the major. Courses are selected in consultation with the supervisory committee chair and approved by the supervisory committee. Students must pass two examinations: (1) a first-year examination, given by a committee designated for the purpose, on material covered in statistics courses for first-year graduate students and (2) a final oral examination consisting of a presentation by the student on a statistical topic not covered in depth in the regular course work. The student should consult with his/her adviser to choose a topic, and present a written report on that topic to the supervisory committee at least 1 week before the examination date. A typical report is 8 to 10 pages. During and after the presentation, the student's committee may ask questions related to the topic of the presentation and related to other material covered in the student's program of study.

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Requirements for Doctoral Degrees

Doctor of Philosophy

The Doctor of Philosophy (Ph.D.) is a research degree and is granted on evidence of general proficiency, distinctive attainment in a special field, and particularly on ability for independent investigation as demonstrated in a dissertation presenting original research with a high degree of literary skill. Consequently, doctoral programs are more flexible and varied than those leading to other graduate degrees. The Graduate Council does not specify what courses are required for the Doctor of Philosophy degree. General requirements: The program should be unified in relation to a clear objective, the program should have the considered approval of the student's entire supervisory committee, and the program should include an appropriate number of credits of doctoral research.

Course Requirements

Course requirements for doctoral degrees vary from field to field and from student to student. In all fields, the Ph.D. degree requires at least 90 credits beyond the bachelor's degree. All master's degrees counted in the minimum must be earned in the last 7 years.

Transfer of credit: No more than 30 credits of a master's degree from another institution will be transferred to a doctoral program. If a student holds a master's degree in a discipline different from the doctoral program, the master's work will not be counted in the program unless the academic unit petitions the Dean of the Graduate School. All courses beyond the master's degree taken at another university to be applied to the Ph.D. degree must be taken at an institution offering the doctoral degree and must be approved for graduate credit by the Graduate School of the University of Florida. All courses to be transferred must be graduate-level, letter-graded with a grade of B or better and must be demonstrated to relate directly to the degree being sought. All such transfer requests must be made by petition of the supervisory committee no later than the third term of Ph.D. study. The total number of credits (including 30 for a prior master's degree) that may be transferred cannot exceed 45, and in all cases the student must complete the qualifying examination at the University of Florida. In addition, any prior graduate credits earned at UF (e.g., a master's degree in the same or a different discipline) may be transferred into the doctoral program at the discretion of the supervisory committee and by petition to the Graduate School. The petition must show how the prior course work is relevant to the current degree.

Campus Residence Requirement

Beyond the first 30 credits counted toward the doctoral degree, students must complete 30 credits enrolled at the University of Florida campus or at an approved branch station of the University of Florida Agricultural Experiment Stations or the Graduate Engineering and Research Center. An academic unit or college may establish and monitor its own more-stringent requirement as desired.

Doctor of Audiology

The Colleges of Liberal Arts and Sciences, and Public Health and Health Professions offer a program leading to the degree of Doctor of Audiology. The Au.D. degree is

awarded after a 4-year program of graduate study. Foreign languages are not required. The program leading to the Au.D. degree is administered by the Departments of Communicative Disorders and Communication Sciences and Disorders, their respective colleges, and the Graduate School.

Course requirements includes 125 credits for students entering the program with a bachelor's degree awarded by an accredited institution consisting of at least 70 credits of didactic instruction, 45 credits of applied practicum, and 3 credits of audiology research.

A 70-credit program leading to the Au.D. is offered for applicants holding an earned master's degree in audiology from an accredited institution.

A 45-credit program leading to the Au.D. is offered for applicants holding an earned master's from an accredited institution, certification and/or licensure in audiology, and at least 3 years of full-time experience in audiology.

Doctor of Education

The Doctor of Education (Ed.D.) degree offers advanced professional training and academic preparation for the highest levels of educational practice. Programs are available in the School of Teaching and Learning and the Departments of Counselor Education; Educational Administration and Policy; and Special Education.

A minimum of 90 credits beyond the bachelor's degree (master's degrees included must be in the last 7 years) is required. Course requirements vary with the academic unit and with the student's plan for research and/or professional pursuit. With the approval of the supervisory committee, the student may choose one or more minor fields of study. The Ed.D. requires a qualifying examination and a dissertation.

See *Requirements for the Ph.D.* for information on transfer of credit, minors, leave of absence, supervisory committee, language requirement, campus residence requirement, qualifying and final examinations, admission to candidacy, dissertation, and certification. These statements apply to both the Ph.D. and Ed.D. degrees.

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Doctor of Nursing Practice

The College of Nursing offers a program leading to the degree of Doctor of Nursing Practice (D.N.P.). The program prepares advanced practice nurses with the knowledge, skills, and abilities needed in today's complex health care environment and produces advanced practice nurses with educational background comparable to health care practitioners in other fields.

Program of study: The D.N.P. program consists of 93 credits that can be completed in 8 semesters of full-time study or 14 semesters of part-time study. Students who already have an M.S.N. degree are able to satisfy the requirements of the D.N.P. curriculum upon completion of 48 credits.

Doctor of Plant Medicine

The College of Agricultural and Life Sciences offers an interdisciplinary program leading to the degree of Doctor of Plant Medicine (D.P.M.). The D.P.M. degree is awarded after a 3- to 4-year program of graduate study. Foreign languages are not required. The program leading to the D.P. M. degree is administered by the College of Agricultural and Life Sciences and the Graduate School.

Course requirements: Students entering the program with a bachelor's degree must earn 120 credits. This includes at least 90 credits of course work and 30 credits of internship. Students entering the program with a master's degree in a related area may be allowed to transfer up to 30 credits in graduate courses corresponding to those required by the plant medicine program.

Specialized Degrees

Engineer

For those engineers who need additional technical depth and diversification in their education beyond the master's degree, the College of Engineering offers the degree of Engineer (Eng.). This degree requires at least 30 credits of graduate work beyond the master's degree. It is not to be considered as a partial requirement toward the Ph.D. degree. The student's objective after the master's degree should be the Ph.D. or the Engineer degree.

Admission to the program: Students must have completed a master's degree in engineering and apply for admission to the Graduate School of the University of Florida. The master's degree is regarded as the foundation for the degree of Engineer. The master's degree must be based on the candidate having a bachelor's degree in engineering from an ABET-accredited curriculum or having taken sufficient articulation course work to meet the minimum requirements specified by ABET.

Course and residence requirements: Total registration in an approved program must include at least 30 graduate credits beyond the master's degree. This minimum requirement must be earned through the University of Florida. The last 30 credits must be completed within 5 calendar years.

Specialist in Education

An Ed.S. program develops competencies needed for a professional specialization. Specializations are offered in the School of Teaching and Learning and the Departments of Counselor Education, Educational Administration and Policy, and Special Education. Ed.S. applicants must apply and be admitted to UF's Graduate School. All work for the degree, including transferred credit, must be completed within 7 years before the degree is awarded.

The Ed.S. degree is awarded on completing a planned program with at least 72 credits beyond the bachelor's degree or at least 36 credits beyond the master's degree. All credits accepted for the program must contribute to the unity and the stated objective of the total program.

APPENDIX 2

ADMISSION TO THE GRADUATE SCHOOL

The information in this catalog is current as of July 2009. Please contact individual programs for any additional information or changes.

How to Apply

To apply for admission: contact the academic unit of interest for information about admissions procedures. To find websites for academic units, visit http://gradschool.ufl.edu/students/college-department-links.html. Applications that meet minimum standards are referred by Graduate Admissions in the Office of the University Registrar to the graduate selection committees of the various academic units for approval or disapproval. To be admitted to graduate study in a given academic unit, the prospective student must meet the requirements of the unit and the Graduate School. Admission to some programs is limited by the resources available.

Minimum requirements include an earned bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution. Applicants must have a minimum grade average of B for all upper-division undergraduate work and scores that are acceptable for the program to which the student is applying on the General Test of the Graduate Record Examination (GRE) or on the Graduate Management Admission Test (GMAT). These scores must be used in the context of a holistic credential review process. Some academic units require a reading knowledge of at least one foreign language. Exceptions to the above requirements are made only when these and other criteria, including letters of recommendation, are reviewed by the academic unit, recommended by the college, and approved by the Dean of the Graduate School.

Direct admission to the Graduate School requires a baccalaureate degree from an accredited college or university. Two copies of the official transcripts from all previously attended colleges or universities should accompany all applications: one for the academic unit and one for the Registrar. These transcripts must be received directly from the registrar of the institution where the work was done. Official supplementary transcripts are required as soon as they are available for any work completed after applying for admission.

Admission requirements of an academic unit are often more rigorous than the minimum requirements set by the Graduate School. Because of resource limitations, most academic units do not accept all qualified applicants.

UF is committed to creating a community that reflects the rich racial, cultural, and ethnic diversity of the State of Florida and the United States of America. The greatest challenge in higher education is to enroll students and hire faculty and staff who are members of diverse racial, cultural, or ethnic minority groups. This pluralism enriches the University community, offers opportunity for robust academic dialogue, and contributes to better teaching and research. The University and its components benefit from the richness of a multicultural student body, faculty, and staff who can learn from one another. Such

diversity empowers and inspires respect and understanding among us. The University does not tolerate the actions of anyone who violates the rights of another. By policy and practice, the University embodies a diverse community. Our collective efforts lead to a University that is truly diverse and a University that reflects the U.S. population.

The University encourages qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of marital status, sexual orientation, disability, or age in admission or access to its programs and activities. The Title IX Coordinator's office is in 145 Tigert Hall (352) 392-6004.

Admissions Examinations

Graduate Record Examination (GRE): In addition to the General Test of the GRE, some academic units encourage the applicant to submit scores on one or more advanced subject tests. Scores on all tests taken are considered for admission. Applicants with a previous graduate or professional degree or equivalent from a regionally accredited U.S. institution may be exempt from the GRE and undergraduate GPA requirements. Contact the academic unit for specific requirements.

Graduate Management Admission Test (GMAT): Warrington College of Business Administration applicants may substitute satisfactory Graduate Management Admission Test (GMAT) scores for GRE scores. Master of Business Administration (M.B.A.) applicants must submit satisfactory GMAT scores (at least 465). Students applying to the executive Master of Health Administration program in the College of Public Health and Health Professions may substitute the GMAT for the GRE. For more information, contact Educational Testing Service, Princeton NJ 08540.

Graduate study in Engineering: Some programs may use the Fundamentals of Engineering (FE) examination in lieu of the GRE for admitting students into the nonthesis master's degree programs.

Graduate study in Law: Applicants must hold the Juris Doctor or equivalent degree. Consult the Levin College of Law catalog (http://www.law.ufl.edu/programs/) for the specific programs of interest.

Medical Immunization

When the admission application is approved, the student is sent a Proof of Immunization form to complete and return. Students cannot register until the Health Care Center receives and approves the form. For details visit http://shcc.ufl.edu/medical/immune.shtml.

Computer Requirement

All students need ongoing access to a computer to complete their degree programs successfully. The University expects each student to acquire computer hardware and software appropriate to the degree program. Basic competency in using a computer is required for graduation; class assignments may require using a computer, academic

advising and registration can be done by computer, and University correspondence is often sent by e-mail. **All students are required to maintain access to Gatorlink email in order to receive official university communications.**

The University offers limited access to computers through its computer labs, but most students are expected to purchase or lease a computer that is capable of dial-up or network connection to the Internet, graphic access to the World Wide Web, and productivity functions such as word processing and spreadsheet calculations http://www.circa.ufl.edu/computer.htm. Most colleges have additional software requirements or recommendations. See their web pages for that information.

Conditional Admission

Students admitted as exceptions under the 10% waiver rule must present both an upper-division grade point average and their GRE test scores (verbal, quantitative, and analytical writing) with their applications and meet all other criteria including excellent letters of recommendation from colleagues, satisfactory performance in a specified number of graduate courses taken as postbaccalaureate students, and/or practical experience in the discipline for a specified period of time.

For students granted conditional admission to the Graduate School, final admission decisions are deferred for 1 term until requisite examination scores or final records are available.

Students granted conditional admission need to have these conditions communicated to them by the academic unit admitting them. When these conditions are met, the academic unit must notify the student in writing, sending a copy to Graduate Student Records (106 Grinter 392-4643). Eligible course work taken while a student is in conditional status may apply toward the graduate degree.

Students failing to meet any condition of admission are barred from further registration.

International Students

All international students seeking admission to the Graduate School must submit satisfactory scores on the GRE General Test or GMAT for selected programs.

International students must submit a satisfactory score on one of the following: TOEFL (Test of English as a Foreign Language: computer=213, paper=550, web=80), IELTS (International English Language Testing System: 6), MELAB (Michigan English Language Assessment Battery: 77) or successful completion of the University of Florida English Language Institute program.

Students who meet the following conditions may be exempt from the English language test requirements:

— International students whose native language is English

— International students who have spent at least 1 academic year in a baccalaureate or post-baccalaureate degree program at a college or university in a country where English is the official language

International students with unsatisfactory scores on the TOEFL, IELTS, MELAB, unsuccessful completion of the University of Florida English Language Institute program, or unsatisfactory scores on the verbal parts of the GRE must achieve an acceptable score on an essay administered by the Academic Written English program at UF. If English skills are not acceptable, then performance on the essay will be used to place students in appropriate courses that will not count towards a graduate degree. To be eligible for teaching assignments, graduate students whose native language is not English must submit satisfactory scores on the Test of Spoken English (TSE) or the SPEAK Test. Students who score 55 or above are allowed to teach in the classroom, laboratory, or other appropriate instructional activity. Those who score 45 to 50 are allowed to teach on the condition that they enroll concurrently in EAP 5836, to help their interpersonal and public speaking communication skills. Students who fail to score 45 points may not be appointed to teach. To raise their scores on the TSE, they are advised to take EAP 5835, a course to improve general oral language skills. They must then submit a TSE or SPEAK score of 45 or higher to be appointed to teach, and they come under the guidelines described above. Applicants should write to the Educational Testing Service, Princeton, NJ 08540, for registration forms and other information on TOEFL, TSE, GMAT, and GRE, or the website at www.ets.org . Information about IELTS can be found at http://www.ielts.org. Information about MELAB can be found at http://www.lsa.umich.edu/eli/testing/melab/general/. Information about the University of Florida English Language Institute is available at www.eli.ufl.edu. Students may register for the locally administered SPEAK test with the Academic Spoken English Office, 3340 Turlington Hall.

Appendix 3. Listing of Graduate Degrees and Programs and Thesis or Non-thesis Requirements (Graduate Catalog 2009-2010)

Listing of Degrees and Programs

See *Fields of Instruction* for specializations in the approved programs.

T=thesis or dissertation N=nonthesis or no dissertation. Degree names and correct abbreviations are listed in bold. Possible majors (if different than the degree name) are listed in normal type.

Possible concentrations that are not interdisciplinary are listed under the major in italics. Interdisciplinary concentrations can be found in the Interdisciplinary Concentrations section of this catalog.

Master of Accounting (M.Acc.)[N]

Master of Advertising (M.Adv.) [T]

Master of Agribusiness (M.AB.) [N]
- Food and Resource Economics

Master of Architecture (M.Arch.) [T]
- *Historic Preservation*
- *Sustainable Architecture*
- *Sustainable Design*

Master of Arts (M.A.)
- Anthropology [T/N]
- Art Education [T]
- Art History [T]
- Business Administration
  - *Insurance*[T]
  - *Marketing* [T/N]
- Classical Studies [T]
- Communication Sciences and Disorders [T/N]
- Criminology, Law and Society [T/N]
- Digital Arts and Sciences [T]
- Economics [T/N]
- English [T/N]
- French [T/N]
- Geography [T]
  - *Applications of Geographic Technologies*
- German [T/N]
- History [T/N]
- International Business [T]
- Latin [T]

Latin American Studies [T]
Linguistics [T/N]
Mathematics [T/N]
Museology [Museum Studies] [T]
Philosophy [T/N]
Political Science [T/N]
Political Campaigning
Political Science – International Relations [T/N]
Psychology [T/N]
Religion [T]
Jewish Studies
Sociology [T/N]
Spanish [T/N]
Women's Studies [T/N]

Master of Arts in Education (M.A.E.) [T]
Majors are those listed for the Master of Education degree.

Master of Arts in Mass Communication (M.AMC.) [T/N]

Master of Arts in Teaching (M.A.T.) [N]
Anthropology
French
Latin
Latin American Studies
Mathematics
Political Science–International Relations
Spanish

Master of Arts in Urban and Regional Planning (M.A.U.R.P.) [T]

Master of Building Construction (M.B.C.) [N]
Building Construction
Sustainable Construction

Master of Business Administration (M.B.A.) [N]
Business Administration
Competitive Strategy
Entrepreneurship
Finance
General Business
Global Management
Graham-Buffett Security Analysis
Human Resource Management
Information Systems and Operations Management
International Studies
Latin American Business

Management
Marketing
Real Estate and Urban Analysis
Sports Administration

Master of Education (M.Ed.) [N]
Curriculum and Instruction
Early Childhood Education
Educational Leadership
Elementary Education
English Education
Foreign Language Education
Foundations of Education
Marriage and Family Counseling
Mathematics Education
Mental Health Counseling
Reading Education
Research and Evaluation Methodology
School Counseling and Guidance
School Psychology
Science Education
Social Studies Education
Special Education

Master of Engineering (M.E.) [T/N]
Aerospace Engineering
Agricultural and Biological Engineering
Biomedical Engineering
Chemical Engineering
Civil Engineering
Coastal and Oceanographic Engineering
Computer Engineering
Electrical and Computer Engineering
Environmental Engineering Sciences
Industrial and Systems Engineering
Materials Science and Engineering
Mechanical Engineering
Nuclear Engineering Sciences

Master of Family, Youth and Community Sciences (M.F.Y.C.S.) [N]
Community Studies
Family and Youth Development
Nonprofit Organizations Development

Master of Fine Arts (M.F.A.) [T]
Art

Creative Writing
Theatre

Master of Fisheries and Aquatic Sciences (M.F.A.S.) [N]

Master of Forest Resources and Conservation (M.F.R.C.) [N]
Forest Resources and Conservation
Geomatics

Master of Health Administration (M.H.A.) [N]

Master of Health Science (M.H.S.) [T/N]
Occupational Therapy
Rehabilitation Counseling

Master of Historic Preservation (M.H.P) [T]

Master of Interior Design (M.I.D.) [T]

Master of International Construction Management (M.I.C.M.) [N]

Master of Landscape Architecture (M.L.A.) [T]

Master of Latin (M.L.) [N]

Master of Laws (LL.M.)
Comparative Law [N]
Environmental and Land Use Law[N]
International Taxation[N]
Taxation[N]

Master of Music (M.M.) [T]
Music
Choral Conducting
Composition
Instrumental Conducting
Music History and Literature
Music Theory
Performance
Sacred Music
Music Education

Master of Occupational Therapy (M.O.T.) [N]

Master of Public Health (M.P.H.) [N]
Biostatistics
Environmental Health
Epidemiology
Health Management and Policy
Public Health Practice
Social and Behavioral Sciences

Master of Science (M.S.)

- Aerospace Engineering T/N
- Agricultural and Biological Engineering T/N
- Agricultural Education and Communication T/N
  - *Farming Systems*
- Agronomy T/N
- Animal Molecular and Cellular Biology T
- Animal Sciences T
- Applied Physiology and Kinesiology T/N
  - *Athletic Training/Sport Medicine*
  - *Biobehavioral Science*
  - *Clinical Exercise Physiology*
  - *Exercise Physiology*
  - *Human Performance*
- Astronomy T/N
- Biochemistry and Molecular Biology T/N
- Biomedical Engineering T/N
- BiostatisticsT/N
- Botany T
- Business Administration T/N
  - *Insurance*
  - *Marketing*
  - *Retailing*
- Chemical Engineering T/N
- Chemistry T/N
- Civil Engineering T/N
- Coastal and Oceanographic Engineering T/N
- Computer Engineering T/N
- Computer and Information Sciences T/N
- Dental Sciences T
  - *Endodontics*
  - *Orthodontics*
  - *Periodontics*
  - *Prosthodontics*
- Digital Arts and Sciences T
- Electrical and Computer Engineering T/N
- Entrepreneurship T/N
- Entomology and Nematology T/N
- Environmental Engineering Sciences T/N
- Epidemiology T
  - *Biostatistics*
  - *Health Management Policy*
- Family, Youth, and Community Sciences T
  - *Community Studies*
  - *Family and Youth Development*

Nonprofit Organizations Development
Finance T/N
Fisheries and Aquatic Sciences T
Food and Resource Economics T/N
Food Science and Human Nutrition T/N
Forest Resources and Conservation T
Geomatics
Geography T
Applications of Geographic technologies
Geographic Information Systems
Geology T
Health Education and Behavior T/N
Horticultural Science T/N
Environmental Horticulture
Horticultural Sciences
Industrial and Systems Engineering T/N
Information Systems and Operations Management T/N
Supply Chain Management
Interdisciplinary Ecology T/N
Management T/N
Materials Science and Engineering T/N
Mathematics T/N
Mechanical Engineering T/N
Medical Sciences T
Clinical Investigation
Microbiology and Cell Science T/N
Nuclear Engineering Sciences T/N
Physics T/N
Plant Molecular and Cellular Biology T/N
Plant Pathology T/N
Political Science
International Development Policy and Administration
Psychology T/N
Real Estate T/N
Recreation, Parks, and Tourism T/N
Campus Recreation
Recreation Administration and Supervision
Recreation Resource Planning and Management
Tourism and Commercial Recreation
Soil and Water Science T/N
Sport Management T/N
Veterinary Medical Sciences T/N
Forensic Toxicology
Wildlife Ecology and Conservation T/N
Zoology T/N

Master of Science in Architectural Studies (M.S.A.S.) [T]

Historic Preservation
Sustainable Architecture
Sustainable Design

Master of Science in Building Construction (M.S.B.C.) [T]

Building Construction
Sustainable Construction

Master of Science in Nursing (M.S.Nsg.) [T/N]

Nursing
Midwifery

Master of Science in Pharmacy (M.S.P.) [T/N]

Pharmaceutical Sciences
Forensic Drug Chemistry
Forensic Science
Forensic Serology and DNA
Medicinal Chemistry
Pharmacodynamics
Pharmacy
Pharmaceutical Outcomes and Policy

Master of Science in Statistics (M.S.Stat.) [T]

Master of Science in Teaching (M.S.T.) [N]

Astronomy
Botany
Chemistry
Geography
Geology
Mathematics
Physics
Zoology

Master of Statistics (M.Stat.) [N]

Engineer (Engr.)[T/N]

A special degree requiring 1 year of graduate work beyond the master's degree. For a list of the approved majors, see those listed for the Master of Engineering degree, except Biomedical Engineering, Civil Engineering, and Coastal and Oceanographic Engineering.

Specialist in Education (Ed.S.) [N]

A special degree requiring 1 year of graduate work beyond the master's degree. For a list of the approved programs, see those listed for the Doctor of Education degree.

Doctor of Audiology (Au.D.) [N]

Doctor of Education (Ed.D.) [T]

- Curriculum and Instruction
- Educational Leadership
  - *Educational Policy*
- Foundations of Education
- Higher Education Administration
  - *Educational Policy*
- Marriage and Family Counseling
- Mental Health Counseling
- Research and Evaluation Methodology
- School Counseling and Guidance
- School Psychology
- Special Education

Doctor of Nursing Practice (D.N.P.) [N]

Doctor of Philosophy (Ph.D.) [T]

- Aerospace Engineering
- Agricultural and Biological Engineering
- Agricultural Education and Communication
- Agronomy
- Animal Molecular and Cellular Biology
- Animal Sciences
- Anthropology
- Art History
- Astronomy
- Biochemistry and Molecular Biology
  - *Imaging Science and Technology*
  - *Mammalian Genetics*
- Biomedical Engineering
- Biostatistics
- Botany
- Business Administration
  - *Accounting*
  - *Finance*
  - *Information Systems and Operations Management*
  - *Insurance*
  - *Management*
  - *Marketing*
  - *Real Estate and Urban Analysis*
- Chemical Engineering
- Chemistry
  - *Imaging Science and Technology*
- Civil Engineering

Classical Studies
Coastal and Oceanographic Engineering
Communication Sciences and Disorders
Computer Engineering
Counseling Psychology
Criminology, Law and Society
Curriculum and Instruction
Design, Construction, and Planning
Economics
Educational Leadership
    Educational Policy
Electrical and Computer Engineering
English
Entomology and Nematology
Environmental Engineering Sciences
Epidemiology
Fisheries and Aquatic Sciences
Food and Resource Economics
Food Science and Human Nutrition
    Food Science
Forest Resources and Conservation
    Geomatics
Foundations of Education
Genetics
Geography
Geology
German
Health and Human Performance
    Biobehavioral Science
    Exercise Physiology
    Health Behavior
    Natural Resource Recreation
    Sport Management
    Tourism
Health Services Research
Higher Education Administration
    Educational Policy
History
Horticultural Science
    Environmental Horticulture
    Horticulture Sciences
Industrial and Systems Engineering
Interdisciplinary Ecology
Linguistics
Marriage and Family Counseling

Mass Communication
Materials Science and Engineering
Mathematics
Mechanical Engineering
Medical Sciences
- *Biochemistry and Molecular Biology*
- *Genetics*
- *Immunology and Microbiology*
- *Molecular Cell Biology*
- *Neuroscience*
- *Physiology and Pharmacology*
- *Toxicology*

Mental Health Counseling
Microbiology and Cell Science
Molecular Genetics and Microbiology
- *Mammalian Genetics*

Music
- *Composition*
- *Music History and Literature*

Music Education
Nuclear Engineering Sciences
Nursing Sciences
Nutritional Sciences
Pharmaceutical Sciences
- *Medicinal Chemistry*
- *Medicinal Chemistry and Toxicology*
- *Pharmacodynamics*
- *Pharmacy*
- *Pharmaceutical Outcomes and Policy*
- *Public Affairs*
- *Toxicology*

Philosophy
Physics
Plant Molecular and Cellular Biology
Plant Pathology
Political Science
- *Educational Policy*

Psychology
- *Clinical and Health Psychology*
- *Psychology*

Rehabilitation Science
Religious Studies
Research and Evaluation Methodology
Romance Languages
- *French*

Spanish
School Counseling and Guidance
School Psychology
Sociology
Soil and Water Science
Special Education
Statistics
Veterinary Medical Sciences
Wildlife Ecology and Conservation
Zoology

Part III, Section 8

Appendix 3

Fellowship & Grant Opportunities for Graduate Students

(Please refer to websites to confirm deadlines)

Graduate Student Support

National Science Foundation – Information for Graduate Students
http://www.nsf.gov/funding/education.jsp?fund_type=2

National Institutes of Health (NIH) – Information about Ruth L. Kirschstein NRSA Individual Fellowship Funding Opportunities
http://grants.nih.gov/training/F_files_nrsa.htm
Deadlines: See individual program announcements

Environmental Protection Agency Fellowships
http://www.epa.gov/ncer/fellow/
Deadlines: Vary by program
Applications available: Generally in the Summer

U.S. Department of Education (U.S. ED) – Jacob K. Javits Fellowships (MFA or PhD in selected fields of the arts, humanities and social sciences)
http://www.ed.gov/programs/jacobjavits/applicant.html
Deadline: Applications for the annual competition are made available in the summer with a closing date generally in early October.

U.S. Department of Defense (DOD) - National Defense Science & Engineering Graduate Fellowships
http://www.asee.org/ndseg/
Deadline: Early January
Applications available: Generally in the Fall

NASA - Graduate Student Researchers Program
http://fellowships.hq.nasa.gov/gsrp/
Deadline: Early Spring
Applications available: Generally in the Fall

National Oceanic and Atmospheric Administration (NOAA) – National Estuarine Research Reserve Graduate Research Fellowships (master's & doctoral)
http://nerrs.noaa.gov/Fellowship.aspx
Deadline: Generally in early November
Applications available: Generally in the Fall

National Oceanic and Atmospheric Administration (NOAA) – Dr. Nancy Foster Scholarship Program (master's & doctoral studies in oceanography, marine biology or maritime archaeology)
http://fosterscholars.noaa.gov
Deadline: Late March
Applications available: Generally in the Fall

National Science Foundation (NSF) - Graduate Research Fellowships (master's and doctoral); Special components for *Women in Engineering* and *Women in Computer & Information Science*
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201&org=DGE&from=home
http://www.nsfgrfp.org/
Deadlines: Vary by Field; multiple deadlines in November
Applications available: late Summer
See http://www.uflib.ufl.edu/funding/ for training workshop videos on how to apply.

U.S. Department of Energy (DOE) – Computational Science Graduate Fellowships
http://www.krellinst.org/csgf/index.shtml
Deadline: Generally in January
Applications available: Generally in October

U.S. Dept. of Homeland Security (DHS) – Graduate Fellowships (for students interested in pursuing the basic science and technology innovations that can be applied to the DHS mission)
http://www.orau.gov/dhsed/
Deadline: January
Applications available: Online in the Fall

U.S. Dept. of Housing and Urban Development (HUD) - Early Doctoral Student Research Grant (EDSRG) Program
http://www.oup.org/programs/aboutEDSRG.asp
Deadline: Generally in June
Applications available: Spring

SMART (Science, Mathematics and Research for Transformation) Program Fellowships
(established by the Department of Defense (DoD) to support undergraduate and graduate students pursuing degrees in Science, Technology, Engineering and Mathematics (STEM) disciplines)
http://www.asee.org/fellowships/smart/
Deadline: December

NASA Aeronautics Scholarship Program
http://nasa.asee.org/
Deadline: January

Institute of International Education (IIE) - Fulbright Awards for Study/Research Abroad (all disciplines, all levels of graduate study before the PhD; foreign language proficiency required)
http://fulbrightonline.org/ and http://www.honors.ufl.edu/overseas.html
Campus Deadline: Generally in September
Contact: John Denny (jdenny@honors.ufl.edu)

Ford Foundation – Diversity Fellowships: Predoctoral Fellowships
http://www7.nationalacademies.org/fordfellowships/index.html
Deadline: Generally in November
Applications available: Generally in August

National Physical Science Consortium – Graduate Fellowships in the Physical Sciences (Traditional Fellowships/1st 2-3 yrs + up to 3 more years with satisfactory progress)

http://www.npsc.org/
Deadline: November 5 annually
Application period: The NPSC application is filled out and completed online.

Fannie & John Hertz Foundation – Hertz Foundation Fellowships (for graduate work leading to the PhD in applied physical, biological and engineering sciences)
http://www.hertzfndn.org/
Deadline: Generally in October)
Applications available: Generally end of August

National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM) – Graduate Fellowships (master's and doctoral)
http://www.gemfellowship.org/apply/about-the-gem-fellowship
Deadline: November 15 annually
Online Application Period: opens July 1

Paul & Daisy Soros Foundation – Graduate Fellowships for New Americans
http://www.pdsoros.org/
Deadline: Early November
Applications available: Generally in May

American Heart Association/Greater Southeast Affiliate – Predoctoral Fellowships
http://www.americanheart.org/presenter.jhtml?identifier=2471
Deadline: Generally in January/February
Applications available: Generally after September 15

Sigma Xi – Grants-in-Aid of Research (Small Grants under $1,000 to support research in any scientific area)
http://www.sigmaxi.org/programs/giar/index.shtml
Deadlines: March 15 and October 15 annually

Florida Space Grant Consortium – Space Grant Fellowships (master's and doctoral)
http://www.floridaspacegrant.org/fsgc_fellowships.php
Deadlines: LOI – March, Proposal – April

James Madison Memorial Fellowship Foundation - James Madison Graduate Fellowships (for graduate study leading to a master's degree; for students who plan to become teachers of American history, American government or social studies at the secondary school level)
http://www.jamesmadison.com/
Deadline: March 1 annually
Applications available: Online

United Negro College Fund Special Programs Corporation – NASA Harriett G. Jenkins Predoctoral Fellowship Program (awarded to support graduate students in their pursuit of advanced degrees in the STEM disciplines)
http://www.uncfsp.org/spknowledge/default.aspx?page=program.view&areaid=1&contentid=177&typeid=jpfp
Deadline: February
Applications available: Online

AAUW Fellowships and Grants

http://www.aauw.org/education/fga/fellowships_grants/index.cfm
Deadline: See http://www.aauw.org/About/deadlines.cfm

Florida Sea Grant Student Fellowships, Scholarships and Awards
http://www.flseagrant.org/students/scholarships/index.htm

Advanced Fuel Cycle Initiative University Fellowship Program
http://www.studentpipeline.org/

Association for Institutional Research (AIR) Fellowship Program in Institutional Research
http://www.airweb.org/?page=818
Unavailable for 2010

International Research & Exchanges Board Individual Advanced Research Opportunities
http://www.irex.org/programs/us_scholars/programs/uss_iaro.asp
Deadline: November

McKnight Doctoral Fellowships
http://www.fefonline.org/mdf.html
Deadline: January 15th

Microsoft Research Graduate Women's Scholarship
http://research.microsoft.com/en-us/collaboration/awards/fellows-women.aspx
Deadline: Generally Early October

Dissertation Support

National Science Foundation (NSF) – Developing Global Scientists and Engineers (International Research Experiences for Students (IRES) and Doctoral Dissertation Enhancement Projects (DDEP)) Grants (available in some disciplines, primarily for field research in the environmental, behavioral and social sciences)
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12831&org=OISE&from=home
Deadlines:

- No deadlines apply for Doctoral Dissertation Enhancement Projects (DDEP). Such proposals may be submitted at any time.
- IRES – February 15 and September 15 (proposals for activities beginning at least six months after the target date)

Applications available: Through NSF's FastLane application system

Wenner-Gren Foundation for Anthropological Research, Inc. – Dissertation Fieldwork
http://www.wennergren.org/programs/programs_list.htm?attrib_id=13232
Deadline: May 1 and November 1 annually
Applications available: Online

Ford Foundation – Diversity Fellowships: Dissertation Fellowships
http://www7.nationalacademies.org/fordfellowships/forddiss.html
Deadline: Early November
Applications available: Generally in September

Harry Frank Guggenheim Foundation – Dissertation Fellowships (for research to understand and reduce violence, aggression and dominance)
http://www.hfg.org/df/guidelines.htm
Deadline: February 1 annually
Applications available: Forms available on line

National Physical Science Consortium – Graduate Fellowships in the Physical Sciences (Dissertation Support Program up to 4 yrs)
http://www.npsc.org/
Deadline: November 5 annually
Applications available: Online application system

Woodrow Wilson National Fellowship Foundation – Doctoral Dissertation Fellowship in Women's Studies
http://www.woodrow.org/womens-studies/
Deadline: Generally in October
Applications available: Generally in August

Woodrow Wilson National Fellowship Foundation – The Charlotte W. Newcombe Doctoral Dissertation Fellowships (for significant study of ethical or religious values in all fields of the humanities and social sciences)
http://www.woodrow.org/newcombe/index.php
Deadline: Generally in November
Application Period: Generally opens end of August

U.S. Dept. of Education – Fulbright-Hays Doctoral Dissertation Research Abroad Program
http://www.ed.gov/programs/iegpsddrap/applicant.html
Deadline: Generally in November
Internal UF coordination required for submission: Instructions are generally posted in the FYI Funding Newsletter in October (see http://apps.research.ufl.edu/research/fyi/article.cfm?id=19312 for 2009 announcement).

U.S. Dept. of Housing & Urban Development (HUD) - Doctoral Dissertation Research Grant (DDRG) Program
http://www.oup.org/programs/aboutDDRG.asp
Deadline: August
Applications available: Spring

U.S. Dept. of Justice/National Institute of Justice – Graduate Research Fellowship Program
http://www.ojp.usdoj.gov/funding/solicitations.htm

Morris K. Udall Foundation – Environmental Public Policy & Conflict Resolution Ph.D. Dissertation Fellowships
http://www.udall.gov/OurPrograms/ECRFellowship/ECRFellowship.aspx
Deadline: February
Applications available: September

Mellon / American Council of Learned Societies (ACLS) – Dissertation Completion Fellowships (Open to Ph.D. students writing dissertations in the humanities and related social sciences)
http://www.acls.org/grants/Default.aspx?id=512
Deadline: Mid-November
Applications available: Generally in July

Kauffman Foundation Entrepreneurship Dissertation Fellowship Grants
http://www.kauffman.org/research-and-policy/kauffman-dissertation-fellowship-program.aspx
Deadline: September

AAUW Fellowships and Grants
http://www.aauw.org/education/fga/fellowships_grants/index.cfm
Deadline: See http://www.aauw.org/About/deadlines.cfm

Charlotte W. Newcombe Doctoral Dissertation Fellowships
http://www.woodrow.org/fellowships/religion_ethics/index.php
Deadline: November

Association for Institutional Research Dissertation Grants
http://www.airweb.org/?page=818
Unavailable for 2010

Link Foundation Energy Fellowships
http://www.linkenergy.org/guidelines.html
Deadline: December

UF Resources:

UF Graduate School Financial Aid website:
http://gradschool.ufl.edu/students/financial-aid.html

UF Graduate School Financial Aid Bulletin Board:
https://gradschool.ufl.edu/students/financial-aid-bulletin-board.html

UF Office of Research External Funding Opportunities website:
http://research.ufl.edu/researchsupport/external_funding.html

UF Honors Program
Domestic & International Fellowships for Undergraduates & Graduate Students
http://www.honors.ufl.edu/scholarships.html

UF Student Financial Affairs Aid Programs
http://www.sfa.ufl.edu/programs/programs.html

UF Student Financial Affairs
"Scholarship Finder"
http://www.sfa.ufl.edu/101/scholarshipfinder.htm

UF Graduate Student Council
Travel Grants

http://grove.ufl.edu/~gsc/aboutTravelGrant.html

UF Office of Research Graduate Student Travel Funds
http://www.research.ufl.edu/researchsupport/internal_support.html#grad_student_travel

UF Libraries Grant Resources
http://www.uflib.ufl.edu/funding/

UF Office of the Provost – Graduate Initiative
http://www.aa.ufl.edu/fellows/

UF International Center – Financial Aid
http://www.ufic.ufl.edu/issresources/financialaid.htm

COS Funding Opportunities Database
Students are encouraged to register on www.cos.org (free for UF faculty, students and staff). This funding opportunities database is particularly useful for graduate students because searches can be targeted to specific disciplines and types of funding (e.g. dissertation research, graduate studies, etc.). Once appropriate search parameters are identified that produce good results, the user can save the search to his/her workbench and re-run it periodically to check for new opportunities. Or, the user can click on the funding alert box and new results from this search will be sent in an email every week. Those interested in learning more about how to use COS can access training resources at http://www.cos.com/usertraining/.

Last Updated: February 8, 2010

Part III, Section 8

Appendix 4

Eight UF students awarded Fulbright Scholarships for international studies

Filed under Announcements, InsideUF (Campus), Top Stories on Wednesday, October 7, 2009.

GAINESVILLE, Fla. — Eight University of Florida students have received Fulbright U.S. Student Scholarships to travel abroad for the 2009-2010 academic year in their chosen field of study. The scholarship provides funding for graduating seniors and graduate students to spend an academic year in one of 140 countries.

Here are the students, their majors, the subjects they will study and where:

- David Borenstein, Chinese/political science, political science, China
- Jeffrey Hoelle, anthropology, anthropology, Brazil
- Lauren Long, interdisciplinary ecology, ecology/environmental studies, New Zealand
- Timothy Podkul, anthropology, anthropology, Peru
- Carol Reyes, journalism, English teaching assistantship, Taiwan
- Matthew Schwarz, economics/political science, political science, Vietnam
- Gloria Tavera, political science/ interdisciplinary neurobiological science, medical science, Mexico
- David Wang, medicine, public health, Malawi

Fulbright scholarships are based on academic or professional achievements and demonstrated leadership potential. Grants are awarded in nearly all fields and disciplines including the sciences, professional fields and performing arts.

“The Fulbright program provides an amazing opportunity for our students to conduct international research and teaching at a time when cultural exchange has never been more important,” said John Denny, UF Honors Program associate director. “This year’s group is representative of the creative ideas and outstanding academic preparation of our students, as well as the excellent mentoring provided by the UF faculty.”

-30-

Credits

Writer
Margaret Francois

Source
John Denny, jdenny@honors.ufl.edu, 352-846-6083

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  - Education
  - Engineering
  - Environment
  - Family
  - Florida
  - Gender
  - Health
    - Veterinary
  - Law
  - Natural History
  - Politics
  - Race
    - Black
    - Hispanic
  - Religion
  - Sciences
    - Astronomy
  - Technology
- UF In The News
- Video

Archives by Date

- 2010

Part III: Abbreviated Compliance Certification

Section 9

Part III.9: The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. *(Federal Requirement 4.2)*

✓ **Compliance** ___ **Non-Compliance**

The University of Florida affirms its compliance with Federal Requirement 4.2 and presents its evidence below.

Narrative:

The mission of the University of Florida (UF) is to offer broad-based, inclusive, public education, conduct leading-edge research, and provide services to the citizens of Florida, the nation and the world. The University of Florida is a public land-grant, sea-grant and space-grant research University, one of the most comprehensive in the United States. The University encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities and is a member of the Associate of American Universities. Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: teaching, research and service.

These three interlocking elements span all of the University's academic disciplines and represent the University's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. UF aspires to advance by strengthening the human condition and improving the quality of life.

Research and education are fundamental to the mission of the University. Both activities are essential to the preparation of the next generation of scientists, scholars and educators. The successes of UF programs are in large measure based upon the ability to attract and admit students who can succeed in undergraduate and graduate education, as well as research enterprises. Evidence for the accurate alignment of the admissions process to the mission of the University can be found in analyses of student successes in research and teaching, completion rates, and job placements.

UF has one of the broadest program arrays in the United States. Its programs cover most academic disciplines, Law, Architecture and the entire range of major health professional schools – Public Health, Nursing, Medicine, Veterinary medicine, Dentistry, and Pharmacy. In addition, UF creates numerous interdisciplinary opportunities for its undergraduate and graduate students, giving them exposure to the faculty of many different departments and colleges.

As the land-grant University for Florida, UF also offers outreach as well as instruction at sites within many counties of the State of Florida. In recent years, UF has developed alternative means of program delivery such as online course and programs to meet the needs of students who are place bound and cannot come to the Gainesville campus. Given the rich educational resources available through the UF, many faculty have developed course that use “hybrid” methods to reach students – mixing internet, video, classroom, internships, externships and other teaching modalities in single courses.

As a public institution, UF also serves to meet critical needs within the state. Degree programs in the health sciences, such as medicine, nursing and pharmacy, as well as College of Education teacher-preparation programs, are examples of critical needs areas that are addressed by UF.

There is oversight at several levels to insure that curricula are appropriate in each program, and that program requirements are appropriate for the diplomas and degrees that are granted.

Departmental curriculum committees review all proposed curriculum changes and new program proposals in large departments. There is then review by faculty curriculum committees in each college before forwarding to either the University-wide (undergraduate) Curriculum Committee or the University-wide Graduate Curriculum Committee. If approved at these levels, major curricular changes and new degree proposals must also be reviewed and approved by the Faculty Senate. Throughout all these processes, discipline and curriculum experts are involved and offer review and recommendations. Curricula for certificates are also thoroughly reviewed at the department and college levels.

Another significant mechanism for insuring the integrity and appropriateness of curricula and academic programs at UF is the use of external review processes. The Florida Board of Governor’s requires program reviews every seven years. In addition, a large number of programs at the undergraduate, graduate, and professional degree levels are reviewed by discipline-specific accrediting bodies. Over 70 such fully accredited programs are offered at UF (see Appendix III.9.1).

Part III, Section 9: Appendix

- Appendix III.9.1: List of Accredited Programs

Part III, Section 9

Appendix 1

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida | **Date: 08/26/09** | **Prepared By: Nancy Bunting** | **Telephone: 352-392-0456** | **Fax: 352-392-8774** | **E-Mail: bunting@ufl.edu**

Selected Accrediting Organizations and Associations Participating in Council for Higher Education Accreditation (CHEA), 2009 - 2010	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old							
(Regional and National Institutional Accrediting Organizations)										
Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC)										
(Specialized and Professional Accrediting Organizations-CHEA Participants)										
AACSB International -The Association to Advance Collegiate Schools of Business	Programs in business administration.	Accounting		52.0301	B,M	Full Accreditation	1982	April 2009	Spring 2014	
	Baccalaureate, master's & Ph.D. programs in business administration.	Business Adm Mgt and General		52.0201	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Finance, General		52.0801	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Insurance & Risk Mgt		52.1701	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Mgt Science, General		52.1301	B	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Marketing Mgt		52.1401	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Real Estate		52.1501	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Economics		45.0601	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
Accreditation Board for Engineering and Technology, Inc. (ABET)	Baccalaureate programs in engineering	Aerospace Engineering		14.0201	B	Full Accreditation		June 2007	9/30/2013	
		Agricultural Engineering		14.0301	B	Full Accreditation		June 2007	9/30/2013	
		Chemical Engineering		14.0701	B	Full Accreditation		June 2007	9/30/2013	
		Civil Engineering		14.0801	B	Full Accreditation		June 2007	9/30/2013	

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		Names	CIP Codes		Degree Levels					
			Old							
		Computer Engineering		14.0901	B	Full Accreditation		June 2007	9/30/2013	
		Electrical, Electronics Engineering		14.1001	B	Full Accreditation		June 2007	9/30/2013	
		Evnironmental Health Engineering		14.1401	B	Full Accreditation	ECO Masters & PhD - 1954	June 2007	9/30/2013	
		Materials Engineering		14.1801	B	Full Accreditation		June 2007	9/30/2013	
		Mechanical Engineering		14.1901	B	Full Accreditation		June 2007	9/30/2013	
		Nuclear Engineering		14.2301	B	Full Accreditation		June 2007	9/30/2013	
		Industrial & Systems Engineering		14.2701	B	Full Accreditation		June 2007	9/30/2013	
	Geomatics major	Geomatics		15.1102	B	Full Accreditation		2007	09/30/2013	
Accreditation Council for Pharmacy Education (ACPE)	Pharmacy	Pharmacy		51.2001	P	Full Accreditation	1981	2007	2013	
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)		Physician Assistant		51.0912	M	Full Accreditation	1972	Mar-06	Mar-11	Jan 6-7, 2011
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	Entire units within institutions offering professional baccalaureate and master's degree programs	Communication (Mass)		09.0102	M	Full Accreditation	1958	May-06	2012	
		Journalism		09.0401	B	Full Accreditation	1955	May-06	2012	
		Radio & TV Broadcasting		09.0701	B	Full Accreditation	1976	May-06	2012	
		Advertising		09.0903	B	Full Accreditation	1955	May-06	2012	
		Public Relations & Organizational Comm.		09.0902	B	Full Accreditation	1976	May-06	2012	
American Association for Marriage and Family Therapy/ Commission on Accreditation for Marriage & Family Therapy Education (AAMFT/COAMFTE)										
American Association of Family and Consumer Sciences Council for Accreditation (AAFCS-CFA)										

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		Names	CIP Codes		Degree Levels					
			Old							
American Association of Nurse Anesthetists (AANA) **Council on Accreditation of Nurse Anesthesia Educational Programs (CoA-NA)**										
American Council for Construction Education Board of Trustees (ACCE)	Baccalaureate degree programs	Construction/Building Technology		15.1001	B	Full Accreditation	15-Jul-76	Jul-03	Feb-10	
American Dietetic Association **Commission on Accreditation for Dietetics Education (CADE-ADA)**	Didactic program in Dietetics Postbaccalaureate Internship (combined with Masters Degree)	Food Science & Technology Food Science & Technology		01.1001 01.1001	B M	Full Accreditation Full Accreditation	3/1/2002 1983	March 2002 January 1998	2011 2011	
American Library Association (ALA) **Committee on Accreditation (CoA)**										
American Occupational Therapy Association (AOTA) **Accreditation Council for Occupational Therapy Education (ACOTE)**	MOT Program	Occupational Therapy		51.2306	M	Full Accreditation	Dec-61	30-Apr-02	2011/2012	
American Physical Therapy Association (APTA) **Commission on Accreditation in Physical Therapy Education (CAPTE)**	DPT Program	Physical Therapy		51.2308	D	Full Accrediation	9-Apr-62	28-Apr-04	June 30, 2014	
American Physical Therapy Association (APTA) **Commission on Accreditation in Physical Therapy Education (CAPTE)**										
American Psychological Association (APA) **Committee on Accreditation (CoA)**	Doctoral programs for professional practice Doctoral program in psychology. Internship program in Clinical Psychology	Counseling Psychology Psychology, General		42.0601 42.0101	D D Intership is also accredited (20092015)	Full Accreditation Full Accreditation	1/15/1954 January 1, 1953	Jan 2000 April 2009	2010 2015	
	Doctoral program for professional practice	School Psychology		42.1701	D	Full Accreditation	1997	2006	2013	
American Society of Landscape Architects (ASLA) **Landscape Architectural Accreditation Board (LAAB)**	Baccalaureate & Master's programs leading to first professional degree.	Landscape Architecture		04.0601	B,M	Full Accreditation	MLA: 1993 (provisional) BLA: 1974	Spring 2002 Spring 2004	Fall 2007 Spring 2010	
American Speech-Language-Hearing Association **Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)**	Master's degre program in Speech, Pathology/Aud in Audiology	Speech Pathology and Audiology		51.0204	M	Full Accreditation	1969	12/1/2000	November 30, 2008	

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		Names	CIP Codes		Degree Levels					
			Old							
	Doctor of Audiology Program	Audiology		51.0202	D	Full Accreditation	1969	Oct. 13 & 14, 2008	December 2015	~~October 13 & 14, 2008~~
American Veterinary Medical Association Council on Education (AVMA)	DVM program	Veterinary Medicine		51.2401	P	Full Accreditation	1980	Mar-09	Fall 2015	
Association of Collegiate Business Schools and Programs (ACBSP)										
Commission on Accreditation of Allied Health Education Programs (CAAHEP)										
Commission on Accreditation of Healthcare Management Education (CAHME) (formerly ACEHSA)	Masters of Health Admin	Health Services Admin		51.0701	M	Full Accreditation	1968	October 11-12, 2003	Spring 2010	Nov. 4 & 6, 2009
Commission on Collegiate Nursing Education (CCNE)	Baccalaureate and Master's education degree programs	Baccalaureate and Master's degree programs		51.1601	B,M	Full Accreditation	Septembe, 2002 (Previous accreditation by National League for Nursing)	Sep-02	Fall 2011	N/A
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Specialist and doctoral counselor education programs	School Counseling/Guidance		13.1101	S,D	Full Accreditation	1981	2003	2011	
	Master's level	Mental Health Counseling		51.1508	M,S,D	Full Accreditation	1981	2003	2011	
	Master's level	Marriage & Family Counseling		51.1505	M,S,D	Full Accreditation	1981	2003	2011	
Council for Interior Design Accreditation (CIDA) (formerly FIDER)	First professional programs (master's 50.0408 and baccalaureate degree).	Interior Design		50.0408	B, ~~M~~	Full Accreditation	1973-74	2005	2011	
Council on Rehabilitation Education Commission on Standards and Accreditation (CORE)	Masters Program	Vocational Rehab Counseling		51.2310	M	Full Accreditation	1-Aug-75	March 4-6, 2007	July 1, 2015	
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence (CSWE)										
Florida Council on Education Management										
Joint Review Committee on Education Programs in Radiologic Technology (JRCERT)										

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		Names	CIP Codes		Degree Levels					
			Old							
Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)										
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)										
National Association of Industrial Technology (NAIT)										
National Association of Schools of Art and Design Commission on Accreditation (NASAD)	Postsecondary schools of art and design	Graphic Design		50.0409	B	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Studio/Fine Art		50.0702	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art History & Appreciation		50.0703	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art Teacher Education		13.1302	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
National Association of Schools of Dance Commission on Accreditation (NASD)	Postsecondary schools of dance	Dance		50.0301	B	Reviewed September 2007	2007	Oct. 11, 2007	2013	
National Association of Schools of Music Commission on Accreditation (NASM)	Postsecondary schools of music	Music Teacher Education		50.0901	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	4/1/2010
				13.1312	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	Apr-10
National Association of Schools of Public Affairs and Administration (NASPAA) Commission on Peer Review and Accreditation (COPRA)										
National Association of Schools of Theatre Commission on Accreditation (NAST)										
		Dramatic Arts		50.0501	B,M	Full Accreditation	1987	1-Apr-06	2014-1015	
National Council for Accreditation of Teacher Education (NCATE)	Professional Education Unit	Special Education, General		13.1001	M,S,D	Full Accreditation	1954	2003	2009	2010
		Elementary Education		13.1202	M	Full Accreditation	1954	2003	2009	2010
	Agricultural Education	Agricultural Teacher Ed (Vocational)		13.1301	B	Full Accreditation	1982	2003	2007	2010

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		Names	CIP Codes Old	CIP Codes	Degree Levels					
	~~Exercise Science~~	~~Exercise Science/Physiology/Management Studies~~		~~31.0505~~	~~B,M~~	~~Full Accreditation~~		~~2003~~	~~2009~~	~~2009~~
		~~Physical Ed Teaching & Coaching~~		~~13.1314~~	~~B~~	~~Full Accreditation~~	~~1988~~			
		Art Teacher Education		13.1302	B	Full Accreditation	1954	2003	2007	2010
		Music Teacher Education		13.1312	B	Full Accreditation	1954	2003	2007	2010
	Professional Education Unit	School Psychology		42.1701	D	Full Accreditation	1982	2003	2009	2010
	Professional Education Unit	School Psychology		42.1701	S	Full Accreditation	1975	2003	2009	2010
	Professional Education Unit	Curriculum & Instruction		13.0301	M,D,S	Full Accreditation	1954	2003	2009	2010
		Educational Administration/Leadership, General		13.0401	M,D,S	Full Accreditation	1954	2003	2009	2010
		Counselor Education/Student Counseling/Guidance		13.1101	M,D,S	Full Accreditation	1954	2003	2009	2010
		Pre-Elementary/Early Childhood Teacher Education		13.1210	M	Full Accreditation	1995	2003	2009	2010
		English Teacher Education		13.1305	M	Full Accreditation	1954	2003	2009	2010
		Reading Teacher Education		13.1315	M	Full Accreditation	1954	2003	2009	2010
		Science Teacher Education		13.1316	M	Full Accreditation	1954	2003	2009	2010
		Social Science Teacher Education		13.1317	M	Full Accreditation	1954	2003	2009	2010
National League for Nursing Accrediting Commission, Inc. (NLNAC)										
National Recreation & Park Association/ American Association for Physical Activity and Recreation Council on Accreditation (NRPA/AALR)	Recreation, Leisure Services	Parks & Recreation & Management		31.0301	B	Full Accreditation	Oct-81	Oct-06	Oct-11	2011
Planning Accreditation Board (PAB)	Master's degree	Urban & Regional Planning		04.0301	M	Full Accrediation	1978	Feb-05	Dec-12	2013

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Programs That Are Accredited By Accrediting Organizations and Associations Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida | **Date: 08/26/09** | **Prepared By: Nancy Bunting** | **Telephone: 352-392-0456** | **Fax: 352-392-8774** | **E-Mail: bunting@ufl.edu**

Selected Accrediting Organizations and Associations Participating in Council for Higher Education Accreditation (CHEA), 2009 - 2010	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old							
Society of American Foresters (SAF)	Forest Resources and Conservation specialization	Forest Resources and Conservation		03.0501	B	Full Accreditation	1943	2004	2014	
Teacher Education Accreditation Council (TEAC)										
Natonal Association of School Psychologists (NASP)	Specialist and Doctoral School Psychology programs	School Psychology		42.1701	S,D	Full Accreditation	1988	2006	2013	2013

Deletions

31.0505 - B,M and D have moved to 26.0908
13.1314 - bachelor degree terminated in 2008
50.0408 - master degree has moved to Form 4

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Not Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida **Date: 08/26/09** **Prepared By: Nancy Bunting** **Telephone: 352-392-0456** **Fax: SC: 622-8774** **E-Mail: bunting@ufl.edu**

Selected Other Specialized and Professional Accrediting Organizations	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old	New						
American Academy for Liberal Education (AALE)										
American Bar Association Council of the Section of Legal Education and Admissions to the Bar (ABA)	Schools of law offering basic (J,D.) Professional degree	Law		22.0101	P	Full Accreditation	1925	Mar-03	2013	Feb 28-Mar 3, 2010
American College of Nurse-Midwives Division of Accreditation (ACNM)										
American Dental Association Commission on Dental Accreditation (ADA)	DMD degree, advanced.	Dentistry		51.0401	P	Full Accreditation	5/1/1976	Feb 12-14, 2008	2015	
	General dentistry, dental specialty programs.	Dental Science		51.0501	M	Full Accreditation				
	Advanced Education Programs:									
	*Endodontics			51.0501	M	Full Accreditation	January 1994	Feb 12-14, 2008	2015	
	*Orthodontics			51.0501	M	Full Accreditation	May 1979	Feb 12-14, 2008	2015	
	*Periodontics			51.0501	M	Full Accreditation	May 1977	Feb 12-14, 2008	2015	
	*Prosthodontics			51.0501	M	Full Accreditation	June 1994	Feb 12-14, 2008	2015	
	Note: Dentistry also has multiple Advanced Education Programs in which individuals are given a certificate instead of a degree on the same review cycle as the DMD program.					Full Accreditation		Feb 12-14, 2008	2015	
	*Pediatric Dentistry (Naples) - (certificate program)					Full Accreditation		June 5, 2009	2016	

Board of Governors - State University System of Florida
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		Names	CIP Codes Old	CIP Codes New	Degree Levels					
	Oral Surgery (certificate)					Full Accreditation	1973	2004	2009	Nov. 20, 2009
Commission on English Language Program Accreditation (CELPA)										
Council on Education for Public Health (CEPH)		Public Health Epidemiology Biostatistics Health Services Research		51.2201 26.1309 26.1102 51.0701	M D D D	Full Accreditation Full Accreditation Full Accreditation Full Accreditation		September 2008 September 2008 September 2008 September 2008	July 1, 2014 July 1, 2014 July 1, 2014 July 1, 2014	~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~
Liaison Committee on Medical Education (LCME)										
	Education Program Leading to the MD Degree	Medicine		51.1201	P	Full Accreditation	1956	June 2007	2015	
National Architectural Accrediting Board, Inc. (NAAB)	Master of Architecture degree	Architecture		04.0201	M	Full Accreditation	Master of Architecture: 1983/84 M.A. Arch: 1968/69-1982/83 B. Arch: 1948/49-1975/76	Feb-07	Feb-13	
National Association of Nurse Practitioners in Women's Health (NPWM)										
National Environmental Health Science and Protection Accreditation Council (NEHSPAC)										
Commission on Accreditation of Athletic Training Education (CAATE)	Undergraduate program	Athletic Training		51.0913	B	Full Accreditation	4/27/2000 (Pobation status)	Feb-07	May-12	Fall 2011 - Spring 2012

Board of Governors - State University System of Florida
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		Names	CIP Codes		Degree Levels					
			Old	New						
American Chemical Society	Baccalaureate degree programs	Chemistry		40.0501	B	Full Accreditation		11-Jul-06	11-Jul-2011	
Accreditation Council for Graduate Medical Education	College of Medicine	Medicine		51.1201	Residency Training	Favorable Accreditation	1959	04/15/09	Accreditation Status is maintained until outcome of next site visit 04/2014	2014
American College of Nurse-Midwives Division of Accreditation (ACNM)	Master's Education in Nurse-Midwifery [Doctor of Nursing Practice (DNP) planned]*	Nursing		51.1601	M	Full Accreditation	1984	Jun-02	Jun-10	Spring, 2010

Part III: Abbreviated Compliance Certification

Section 10

Part III.10: The institution makes available to students and the public current academic calendars, grading policies, and refund policies. *(Federal Requirement 4.3)*

✓ **Compliance** ___ **Non-Compliance**

The University of Florida affirms its compliance with Federal Requirement 4.3 and presents its evidence below.

Narrative:

The Office of the University Registrar routinely includes all academic calendars, grading policies and refund policies online at these URLS: Registrar,ufl,edu (Appendix III.10.1) and ISIS.ufl.edu. (Appendix III.10.2). As a campus committed to sustainability, the Undergraduate and Graduate catalogs have not been provided in print form since 2004-2005 academic year. The University Calendar, Grading Policies and Refund Policies are all included in the online catalog as well as via ISIS and the Office of the University Registrar's Web page. Student's right to privacy information is provided via multiple sources and information related to student's confidentiality rights (Appendix III.10.3) is available via the Office of the University Registrar site.

Information related to the university's regional accreditation status is indicated in both the graduate and undergraduate catalogs (Appendix III.10.4, Appendix III.10.5) under the heading of accreditation.

Part III, Section 10: Appendices

- Appendix III.10.1: OUR Home
- Appendix III.10.2: ISIS page
- Appendix III.10.3: Privacy
- Appendix III.10.4: OUR Accred.
- Appendix III.10.5: Graduate School Accred.

Part III, Section 10

Appendix 1

Current Students Services
Catalogs and Academic Info
Final Exams & Grades Info
Graduation Info
My Student Record Info
Petitions Info
Registration Processes
Veterans Services
Former Students Services
Faculty & Staff Services
Parents Services
All Other Services
Confidentiality - FERPA
Registrar Home

Most Requested Services

Academic Dates and Calendars	Proof of Enrollment & Degree Requests
Address / Info Changes	Registrar Forms
Commencement Information	Registrar Services and Contacts
GatorLink, UFID and Gator1 Card	Schedule of Courses
ISIS	Transcript Order Information
My Class Schedule - Spring, Summer, Fall	Undergraduate Catalog

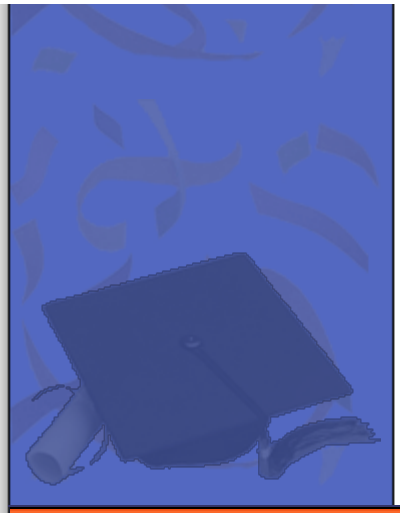
Frequently Asked Questions

Registrar Mission and Values Statements

Critical Academic Dates

Deadlines effective at 5:00 p.m. on the last date indicated. Submit paperwork to appropriate office, generally Office of the University Registrar, in 222 Criser Hall.

Events	Spring 2010	Summer A/C 2010	Summer B 2010	Fall 2010
Advance Registration	November 2 - December 22, December 24 - January 3	March 29 - May 4 and May 6	March 29 - May 4 and May 6-June 24	March 29 - August 10, August 12-18
Registration ($100 late fee after deadline)	January 4	May 7	June 25	August 19-20
Classes Begin	January 5	May 10	June 28	August 23
Drop/Add, closes at 11:59 pm of last day	January 5-8, and Jan. 11	May 10-11	June 28-29	August 23-27
Late Registration, closes at 11:59 pm of last day	January 5-8, and Jan. 11	May 10-11	June 28-29	August 23-27
Fees Due, 3:30 p.m.	January 15	May 21	July 9	September 3
S-U Grade Option	January 22	May 19 (A) or May 28 (C)	July 7	September 10
Degree Applications	January 29	May 12 (A) or June 30 (C)	June 30	September 17
Drop or Withdraw Without Failing Grades	April 9	June 11 (A) or July 30 (C)	July 30	November 22
Classes End	April 21	June 18 (A) or August 6 (C)	August 6	December 8
Finals	April 24 and April 26-30	In Class	In Class	Dec. 11, 13-17



Commencement	April 29-30 and May 1-2	None (A) or August 7 (C)	August 7	Dec. 17-18
Holidays - no classes	Jan. 18, M.L. King Day Mar 6-13, Spring Break	May 31, Memorial Day June 21-25, Summer Break July 5, Independence Day observed	July 5, Independence Day observed	Sept. 6, Labor Day Oct. 15-16, Homecoming (No class Fri/Sat) Nov. 11, Veterans Day Nov. 25-27, Thanksgiving

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Part III, Section 10

Appendix 2

ISIS

UF UNIVERSITY of FLORIDA

My Online Services

- **My Record**
- **Placement**
- **Degree Audit**
- **e-Learning**
- **Financial Aid**
- **Financial Services**
- **Registration**

Registration Prep
Degree Audit,
Reg Start Time,
Current Holds

Register Now
- Spring
- Summer
- Fall

My Schedule
- Spring
- Summer
- Fall

My Textbooks
- Spring
- Summer
- Fall

Welcome to ISIS

Available 7:00am - 4:30am EST, Monday - Saturday; 10:00am - 4:30am Sunday.

Have Questions? Need Help? **Contact Us**

Special Announcements

- **Alcohol Education for New Undergrads**. **Click for tutorial**
  Must complete before Summer/Fall registration.

Students: Stand up and be counted!
Tell us who you are under the U.S. Census' new race and ethnicity guidelines.
Click for survey information? **Want more survey**

- Summer and Fall 2010 Schedule of Courses available February 26

Spring 2010

- January 5: Classes began; classes end April 21
- March 6-13: Spring Break
- April 9: Deadline to **drop or withdraw**
- April 29-30 and May 1-2: Commencements
- Academic dates: **Spring**

Summer 2010

- May 10: Summer A/C begins; A ends June 18, C ends August 6
- June 21-25: Summer C break
- June 29: Summer B begins; B ends August 6
- August 7: B/C Commencement
- Academic dates: **Summer A/C** and **Summer B**

Fall 2009

- **Commencement webcasts**
- Verify **permanent mailing address** - diplomas mail in March
- Academic dates: **Fall**

ISIS is UF's secure **I**ntegrated **S**tudent **I**nformation **S**ystem
UF's Internet Privacy Policy and **Social Security Number Privacy**

My Resources

- **Academic Info**
  - Academic Learning Compacts, by Major
  - Alcohol Education Tutorial
  - Calendars/Deadlines
  - Catalog - Graduate
  - Catalog - Undergrad
  - CLAST / CLASR
  - Combined Degrees
  - Commencement Info
  - Course Evaluations
  - Distance Ed Courses
  - Exam Schedules
  - Forms - Registrar
  - Grad School Info Systems (GIMS)
  - Graduate Student Listserve
  - Prestigious National Scholarships
  - Schedule of Courses
  - Study Abroad Ops
  - Ugrad Experience
- **Advising Info**
- **Financial Info**
- **Personal Info**
- **Other Info**
  - Admissions
  - Career Resource Ctr
  - Computing Tips
  - Consumer Info
  - Dean of Students Ofc
  - GatorTimes
  - ISIS Help
  - Office Directory
  - Privacy Info - FERPA
  - Textbook Search
  - Veterans Info
  - Webmail

Frequently Asked Questions

Part III, Section 10

Appendix 3

Current Students Services
Catalogs and Academic Info
Final Exams & Grades Info
Graduation Info
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Petitions Info
Registration Processes
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Former Students Services
Faculty & Staff Services
Parents Services
All Other Services
Confidentiality - FERPA
Registrar Home

Confidentiality of Student Education Records

- An Introduction to the Family Educational Rights and Privacy Act
- Privacy Information for Students
- Privacy Information for Faculty
- Privacy Information for Parents
- Privacy Information for Staff
- Glossary of Terms
- PowerPoint for Faculty and Staff
- Release Form (PDF) for Letters of Recommendation
- Notification to Students of Their FERPA Rights
- Take the FERPA Beginner's Tutorial
- Take the FERPA Intermediate Tutorial
- Take the FERPA Advanced Tutorial

Part III, Section 10

Appendix 4

Academic Advising
Academic Dates & Deadlines
Academic Learning Compacts
Academic Regulations
Academic Programs
Administration, Faculty & Staff
Admission to the University
Application Deadlines
Course Descriptions
Student Honor Code
Student Support Services
University Office Directory
University Ombudsman
University Terminology
Catalog Home
Previous Catalogs
Registrar Services Home

2009-10 Undergraduate Catalog

Purpose and Mission of the University of Florida

The **University of Florida** is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities and is a member of the Association of American Universities. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

Commitment to Diversity
History of the University
Government of the University
Faculty and Student Body
Programs, Accreditation and Equal Opportunity

The University of Florida belongs to a tradition of great universities. Together with our undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes, and nurtures generations of young people from diverse backgrounds to address the needs of our societies. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good.

These three interlocking elements span all of the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The University of Florida aspires to advance by strengthening the human condition and improving the quality of life.

Commitment to Diversity

The University of Florida is committed to creating a community that reflects the rich racial, cultural and ethnic diversity of the state and nation. No challenge that exists in higher education has greater importance than the challenge of enrolling students and hiring faculty and staff who are members of diverse racial, cultural or ethnic minority groups. This pluralism enriches the university community, offers opportunity for robust academic dialogue and contributes to better teaching and research. The university and its components benefit from the richness of a multicultural student body, faculty and staff who can learn from one another. Such diversity will empower and inspire respect and understanding among us. The university does not tolerate the actions of anyone who violates the rights of another person.

Through policy and practice, the university strives to embody a diverse community. Our collective efforts will lead to a university that is truly diverse and reflects the state and nation.

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History of the University

The University of Florida traces its beginnings to 1853 when the state-funded East Florida Seminary acquired the private Kingsbury Academy in Ocala. After the Civil War, the seminary was moved to Gainesville. It was consolidated with the state's land-grant Florida Agricultural College, then in Lake City, to become the University of Florida in 1906. Until 1947, UF enrolled men only and was one of only three state universities. The others were Florida State College for Women (now FSU) and Florida A&M. In 1947, the student body numbered 8,177 men and 601 women.

Today, UF is the fifth largest university in the nation.

Government of the University

A 13-member Board of Trustees governs the University of Florida. The governor appoints six of the trustees, and five are appointed by the 17-member Florida Board of Governors, which governs the State University System as a whole. The university's student body president and faculty senate chair also serve on the Board of Trustees as *ex officio* members. Trustees are appointed for staggered five-year terms.

The University of Florida Board of Trustees is a public body corporate with all the powers and duties set forth by law and by the Board of Governors. The University of Florida president serves as the executive officer and corporate secretary of the Board of Trustees and is responsible to the board for all operations of the university. University affairs are administered by the president through the university administration, with the advice and assistance of the Faculty Senate, various committees appointed by the president, and other groups or individuals as requested by the president.

Back to Top

Faculty

The university has approximately 4,400 distinguished faculty members with outstanding reputations for teaching, research and service. The faculty attracted close to $600 million in research and training grants last year.

UF currently has 64 eminent scholar chairs, positions funded at more than $1 million each to attract nationally and internationally recognized scholars. A variety of other endowed professorships help attract prominent faculty. More than two dozen faculty are members of the National Academies of Science and/or Engineering, the Institute of Medicine or a counterpart in another nation. Also, in a national ranking of total Fulbright Awards, UF ranks 15th among AAU public universities, with six visiting scholars and three American scholars.

A very small sampling of honored faculty and alumni includes a Nobel Laureate, Pulitzer Prize winners in editorial writing and poetry, inventors of Gatorade and Bioglass (a man-made material that bonds with human tissue), one of the four charter members of the Solar Hall of Fame, and an art faculty with 80 percent of its members in *Who's Who in American Art*.

Student Body

University of Florida students, numbering almost 51,000 in Fall 2008, come from more than 100 countries, all 50 states, and each of the 67 counties in Florida. The ratio of men to women is 47/53. Sixty-seven percent of UF students are undergraduates, 25 percent are graduate students and eight percent are in the professional programs of dentistry, law, medicine, pharmacy and veterinary medicine.

Approximately 4,300 African-American students, more than 6,000 Hispanic students and almost 4,000 Asian-American students attend UF. More than 90 percent of entering freshmen rank above the national mean of scores on standard entrance exams taken by college-bound students. UF consistently ranks among the top five public universities in the nation in the number of enrolled National Merit Scholars, Achievement Scholars, International Baccalaureate graduates and Advance Placement score recipients.

Back to Top

Programs

The University of Florida is among the nation's 96 leading research universities as categorized by the Carnegie Commission on Higher Education. UF is one of 62 members of the Association of American Universities, the nation's most prestigious higher education organization.

Accreditation

The University of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor, master, specialist and engineer, as well as doctoral and professional degrees. It has 16 colleges and 181 interdisciplinary research and education centers, bureaus and institutes. One hundred one undergraduate degree programs are offered and the Graduate School coordinates almost 250 graduate programs throughout the university's colleges and schools. Professional postbaccalaureate degrees are offered in dentistry, law, medicine, pharmacy and veterinary medicine.

(1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4501)

Equal Opportunity

The university encourages applications from qualified applicants of both sexes from all cultural, racial, religious and ethnic groups. UF is committed to nondiscrimination with respect to race, creed, religion, age, disability, color, sex, sexual orientation, marital status, national origin, political opinions or affiliations, or veteran status in the administration of educational policies, financial aid, employment, or in any program or activity. Refer to the Office of Equal Opportunity Programs within UF's Human Resources Services for additional information; 352-392-1075.

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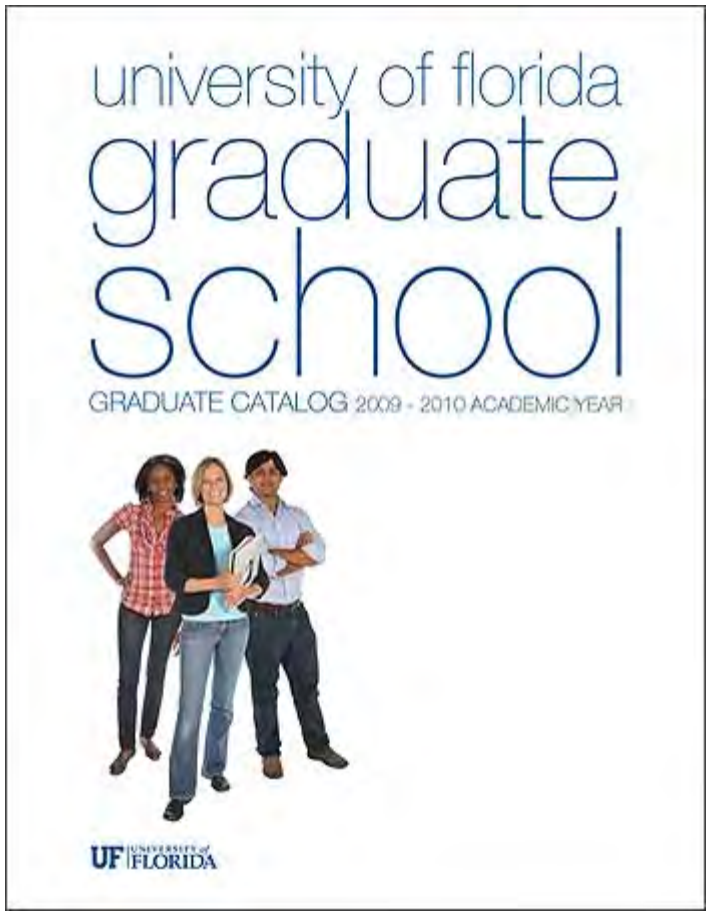
Part III, Section 10

Appendix 5

Graduate Catalog

Catalog Home
Commitment To Diversity
Academic Calendar
Graduate School
Graduate Degrees and Programs
Admission To Graduate School
General Regulations
Financial Information and Requirements
Financial Assistance
Research and Teaching Services
Interdisciplinary Research Centers
Student Services
Governance
Fields of Instruction
Graduate Faculty 2009-2010

Next Page



Accreditation

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Colleges of the Southern Association of Colleges and Schools to award the degrees of bachelor, master, specialist, and engineer, as well as doctoral and professional degrees. It has 16 colleges and more than 150 interdisciplinary research and education centers, bureaus, and institutes. One hundred undergraduate degree programs are offered and the Graduate School coordinates more than 200 graduate programs throughout the University's colleges and schools. Professional postbaccalaureate degrees are offered in dentistry, law, medicine, pharmacy, public health, and veterinary medicine.

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Next Page

Part III: Abbreviated Compliance Certification

Section 11

Part III.11: Program length is appropriate for each of the institution's educational programs. *(Federal Requirement 4.4)*

✓ **Compliance** ___ **Non-Compliance**

The University of Florida affirms its compliance with Federal Requirement 4.4 and presents its evidence below.

Narrative:

The Florida Legislature (State Statute Chapter 240) has mandated 120 hours as the standard for undergraduate degree programs; 36 of these hours are dedicated to general education course work, although in many cases, the general education courses also serve as pre-requisite course work for upper level courses. Degree programs that exceed the 120 hour standard (Appendix III.11.1) have requested and with appropriate documentation been approved to exceed the 120 hour standard.

At the graduate level, the Graduate School establishes and publishes (Appendix III.11.2) minimum requirements related to program length and credit hours. At the master's level, the minimum program length is 30 credit hours. The doctoral level requires 90 credit hours beyond the baccalaureate degree. The faculty of each graduate program area determines the specific requirements consistent with standard practice in higher education and with the evolving needs of their program areas. Students work closely with their supervisory committees to develop their programs of study.

In those program areas with discipline specific accreditation requirements length of program is in compliance with the accrediting body. (See Appendix III.11.3).

Part III, Section 11: Appendices

- Appendix III.11.1: Undergraduate Hours to Degree
- Appendix III.11.2: UF Graduate School Catalog
- Appendix III.11.3: List of Accredited Programs

Part III,
Section 11

Appendix 1

Baccalareate Degree Program	Approved hours to degree and AVG
Ag (Food and Resource) Economics	120
AVERAGE	120
Packaging Science	120
AVERAGE	120
Landscape and Nursery Horticulture	120
AVERAGE	120
Animal Sciences	120
AVERAGE	120
Food Sciences and Technology	120
AVERAGE	120
Plant Sciences	120
AVERAGE	120
Horticulture Science	120
AVERAGE	120
Soil Sciences	120
AVERAGE	120
Environmental Science	120
AVERAGE	120
Forest Resources & Conservation	120
AVERAGE	120
Architecture	120
AVERAGE	120
Landscape Architecture	144
AVERAGE	144
Asian Studies	120
AVERAGE	120
Women"s Studies	120
AVERAGE	120
Journalism	124
AVERAGE	124
Radio & TV Broadcasting	124
AVERAGE	124
Public Relations & Organizational Comm	124
AVERAGE	124
Advertising	124
AVERAGE	124
Computer & Information Science	120
AVERAGE	120
Special Ed, General	120
AVERAGE	120
Elementary Teacher Ed	124
AVERAGE	124
Agricultural Teacher Ed. (Voc)	120
AVERAGE	120
Art Teacher Ed.	120

AVERAGE	120
Music Teacher Ed.	125
AVERAGE	125
Physical Ed. Teaching & Coaching	120
AVERAGE	120
Aerospace Engineering	128
AVERAGE	128
Agricultural/Biological Engineering	125
AVERAGE	125
Chemical Engineering	134
AVERAGE	134
Civil Engineering	131
AVERAGE	131
Computer Engineering	124
AVERAGE	124
Electrical, Electronics Engineering	126
AVERAGE	126
Environmental Engineering	128
AVERAGE	128
Materials Engineering	125
AVERAGE	125
Mechanical Engineering	128
AVERAGE	128
Nuclear Engineering	125
AVERAGE	125
Industrial & Systems Engineering	125
AVERAGE	125
Construction/Building Tech.	125
AVERAGE	125
Surveying	120
AVERAGE	120
Linguistics	120
AVERAGE	120
East Asian Lang/Literature	120
AVERAGE	120
Russian	120
AVERAGE	120
German	120
AVERAGE	120
French	120
AVERAGE	120
Portuguese	120
AVERAGE	120
Spanish	120
AVERAGE	120
Classics	120
AVERAGE	120

Family and Community Studies	120
AVERAGE	120
English, General	120
AVERAGE	120
Biology, General	120
AVERAGE	120
Botany, General	120
AVERAGE	120
Microbiology/Bacteriology	120
AVERAGE	120
Zoology	120
AVERAGE	120
Entomology	120
AVERAGE	120
Exercise Physiology	120
AVERAGE	120
Mathematics, General	120
AVERAGE	120
Statistics	120
AVERAGE	120
Independent/Interdisc./Comparative Studies	120
AVERAGE	120
Recreation, Leisure Studies	120
AVERAGE	120
Sport Business Management	120
AVERAGE	120
Exercise Sci/Physiol/Mvmnt Studies	120
AVERAGE	120
Philosophy	120
AVERAGE	120
Religious Studies	120
AVERAGE	120
Jewish/Judaic Studies	120
AVERAGE	120
Astronomy	120
AVERAGE	120
Chemistry	120
AVERAGE	120
Geology	120
AVERAGE	120
Physics	120
AVERAGE	120
Psychology, General	120
AVERAGE	120
Fire and Emergency Services	120
AVERAGE	120
Anthropology	120

AVERAGE	120
Criminology	120
AVERAGE	120
Economics	120
AVERAGE	120
Geography	120
AVERAGE	120
Political Science & Government	120
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Part III, Section 11

Appendix 2

UF UNIVERSITY of FLORIDA

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UF Graduate Degree Programs

Listed below are the doctoral, engineer, master's and specialist degree programs offered by the UF Graduate School. All degrees are listed in alphabetical order under their category. To skip ahead to one of these specific degree categories, click on one of these links:

Doctoral Degree Programs
Engineer Degree Programs
Master's Degree Programs
Specialist Degree Programs

Click on the name of a degree program to access the webpage of that program and its home department.

Doctoral Degree Programs

Doctor of Audiology

Doctor of Education in
— Curriculum and Instruction
— Educational Leadership
— Educational Psychology
— Foundations of Education
— Higher Education Administration
— Marriage and Family Counseling
— Mental Health Counseling
— Research and Evaluation Methodology
— School Counseling and Guidance
— School Psychology
— Special Education

Doctor of Philosophy in
— Aerospace Engineering
— Agricultural and Biological Engineering
— Agricultural Education and Communication

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  - Decision and Information Sciences
  - Finance
  - Insurance
  - Management
  - Marketing
  - Real Estate and Urban Analysis
- Chemical Engineering
- Chemistry
- Civil Engineering
- Classical Studies
- Coastal and Oceanographic Engineering
- Communication Sciences and Disorders
- Computer Engineering
- Counseling Psychology
- Criminology and Law
- Curriculum and Instruction
- Design, Construction and Planning
- Economics
- Educational Leadership
- Educational Psychology
- Electrical and Computer Engineering
- English
- Entomology and Nematology
- Environmental Engineering Sciences
- Epidemiology
- Fisheries and Aquatic Sciences
- Food and Resource Economics
- Food Science and Human Nutrition in
  - Food Science
  - Nutritional Science
- Forest Resources and Conservation
  - Geomatics
- Foundations of Education
- Geography
- Geology
- German
- Health and Human Performance in
  - Behavioral Sciences
  - Exercise Physiology
  - Health Behavior

- — Recreation, Parks and Tourism
- — Sport Management
- — Health Services Research
- — Higher Education Administration
- — History
- — Horticultural Science in
  - — Environmental Horticulture
  - — Horticultural Sciences
- — Industrial and Systems Engineering
- — Interdisciplinary Ecology
- — Linguistics
- — Marriage and Family Counseling
- — Mass Communication
- — Materials Science and Engineering
- — Mathematics
- — Mechanical Engineering
- — Medical Sciences in
  - — Biochemistry and Molecular Biology
  - — Genetics
  - — Immunology and Microbiology
  - — Molecular Cell Biology
  - — Neuroscience
  - — Physiology and Pharmacology
- — Mental Health Counseling
- — Microbiology and Cell Science
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- — Music Education
- — Nuclear Engineering Sciences
- — Nursing Sciences
- — Pharmaceutical Sciences in
  - — Medicinal Chemistry
  - — Pharmacodynamics
  - — Pharmacy
  - — Pharmacy Health Care Administration
- — Philosophy
- — Physics
- — Plant Molecular and Cellular Biology
- — Plant Pathology
- — Political Science
- — Political Science - International Relations
- — Psychology in
  - — Clinical and Health Psychology
  - — Psychology
- — Rehabilitation Science
- — Religious Studies
- — Research and Evaluation Methodology
- — Romance Languages in
  - — French
  - — Spanish

— School Counseling and Guidance
— School Psychology
— Sociology
— Soil and Water Science
— Special Education
— Statistics
— Student Personnel in Higher Education
— Veterinary Medical Sciences
— Wildlife Ecology and Conservation
— Zoology

Doctor of Physical Therapy

Doctor of Plant Medicine

Engineer Degree Programs

Engineer (a special degree requiring one year of graduate work beyond the master's degree. For a list of the approved majors, see those listed below for the Master of Engineering degree, except Biomedical Engineering.)

Master's Degree Programs

Master's degree programs are either nonthesis (N), require a thesis (T) or offer a nonthesis/thesis option (N/T), as noted below.

Master of Accounting (N)

Master of Advertising (T)

Master of Agribusiness (N) in
— Food and Resource Economics

Master of Agriculture (N) in
— Agricultural Education and Communication
— Animal Sciences
— Botany
— Food and Resource Economics
— Soil and Water Science

Master of Architecture (T)

Master of Arts in
— Anthropology (N/T)
— Art Education (T)
— Art History (T)
— Business Administration
  — Insurance (T)
  — Marketing (N/T)
— Classical Studies (T)
— Communication Sciences and Disorders (N/T)
— Criminology and Law (N/T)

- Digital Arts and Sciences (T)
- Economics (N/T)
- Education (T)
  - Curriculum and Instruction
  - Early Childhood Education
  - Educational Leadership
  - Educational Psychology
  - Elementary Education
  - English Education
  - Foundations of Education
  - Marriage and Family Counseling
  - Mathematics Education
  - Mental Health Counseling
  - Reading Education
  - Research and Evaluation Methodology
  - School Counseling and Guidance
  - School Psychology
  - Science Education
  - Social Studies Education
  - Special Education
  - Student Personnel in Higher Education
- English (N/T)
- French (N/T)
- Geography (T)
  - Applications of Geographic Technologies
- German (N/T)
- History (N/T)
- International Business (T)
- Latin (T)
- Latin American Studies (T)
- Linguistics (N/T)
- Mass Communication (N/T)
- Mathematics (N/T)
- Museology (Museum Studies) (T)
- Philosophy (N/T)
- Political Science (N/T)
- Political Science - International Relations (N/T)
- Psychology (N/T)
- Religion (T)
- Sociology (N/T)
- Spanish (N/T)
- Teaching (N)
  - Anthropology
  - French
  - Geography
  - Latin
  - Latin American Studies
  - Linguistics
  - Mathematics
  - Philosophy
  - Political Sciences

— Political Sciences - International Relations
— Psychology
— Spanish
— Urban and Regional Planning (T)
— Woman's Studies (T)

Master of Building Construction (N) in
— Building Construction
— Sustainable Construction

Master of Business Administration (N) in
— Business Administration
— Arts Administration
— Business Strategy and Public Policy
— Competitive Strategy
— Decision and Information Sciences
— Electronic Commerce
— Entrepreneurship
— Finance
— Global Management
— Graham-Buffett Security Analysis
— Health Administration
— Human Resource Management
— International Studies
— Latin American Business
— Management
— Marketing
— Real Estate
— Sports Administration

Master of Civil Engineering (N/T)

Master of Education (N) in
— Curriculum and Instruction
— Early Childhood Education
— Educational Leadership
— Educational Psychology
— Elementary Education
— English Education
— Foundations of Education
— Marriage and Family Counseling
— Mathematics Education
— Mental Health Counseling
— Reading Education
— Research and Evaluation Methodology
— School Counseling and Guidance
— School Psychology
— Science Education
— Social Studies Education
— Special Education
— Student Personnel in Higher Education

Master of Engineering (N/T) in
— Aerospace Engineering
— Agricultural and Biological Engineering
— Biomedical Engineering
— Chemical Engineering
— Coastal and Oceanographic Engineering
— Computer Engineering
— Electrical and Computer Engineering
— Environmental Engineering Sciences
— Industrial and Systems Engineering
— Materials Science and Engineering
— Mechanical Engineering
— Nuclear Engineering Sciences

Master of Family, Youth and Community Sciences (N)

Master of Fine Arts (T) in
— Art
— Creative Writing
— Theater

Master of Fisheries and Aquatic Sciences (N)

Master of Forest Resources and Conservation (N) in
— Forest Resources and Conservation
  — Geomatics

Master of Health Administration (N)

Master of Health Science (N/T) in
— Occupational Therapy
— Rehabilitation Counseling

Master of Interior Design (T)

Master of International Construction Management (N)

Master of Landscape Architecture (T)

Master of Latin (N)

Master of Laws (N) in
— Comparative Law
— Taxation

Master of Music (T) in
— Music
  — Choral Conducting
  — Composition
  — Instrumental Conducting
  — Music History and Literature
  — Music Theory
  — Performance

— Sacred Music
— Music Education

Master of Occupational Therapy (N)

Master of Public Health (N) in
— Public Health
— Biostatistics
— Environmental Health
— Epidemiology
— Public Health Management and Policy
— Social and Behavioral Sciences

Master of Science in
— Aerospace Engineering (N/T)
— Agricultural and Biological Engineering (N/T)
— Agricultural Education and Communication (N/T)
— Farming Systems
— Agronomy (N/T)
— Animal Sciences (T)
— Applied Physiology and Kinesiology (N/T)
— Athletic Training/Sport Medicine
— Biomechanics
— Clinical Exercise Physiology
— Exercise Physiology
— Human Performance
— Motor Learning/Control
— Sport and Exercise Psychology
— Architectural Studies (T)
— Astronomy (N/T)
— Biochemistry and Molecular Biology (N/T)
— Biomedical Engineering (N/T)
— Botany (T)
— Building Construction (T)
— Sustainable Construction
— Business Administration (N/T)
— Insurance
— Marketing
— Retailing
— Chemical Engineering (N/T)
— Chemistry (N/T)
— Civil Engineering (N/T)
— Coastal and Oceanographic Engineering (N/T)
— Computer Engineering (N/T)
— Computer Science (N/T)
— Dental Sciences (T)
— Endodontics
— Orthodontics
— Periodontics
— Prosthodontics
— Digital Arts and Sciences (T)
— Electrical and Computer Engineering (N/T)

— Entomology and Nematology (N/T)
— Entrepreneurship
— Environmental Engineering Sciences (N/T)
— Epidemiology (T)
  — Biostatistics
  — Health Policy
— Family, Youth and Community Sciences (T)
— Finance (N/T)
— Fisheries and Aquatic Sciences (T)
— Food and Resource Economics (N/T)
— Food Science and Human Nutrition (N/T)
  — Nutritional Sciences
— Forest Resources and Conservation (T)
  — Geomatics
— Geography (T)
— Geology (T)
— Health Education and Behavior (N/T)
— Horticultural Science (N/T)
  — Environmental Horticulture
  — Horticultural Sciences
— Industrial and Systems Engineering (N/T)
— Information Systems and Operations Management (N/T)
  — Supply Chain Management
— Interdisciplinary Ecology (N/T)
— Management (N/T)
— Materials Science and Engineering (N/T)
— Mathematics (N/T)
— Mechanical Engineering (N/T)
— Medical Sciences (T)
  — Clinical Investigation
— Microbiology and Cell Science (N/T)
— Nuclear Engineering Sciences (N/T)
— Nursing (N/T)
— Pharmacy (Pharmaceutical Sciences) (N/T)
  — Forensic Drug Chemistry
  — Forensic Serology and DNA
  — Medicinal Chemistry
  — Pharmaceutical Chemistry
  — Pharmacodynamics
  — Pharmacy
  — Pharmacy Health Care Administration
— Physics (N/T)
— Plant Molecular and Cellular Biology (N/T)
— Plant Pathology (N/T)
— Psychology (N/T)
— Real Estate
— Recreation, Parks and Tourism (N/T)
— Soil and Water Science (N/T)
— Sport Management (N/T)
— Statistics (N)
— Teaching (N)

— Astronomy
— Botany
— Chemistry
— Geography
— Geology
— Mathematics
— Physics
— Psychology
— Zoology
— Veterinary Medical Sciences (N/T)
— Forensic Toxicology
— Wildlife Ecology and Conservation (N/T)

Master of Statistics (N)

Master of Women's Studies (N)

Specialist Degree Programs

Specialist in Education (a special degree requiring one year of graduate work beyond the master's degree. For a list of the approved programs, see those listed above for the Doctor of Education degree.)

The University of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404 679 4501) to award associate, bachelor's, master's, doctoral, specialist, engineer and professional degrees.

Part III, Section 11

Appendix 3

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida | **Date: 08/26/09** | **Prepared By: Nancy Bunting** | **Telephone: 352-392-0456** | **Fax: 352-392-8774** | **E-Mail: bunting@ufl.edu**

Selected Accrediting Organizations and Associations Participating in Council for Higher Education Accreditation (CHEA), 2009 - 2010	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old							
(Regional and National Institutional Accrediting Organizations)										
Southern Association of Colleges and Schools (SACS) Commission on Colleges (COC)										
(Specialized and Professional Accrediting Organizations-CHEA Participants)										
AACSB International -The Association to Advance Collegiate Schools of Business	Programs in business administration.	Accounting		52.0301	B,M	Full Accreditation	1982	April 2009	Spring 2014	
	Baccalaureate, master's & Ph.D. programs in business administration.	Business Adm Mgt and General		52.0201	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Finance, General		52.0801	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Insurance & Risk Mgt		52.1701	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Mgt Science, General		52.1301	B	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Marketing Mgt		52.1401	B,M	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
		Real Estate		52.1501	B,M	Full Accreditation	UG 1929 MBA 1961 Masters &-PhD 1948	April 2009	Spring 2014	
		Economics		45.0601	B,M,D	Full Accreditation	UG 1929 MBA 1961 Masters & PhD 1948	April 2009	Spring 2014	
Accreditation Board for Engineering and Technology, Inc. (ABET)	Baccalaureate programs in engineering	Aerospace Engineering		14.0201	B	Full Accreditation		June 2007	9/30/2013	
		Agricultural Engineering		14.0301	B	Full Accreditation		June 2007	9/30/2013	
		Chemical Engineering		14.0701	B	Full Accreditation		June 2007	9/30/2013	
		Civil Engineering		14.0801	B	Full Accreditation		June 2007	9/30/2013	

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		Names	CIP Codes		Degree Levels					
			Old							
		Computer Engineering		14.0901	B	Full Accreditation		June 2007	9/30/2013	
		Electrical, Electronics Engineering		14.1001	B	Full Accreditation		June 2007	9/30/2013	
		Evnironmental Health Engineering		14.1401	B	Full Accreditation	ECO Masters & PhD - 1954	June 2007	9/30/2013	
		Materials Engineering		14.1801	B	Full Accreditation		June 2007	9/30/2013	
		Mechanical Engineering		14.1901	B	Full Accreditation		June 2007	9/30/2013	
		Nuclear Engineering		14.2301	B	Full Accreditation		June 2007	9/30/2013	
		Industrial & Systems Engineering		14.2701	B	Full Accreditation		June 2007	9/30/2013	
	Geomatics major	Geomatics		15.1102	B	Full Accreditation		2007	09/30/2013	
Accreditation Council for Pharmacy Education (ACPE)	Pharmacy	Pharmacy		51.2001	P	Full Accreditation	1981	2007	2013	
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)		Physician Assistant		51.0912	M	Full Accreditation	1972	Mar-06	Mar-11	Jan 6-7, 2011
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	Entire units within institutions offering professional baccalaureate and master's degree programs	Communication (Mass)		09.0102	M	Full Accreditation	1958	May-06	2012	
		Journalism		09.0401	B	Full Accreditation	1955	May-06	2012	
		Radio & TV Broadcasting		09.0701	B	Full Accreditation	1976	May-06	2012	
		Advertising		09.0903	B	Full Accreditation	1955	May-06	2012	
		Public Relations & Organizational Comm.		09.0902	B	Full Accreditation	1976	May-06	2012	
American Association for Marriage and Family Therapy/ Commission on Accreditation for Marriage & Family Therapy Education (AAMFT/COAMFTE)										
American Association of Family and Consumer Sciences Council for Accreditation (AAFCS-CFA)										

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		Names	CIP Codes		Degree Levels					
			Old							
American Association of Nurse Anesthetists (AANA) Council on Accreditation of Nurse Anesthesia Educational Programs (CoA-NA)										
American Council for Construction Education Board of Trustees (ACCE)	Baccalaureate degree programs	Construction/Building Technology		15.1001	B	Full Accreditation	15-Jul-76	Jul-03	Feb-10	
American Dietetic Association Commission on Accreditation for Dietetics Education (CADE-ADA)	Didactic program in Dietetics Postbaccalaureate Internship (combined with Masters Degree)	Food Science & Technology Food Science & Technology		01.1001 01.1001	B M	Full Accreditation Full Accreditation	3/1/2002 1983	March 2002 January 1998	2011 2011	
American Library Association (ALA) Committee on Accreditation (CoA)										
American Occupational Therapy Association (AOTA) Accreditation Council for Occupational Therapy Education (ACOTE)	MOT Program	Occupational Therapy		51.2306	M	Full Accreditation	Dec-61	30-Apr-02	2011/2012	
American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE)	DPT Program	Physical Therapy		51.2308	D	Full Accrediation	9-Apr-62	28-Apr-04	June 30, 2014	
American Physical Therapy Association (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE)										
American Psychological Association (APA) Committee on Accreditation (CoA)	Doctoral programs for professional practice Doctoral program in psychology. Internship program in Clinical Psychology	Counseling Psychology Psychology, General		42.0601 42.0101	D D Intership is also accredited (20092015)	Full Accreditation Full Accreditation	1/15/1954 January 1, 1953	Jan 2000 April 2009	2010 2015	
	Doctoral program for professional practice	School Psychology		42.1701	D	Full Accreditation	1997	2006	2013	
American Society of Landscape Architects (ASLA) Landscape Architectural Accreditation Board (LAAB)	Baccalaureate & Master's programs leading to first professional degree.	Landscape Architecture		04.0601	B,M	Full Accreditation	MLA: 1993 (provisional) BLA: 1974	Spring 2002 Spring 2004	Fall 2007 Spring 2010	
American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)	Master's degre program in Speech, Pathology/Aud in Audiology	Speech Pathology and Audiology		51.0204	M	Full Accreditation	1969	12/1/2000	November 30, 2008	

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		Names	CIP Codes		Degree Levels					
			Old							
	Doctor of Audiology Program	Audiology		51.0202	D	Full Accreditation	1969	Oct. 13 & 14, 2008	December 2015	~~October 13 & 14, 2008~~
American Veterinary Medical Association Council on Education (AVMA)	DVM program	Veterinary Medicine		51.2401	P	Full Accreditation	1980	Mar-09	Fall 2015	
Association of Collegiate Business Schools and Programs (ACBSP)										
Commission on Accreditation of Allied Health Education Programs (CAAHEP)										
Commission on Accreditation of Healthcare Management Education (CAHME) (formerly ACEHSA)	Masters of Health Admin	Health Services Admin		51.0701	M	Full Accreditation	1968	October 11-12, 2003	Spring 2010	Nov. 4 & 6, 2009
Commission on Collegiate Nursing Education (CCNE)	Baccalaureate and Master's education degree programs	Baccalaureate and Master's degree programs		51.1601	B,M	Full Accreditation	Septembe, 2002 (Previous accreditation by National League for Nursing)	Sep-02	Fall 2011	N/A
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Specialist and doctoral counselor education programs	School Counseling/Guidance		13.1101	S,D	Full Accreditation	1981	2003	2011	
	Master's level	Mental Health Counseling		51.1508	M,S,D	Full Accreditation	1981	2003	2011	
	Master's level	Marriage & Family Counseling		51.1505	M,S,D	Full Accreditation	1981	2003	2011	
Council for Interior Design Accreditation (CIDA) (formerly FIDER)	First professional programs (master's 50.0408 and baccalaureate degree).	Interior Design		50.0408	B, ~~M~~	Full Accreditation	1973-74	2005	2011	
Council on Rehabilitation Education Commission on Standards and Accreditation (CORE)	Masters Program	Vocational Rehab Counseling		51.2310	M	Full Accreditation	1-Aug-75	March 4-6, 2007	July 1, 2015	
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence (CSWE)										
Florida Council on Education Management										
Joint Review Committee on Education Programs in Radiologic Technology (JRCERT)										

Board of Governors - State University System of Florida
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		Names	CIP Codes		Degree Levels					
			Old							
Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)										
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)										
National Association of Industrial Technology (NAIT)										
National Association of Schools of Art and Design Commission on Accreditation (NASAD)	Postsecondary schools of art and design	Graphic Design		50.0409	B	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Studio/Fine Art		50.0702	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art History & Appreciation		50.0703	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
		Art Teacher Education		13.1302	B,M	Full Accreditation	1992	May 25, 1999	2009-2010	Feb-10
National Association of Schools of Dance Commission on Accreditation (NASD)	Postsecondary schools of dance	Dance		50.0301	B	Reviewed September 2007	2007	Oct. 11, 2007	2013	
National Association of Schools of Music Commission on Accreditation (NASM)	Postsecondary schools of music	Music Teacher Education		50.0901	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	4/1/2010
				13.1312	B,M,D	Full Accreditation	1970	June 28, 2001	2009-10	Apr-10
National Association of Schools of Public Affairs and Administration (NASPAA) Commission on Peer Review and Accreditation (COPRA)										
National Association of Schools of Theatre Commission on Accreditation (NAST)										
		Dramatic Arts		50.0501	B,M	Full Accreditation	1987	1-Apr-06	2014-1015	
National Council for Accreditation of Teacher Education (NCATE)	Professional Education Unit	Special Education, General		13.1001	M,S,D	Full Accreditation	1954	2003	2009	2010
		Elementary Education		13.1202	M	Full Accreditation	1954	2003	2009	2010
	Agricultural Education	Agricultural Teacher Ed (Vocational)		13.1301	B	Full Accreditation	1982	2003	2007	2010

Board of Governors - State University System of Florida
Report on the Accreditation Status of Universities, Professional Units, and Specialized Programs

Programs That Are Accredited By Accrediting Organizations and Associations Recognized by the Council for Higher Education Accreditation
Summer 2009

University: University of Florida | **Date: 08/26/09** | **Prepared By: Nancy Bunting** | **Telephone: 352-392-0456** | **Fax: 352-392-8774** | **E-Mail: bunting@ufl.edu**

Selected Accrediting Organizations and Associations Participating in Council for Higher Education Accreditation (CHEA), 2009 - 2010	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes Old	CIP Codes	Degree Levels					
	~~Exercise Science~~	~~Exercise Science/Physiology/Management Studies~~		~~31.0505~~	~~B,M~~	~~Full Accreditation~~		~~2003~~	~~2009~~	~~2009~~
		~~Physical Ed Teaching & Coaching~~		~~13.1314~~	~~B~~	~~Full Accreditation~~	~~1988~~			
		Art Teacher Education		13.1302	B	Full Accreditation	1954	2003	2007	2010
		Music Teacher Education		13.1312	B	Full Accreditation	1954	2003	2007	2010
	Professional Education Unit	School Psychology		42.1701	D	Full Accreditation	1982	2003	2009	2010
	Professional Education Unit	School Psychology		42.1701	S	Full Accreditation	1975	2003	2009	2010
	Professional Education Unit	Curriculum & Instruction		13.0301	M,D,S	Full Accreditation	1954	2003	2009	2010
		Educational Administration/Leadership, General		13.0401	M,D,S	Full Accreditation	1954	2003	2009	2010
		Counselor Education/Student Counseling/Guidance		13.1101	M,D,S	Full Accreditation	1954	2003	2009	2010
		Pre-Elementary/Early Childhood Teacher Education		13.1210	M	Full Accreditation	1995	2003	2009	2010
		English Teacher Education		13.1305	M	Full Accreditation	1954	2003	2009	2010
		Reading Teacher Education		13.1315	M	Full Accreditation	1954	2003	2009	2010
		Science Teacher Education		13.1316	M	Full Accreditation	1954	2003	2009	2010
		Social Science Teacher Education		13.1317	M	Full Accreditation	1954	2003	2009	2010
National League for Nursing Accrediting Commission, Inc. (NLNAC)										
National Recreation & Park Association/ American Association for Physical Activity and Recreation Council on Accreditation (NRPA/AALR)	Recreation, Leisure Services	Parks & Recreation & Management		31.0301	B	Full Accreditation	Oct-81	Oct-06	Oct-11	2011
Planning Accreditation Board (PAB)	Master's degree	Urban & Regional Planning		04.0301	M	Full Accrediation	1978	Feb-05	Dec-12	2013

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		Names	CIP Codes		Degree Levels					
			Old							
Society of American Foresters (SAF)	Forest Resources and Conservation specialization	Forest Resources and Conservation		03.0501	B	Full Accreditation	1943	2004	2014	
Teacher Education Accreditation Council (TEAC)										
Natonal Association of School Psychologists (NASP)	Specialist and Doctoral School Psychology programs	School Psychology		42.1701	S,D	Full Accreditation	1988	2006	2013	2013

Deletions

31.0505 - B,M and D have moved to 26.0908
13.1314 - bachelor degree terminated in 2008
50.0408 - master degree has moved to Form 4

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Selected Other Specialized and Professional Accrediting Organizations	Specific Colleges, Schools, Programs, Tracks, or Other Units That Are Accredited	All Associated Degree Programs (programs, tracks, and programs or tracks within larger units that are accredited by the accrediting body)				Accreditation Status	Date of First Accreditation	Date of Most Recent Accreditation	Date Current Accreditation Expires (Month/Year, if Available)	Dates of Site Visit, if Scheduled During the 2009 - 2010 Year
		Names	CIP Codes		Degree Levels					
			Old	New						
American Academy for Liberal Education (AALE)										
American Bar Association Council of the Section of Legal Education and Admissions to the Bar (ABA)	Schools of law offering basic (J,D.) Professional degree	Law		22.0101	P	Full Accreditation	1925	Mar-03	2013	Feb 28-Mar 3, 2010
American College of Nurse-Midwives Division of Accreditation (ACNM)										
American Dental Association Commission on Dental Accreditation (ADA)	DMD degree, advanced.	Dentistry		51.0401	P	Full Accreditation	5/1/1976	Feb 12-14, 2008	2015	
	General dentistry, dental specialty programs.	Dental Science		51.0501	M	Full Accreditation				
	Advanced Education Programs:									
	*Endodontics			51.0501	M	Full Accreditation	January 1994	Feb 12-14, 2008	2015	
	*Orthodontics			51.0501	M	Full Accreditation	May 1979	Feb 12-14, 2008	2015	
	*Periodontics			51.0501	M	Full Accreditation	May 1977	Feb 12-14, 2008	2015	
	*Prosthodontics			51.0501	M	Full Accreditation	June 1994	Feb 12-14, 2008	2015	
	Note: Dentistry also has multiple Advanced Education Programs in which individuals are given a certificate instead of a degree on the same review cycle as the DMD program.					Full Accreditation		Feb 12-14, 2008	2015	
	*Pediatric Dentistry (Naples) - (certificate program)					Full Accreditation		June 5, 2009	2016	

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		Names	CIP Codes Old	CIP Codes New	Degree Levels					
	Oral Surgery (certificate)					Full Accreditation	1973	2004	2009	Nov. 20, 2009
Commission on English Language Program Accreditation (CELPA)										
Council on Education for Public Health (CEPH)		Public Health Epidemiology Biostatistics Health Services Research		51.2201 26.1309 26.1102 51.0701	M D D D	Full Accreditation Full Accreditation Full Accreditation Full Accreditation		September 2008 September 2008 September 2008 September 2008	July 1, 2014 July 1, 2014 July 1, 2014 July 1, 2014	~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~ ~~Fall 2008~~
Liaison Committee on Medical Education (LCME)										
	Education Program Leading to the MD Degree	Medicine		51.1201	P	Full Accreditation	1956	June 2007	2015	
National Architectural Accrediting Board, Inc. (NAAB)	Master of Architecture degree	Architecture		04.0201	M	Full Accreditation	Master of Architecture: 1983/84 M.A. Arch: 1968/69-1982/83 B. Arch: 1948/49-1975/76	Feb-07	Feb-13	
National Association of Nurse Practitioners in Women's Health (NPWM)										
National Environmental Health Science and Protection Accreditation Council (NEHSPAC)										
Commission on Accreditation of Athletic Training Education (CAATE)	Undergraduate program	Athletic Training		51.0913	B	Full Accreditation	4/27/2000 (Pobation status)	Feb-07	May-12	Fall 2011 - Spring 2012

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		Names	CIP Codes		Degree Levels					
			Old	New						
American Chemical Society	Baccalaureate degree programs	Chemistry		40.0501	B	Full Accreditation		11-Jul-06	11-Jul-2011	
Accreditation Council for Graduate Medical Education	College of Medicine	Medicine		51.1201	Residency Training	Favorable Accreditation	1959	04/15/09	Accreditation Status is maintained until outcome of next site visit 04/2014	2014
American College of Nurse-Midwives Division of Accreditation (ACNM)	Master's Education in Nurse-Midwifery [Doctor of Nursing Practice (DNP) planned]*	Nursing		51.1601	M	Full Accreditation	1984	Jun-02	Jun-10	Spring, 2010

Part III: Abbreviated Compliance Certification

Section 12

Part III.12: The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. *(Federal Requirement 4.5)*

✓ Compliance ___ Non-Compliance

The University of Florida affirms its compliance with Federal Requirement 4.5 and presents its evidence below.

Narrative:

Student complaints are handled by two key offices at the University of Florida: The Dean of Students Office (general or conduct complaints) and the University Ombuds (academic complaints). The two offices work closely together and students are well informed of which types of complaints go to the different offices. The policies are all published on the UF Web and included in publications such as the Student Handbook.

Dean of Students Office

The Dean of Students Office handles written student complaints in various ways. If the report indicates that a student may have violated the student code of conduct, the matter will be referred to the Office of Student Conduct and Conflict Resolution for further investigation and potential resolution through adjudication or mediation. Other written complaints of a more general nature are facilitated according to the topic.

Student Grievance Procedure

A grievance is defined as dissatisfaction occurring when a student believes that any decision, act, or condition affecting him or her is illegal, unjust, or creates unnecessary hardship. Such grievances may concern, but are not limited to, the following: academic problems (excluding grades, except when there is an allegation of illegal discrimination or where a grade penalty has been imposed without proper authority); mistreatment by any university employee; wrongful assessment of fees, records and registration errors; student employment and discrimination because of race, national origin, sex, marital status, sexual orientation, religion, age, or disability.

Prior to invoking the procedures described below, the student is strongly encouraged to discuss his or her grievance with the person(s) alleged to have caused the grievance. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, the student may wish to present his or her grievance in writing to the person(s) alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student either orally or in

writing. A student who is not satisfied with that response can file a formal grievance with the Vice President of the area in which the situation originated. If the situation involves an academic issue i.e., grades, workload, faculty behavior then the student may be refer to the Ombuds person.

Sexual Harassment Complaints

Sexual harassment complaints have a separate procedure. If a student is sexually harassed, the student can make a formal complaint report to the Equal Employment Opportunity (EEO) officer and/or to the Dean of Students Office/Student Conduct and Conflict Resolution (DSO/SCCR). If a student is sexually assaulted (criminal sexual harassment/sexual battery), the student can make a formal incident report to the University Police Department (UPD). Once a student has reported sexual harassment or a sexual assault to faculty and administrators, the administrator or staff are required to report this to their supervisors, EEO officer if it involves a faculty or staff member and the University Police department if there is a report of a sexual assault.

University Ombuds

The Office of the Ombuds deals with student concerns of an academic nature. If a student problem is related to an academic program, the University Ombuds is available to help and offer assistance. Such problems may be related to grades, differences of opinion with instructors, or any academic matter that needs resolution. Students are advised to first contact the instructor, the department chairperson, and/or the college dean before seeking assistance from the Ombuds, although instances do exist where contact with the University Ombuds first is beneficial.

When an academic regulation appears to result in undue hardship, students may petition for a waiver of the regulation. If a student wishes to appeal a decision of the University Senate Committee on Student Petitions, he/she may do so to the Office of the Ombuds.

<u>Examples of Complaints and Their Disposition (names not shown to protect confidentiality):</u>

#1 Student complained that a professor was going to fail her for a class because he believed that she lied about the need to take a final earlier than scheduled and thus was trying to gain an academic advantage.

Student and faculty tried to discuss this however they reached an impasse. The faculty and student chose to take it through the conduct process. A conduct hearing occurred and the student was found responsible for violating the Honor Code.

#2 Student complained he had asked a professor to be excused from class to observe a religious holiday and the faculty member refused to provide a make-up exam.

Student had shared with the Dean of Students office this situation and staff suggested that the student discuss this with the Chair of the department. The student reported that the Chair had spoken with the faculty member and the situation was resolved.

#3 Student complained about an interaction that he had with a university police officer when he tried to report an incident involving an alleged physical assault.

Dean of Students discussed the situation with the student over the phone and suggested that the student go speak with the Associate Director of the police department. The student spoke with the Associate Director and filed a written complaint regarding the officer that he initially dealt with.

#4 Two students were directed to drop a class due to the religious accommodations that they had requested. The faculty member had determined that the requested accommodations were unreasonable. Students submitted a complaint that they felt the request was reasonable and that the faculty waited until after the drop/add period had passed and that they would be held financially liable for those credit hours.

Dean of Students met with the two students and discussed their complaint. The Dean of Students also determined that their accommodation requests were unreasonable. Students dropped the class and because it was after the drop/add period when the faculty told them to drop, the Dean of Students worked with Financial Services to waive the fee for dropping the class.

#5 A student complained that her withdrawal wasn't approved to be processed as a medical withdrawal.

Dean of Students met with the student and since she provided new information pertaining to her medical situation, the petition was reheard by the University subcommittee regarding medical withdrawals.

#6 A mother of an applicant for undergraduate mission filed a complaint with the Dean of Students office in regards to the fact that her child was not admitted and that she had been told that her child's disability was not factored into the admission decision.

The Dean of Students investigated the complaint and found that the recommendation that was made by a subcommittee that reviews applicant files of those applicants who ask for their disability to be considered was appropriate. Dean of Students and the Director of Disability Resource Center explained the appeals process and directed her to the Admission's website for more information.

Documents are attached referencing the web pages for the Student Grievance Procedure, Sexual Harassment, University Ombuds, Student Conduct and Conflict Resolution. Students find these documents at the URLs below.

- Student Grievance Procedure: http://www.dso.ufl.edu/studentguide/studentgrievance.php
- Sexual Harassment complaints: http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml
- University Ombuds: http://www.ombuds.ufl.edu/
- Student Conduct and Conflict Resolution: http://www.dso.ufl.edu/sccr/

Part III, Section 12: Appendix

- Appendix III.12.1: Content of Web Sites on Student Compliance Procedures

Part III, Section 12

Appendix 1

Part III.12: Content of Web Sites on Student Complaint Procedures

1. **Student Grievance Procedure** (from http://www.dso.ufl.edu/studentguide/studentgrievance.php)

DEFINITION
A grievance is defined as dissatisfaction occurring when a student believes that any decision, act, or condition affecting him or her is illegal, unjust, or creates unnecessary hardship. Such grievances may concern, but are not limited to, the following: academic problems (excluding grades, except when there is an allegation of illegal discrimination or where a grade penalty has been imposed without proper authority); mistreatment by any university employee; wrongful assessment of fees, records and registration errors; student employment and discrimination because of race, national origin, sex, marital status, religion, age, or disability.

GRIEVANCE PROCEDURE
Prior to invoking the procedures described below, the student is strongly encouraged to discuss his or her grievance with the person(s) alleged to have caused the grievance. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Additionally, or in the alternative, the student may wish to present his or her grievance in writing to the person(s) alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student either orally or in writing.

INITIAL REVIEW
If a student decides not to present his or her grievance to the person(s) alleged to have caused the grievance, or if the student is not satisfied with the response, he or she may present the grievance in writing to the next level supervisor. The next level supervisor should conduct an informal investigation as warranted to resolve any factual disputes. Upon the student's request, the supervisor shall appoint a fact-finding panel of no more than three persons to conduct an investigation. The supervisor must state the terms and conditions of the investigation in a memorandum appointing the fact-finding panel. A fact-finding panel appointed hereunder shall have no authority to make recommendations or impose final action. The panel shall be limited to determining and presenting facts to the supervisor.

The supervisor's disposition of the grievance shall be reported to the student in writing and shall inform the student of the right to seek review by the appropriate Vice President. The supervisor's response should be transmitted to the student within 10 business days from the date the written grievance was received. If the disposition extends beyond the 10 business days the supervisor should inform the student of the delay and the expected response date.

Additional assistance and information concerning the names, office locations, and telephone numbers for the contact persons may be obtained from the Dean of Students Office, P202 Peabody Hall.

GRIEVANCE APPEAL PROCEDURE
Any student who is not satisfied with the response after the initial review may present the grievance in writing, together with the supervisor's written response to the grievance within five business days of receipt thereof to the appropriate Vice President.

The Vice President to contact is in bold followed by the nature of the grievance.

Vice President for Academic Affairs
Academic Problems
Library
Academic Progress
Registrar's Office

Vice President for Student Affairs
Housing
Student Employment
Racial Discrimination
Sex Discrimination
Sexual Harassment
Marital Status Discrimination
National Origin Discrimination
Disability Discrimination
Religious Discrimination
Age Discrimination

Vice President for Administrative Affairs
Payment and Assessment of Fees
University Police Department
Traffic and Parking

Vice President for Health Affairs
Student Health Services

The Vice President's action will be limited to a review of the basis for the supervisor's disposition and will not involve a de novo factual investigation. Notwithstanding the above, the Vice President may, but is not required to, direct that further facts be gathered or that additional remedial action be taken. The Vice President's action shall constitute final agency action.

2. **Sexual Harassment** (from http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml)

Message from Vice President Telles-Irvin:

Sexual harassment is a serious issue which can impact interpersonal relationships, a fellow student’s academic performance, and the campus community as a whole. UF does not tolerate sexual harassment and all claims of sexual harassment are taken seriously.

As a UF student you can help to maintain the academic environment of the institution by exhibiting respect and concern for others. There is an expectation which is codified in the Student Code of Conduct that all UF students observe local, state and federal laws, and UF regulations, including those related to sexual harassment.

Whether you are looking to gain a better understanding of sexual harassment, to prevent it from occurring on campus, or to report an incident which has unfortunately already happened, this webpage and the accompanying online sexual harassment educational program are designed to provide you with information and resources you can use.

Dr. Patricia Telles-Irvin
Vice President for Student Affairs

Online Training Program

To promote education and awareness, an online training program on **Preventing Sexual Harassment** is available at no charge to all UF students. The training program has interactive components. It takes about 45 – 60+ minutes, depending on your exploration time. You can move around in the various sections and return to the main portion as desired. Taking the training is confidential; you will not be asked for your name or student ID.

At the conclusion of the program, there is an optional short quiz. Upon successfully passing, you can print out a certificate of completion. You will be asked to fill in your name for the certificate but this information will not be stored. You can take the quiz as many times as needed in order to pass. There is a brief and anonymous survey at the end where you can provide feedback about the program that will be helpful to the University.

To access the training program, click the following URL
https://secure.newmedialearning.com/psh/uflorida/student/index.shtml

Myths and Facts

MYTH: Sexual harassment is rare.
FACT: Sexual harassment is extremely widespread. It touches the lives of 40 to 60 percent of working women, and similar proportions of female students in colleges and universities. Approximately 10-20 percent of men report being sexually harassed at work or in academic environments.

MYTH: The seriousness of sexual harassment has been exaggerated; most so-called harassment is really trivial and harmless flirtation.
FACT: Sexual harassment can be devastating. Most harassment has nothing to do with flirtation or sincere sexual or social interest. In contrast, sexual harassment can be offensive, derisive, threatening and frightening. Research shows that people who have been harassed often suffer negative consequences, such as having to change majors, leave programs, or drop out of school or jobs to avoid further harassment. Reported psychological and physiological reactions are typical of those experienced with other forms of stress (e.g., feelings of

depression, anger, confusion, and powerlessness; headaches, sleep disturbances, and unusual eating patterns).

MYTH: People who are sexually harassed generally provoke harassment by the way they look, dress and behave.
FACT: Harassment does not occur because a person dresses provocatively. Studies have found that victims of sexual harassment vary greatly in physical appearance, type of clothing, age, and behavior. Victims of sexual harassment should not be blamed for the harasser's unwelcome behavior. It is possible that someone being harassed is coincidentally dressed in a manner inappropriate for the work or academic setting; this issue can be addressed through communication about dress codes and/or other relevant feedback. Such attire is never an excuse for harassment to occur.

MYTH: Many people make up and report stories of sexual harassment to get back at their employers or others who have angered them.
FACT: Research shows that less than one percent of complaints are false. People rarely file intentionally false complaints. In fact, the majority of people who are harassed do not file complaints at all; they often do not speak up and remain silent. However, the UF policy is clear that any person who knowingly files a false complaint of sexual harassment is subject to disciplinary action up to and including dismissal from the University.

MYTH: If you ignore harassment, it will go away.
FACT: Harassment will not go away by itself. Research has shown that simply ignoring the behavior is ineffective. Ignoring such behavior may even be seen as agreement or encouragement, with silence giving the appearance of consent.

MYTH: If the person did not intend a behavior to be offensive, then it cannot be considered sexual harassment.
FACT: It is the **impact** on another person, not the individual's **intent** that determines whether or not a behavior is considered sexual harassment. If the behavior has a negative impact on the academic or workplace environment, an individual's motivation or ignorance does not invalidate any harassment that has occurred. If you are uncertain about the impact of your behavior, refrain! Think before you speak. Ask yourself, what if your comments were said to your boss, or to your parent, or were quoted in local media? If they could be seen as inappropriate, refrain!

MYTH: Since my cultural background values frequent touching and hugging, it is OK for me to be true to my heritage by hugging my peers as long as I reach out to everyone.
FACT: At UF, people come from diverse backgrounds, whether throughout Florida, across the US, or around the world. Studies show that people vary widely in approaching human interactions (e.g., differing comfort levels in interpersonal space, formality of speech, touching and hugging). It is everyone's responsibility to act in ways that are respectful of individuals from diverse backgrounds. Do not assume that your ease with certain behaviors means that it will be similarly comfortable for every person you encounter. It is best not to engage in physical interactions (e.g., touching and hugging) in the academic or workplace environment unless you can be certain that it is welcome and relevant.

MYTH: Sexual harassment policies have banished humor and compliments in workplace.
FACT: Humor and compliments still have a place at work or in academic settings; indeed

they are often welcome elements. The key is to consider the type of compliment or joke you share to be sure that it is not offensive to others. Compliments should not repeatedly single out one person; they can go beyond comments on physical appearance to highlight valued workplace behaviors, such as creativity, collaboration, thoughtfulness, and competency. Comments or jokes that are disrespectful of some group or that depend on sexual content for laughs should be avoided. Nevertheless, research findings support the benefits of the "levity effect" - the value of lightening up in the workplace, where humor can be a component of the healthy work environment.

MYTH: Sexual harassment policies interfere with free speech and academic freedom.
FACT: Free speech is critical in a University context and principles of academic freedom are recognized within this context. Sexual harassment policy does not prohibit conduct that is legitimately related to course content or related commentary. However, the tenets of free speech do not protect speech or other behaviors that violate federal or state laws, such as protection against sexual harassment.

Reporting Sexual Harassment

UF Student Guide to Making a Sexual Harassment Report

- If a student is sexually harassed, the student can make a formal complaint report to the Equal Employment Opportunity (EEO) officer and/or to the Dean of Students Office/Student Conduct and Conflict Resolution (DSO/SCCR). To see a flowchart of what happens when a report is made, click here **Reporting the Sexual Harassment of a Student to the EEO or DSO.**

- If a student is sexually assaulted (criminal sexual harassment/sexual battery), the student can make a formal incident report to the University Police Department (UPD). To see a flowchart of what happens when a report is made, click here **Reporting the Sexual Harassment of a Student to the UPD.**

- Any student who has been sexually harassed is encouraged to make a report but is not required to do so, and the student's right to choose options is fully recognized.

- Any student with knowledge of the sexual harassment of another student is encouraged to make a report but is not required to do so, unless the information was obtained by the student as a UF employee acting in the capacity of a **University Official**. In that case, the student employee has the obligation to report this information.

- A student can make an anonymous report of sexual harassment although this is more difficult to investigate.

- For confidential consultation about sexual harassment, a student can contact the Office of Victim Services, the Counseling Center or Student Mental Health/Student Health Care Center. **Click here** for contact information.

- Students can also report sexual harassment to any UF Faculty or Staff member. Keep in mind that the Faculty and Staff persons are considered **University Officials** and will be obligated report knowledge of student sexual harassment.

Resources

Campus Resources

Emergency:
Police Department
(352) 392-1111
http://www.police.ufl.edu/ovs/vap.asp

Confidential Consultation and Counseling:
Office of Victim Services
(352) 392-5648 (Monday - Friday, 8:00 a.m. - 5:00 p.m.)
(352) 392-1111 (after business hours and on weekends)
http://www.police.ufl.edu/ovs/vap.asp

Counseling Center
(352) 392-1575
www.counsel.ufl.edu

Student Mental Health Services and CARE
(352) 392-1171
http://shcc.ufl.edu/smhs/
http://shcc.ufl.edu/care/

Health Care/Medical:
Student Health Care Center
(352) 392-1161
http://www.shcc.ufl.edu/medical/

Information and Reporting:
Student Conduct and Conflict Resolution/Dean of Students Office
(352) 392-1261 x 207
http://www.dso.ufl.edu/sccr/

Equal Employment Opportunity
(352) 392-1778
http://www.hr.ufl.edu/eeo/sexharassment.htm

Police Department
(352) 392-1111
http://www.police.ufl.edu/ovs/vap.asp

Safe Nightly Transportation:
Student Nighttime Auxiliary Patrol (SNAP)
(352) 392-SNAP (7627)
http://www.police.ufl.edu/csd/csd_snap.asp

Community Resources

Forensic Nurse Exams
Shands at Alachua General Hospital/ER
(352) 733-0290

Victim Advocate Unit
Alachua County Sheriff's Office
(352) 384-3317
http://www.alachuasheriff.org/bureaus/victim_advocate.htm

Victim Services
Gainesville Police Department
(352) 334-3208
http://www.gainesvillepd.org/index.php/gpd-bureaus/investigations/criminal-investigations/victim-services

Victim Services and Rape Crisis Center
Alachua County
(352) 264-6760 or Toll Free (866) 252-5439
http://www.alachuacounty.us/government/depts/css/vicserv/

Peaceful Paths Domestic Abuse Network
(352) 377-8255 or (800) 393-SAFE (7233)
http://www.peacefulpaths.org/index.asp

Florida Resources

Florida Commission on Human Relations (Complaints)
http://fchr.state.fl.us/

Florida Council Against Sexual Violence
http://www.fcasv.org/

Florida Crime Victim Services
http://myfloridalegal.com/victims

Florida: Sexual Assault Information, Resources and Support
http://www.aardvarc.org/rape/states/flrp.shtml

Web site Resources

Acquaintance Rape
National Center for Victims of Crime
http://www.ncvc.org/ncvc/main.aspx?dbName=DocumentViewer&DocumentID=32306

Rape Abuse and Incest National Network
(800) 656-HOPE (4673)
http://www.rainn.org/

Rape Myths: Sociology of Rape
University of Minnesota Duluth
http://www.d.umn.edu/cla/faculty/jhamlin/3925/myths.html

Sexual Assault
US Department of Health and Human Services
http://www.womenshealth.gov/faq/sexual-assault.cfm

Sexual Harassment
US Department of Education
http://www.ed.gov/about/offices/list/ocr/docs/ocrshpam.pdf

Sexual Harassment
US Equal Opportunity Commission
http://www.eeoc.gov/types/sexual_harassment.html

Sexual Harassment Support
http://www.sexualharassmentsupport.org/index.html

Stalking
http://www.human.cornell.edu/che/HD/stalking/index.cfm

Stalking Resource Center
http://www.ncvc.org/src/Main.aspx

Workplace Bullying
http://bullyinginstitute.org/

3. **OMBUDS** (from http://www.ombuds.ufl.edu/)

Function of the Office of the Ombuds

1. The purpose of the office is to assist students in resolving problems and conflicts that arise in the course of interacting with the institution. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and works to protect the rights of all parties involved.
2. The Office of the Ombuds deals with student concerns of an academic nature. If a student problem is related to an academic program, the University Ombuds is available to help and offer assistance. Such problems may be related to grades, differences of opinion with instructors, or any academic matter that needs resolution. Students are advised to first contact the instructor, the department chairperson, and/or the college dean before seeking assistance from the Ombuds, although instances do exist where contact with the University Ombuds first is beneficial.

3. When an academic regulation appears to result in undue hardship, students may petition for a waiver of the regulation. If a student wishes to appeal a decision of the University Senate Committee on Student Petitions, he/she may do so to the Office of the Ombuds.
4. The Office of the University Ombuds has been configured to handle academic matters for all levels of students with designated offices established for undergraduates, graduates, and professional programs. The office provides a facilitator and additional resource for the students of the University of Florida. In many instances, non-academic issues can be easily and readily resolved for the students merely by providing an opportunity for direct communication and effective listening. For other problems not related to academic issues, the Office of the Ombuds assists the students in making contact with the appropriate office on campus for dealing with their problem.
5. The Office of the University Ombuds was established by the state legislature and reports directly to the Provost and through the Provost to the President.

University of Florida: Office of the Ombuds

UF | Office of the Ombuds

Contact | FAQ | Student Concern Form | Additional Resources

Student Concern Form

Do you have a question, concern or comment for the Ombuds? If so, please fill out this form, and we will respond as soon as possible.

NOTE: Under Florida law, email addresses are public records. If you do not want your email address released in response to a public records request, do not send electronic mail to the University. Instead, contact the specific office or individual by phone or in writing. For more information, please see the University of Florida's "Online/Internet Privacy Statement" at http://privacy.ufl.edu/privacystatement.html.

* Required

Today's Date *
Please enter today's date

Your Name *
Please enter your name

UFID *
Please enter your 8-digit UFID

College/Major *
Please enter your College and Major

Local Address *
Please enter your current address

Permanent Address *
Please enter your permanent address

Your contact e-mail *
Please enter your e-mail address

Local phone *

Please enter your local phone number

Other phone
Please enter an alternate phone number

Which type of petition have you filed? *
Please enter the type of petition you have filed

- ○ Retroactive drop
- ○ Retroactive withdrawal
- ○ Refund of fees
- ○ Waiver of fees
- ○ Other:

Have you filed a University Senate Petition with the Registrar's Office? *

- ○ Yes
- ○ No

If yes, when?

Have you filed any other petitions? *

- ○ Yes
- ○ No

If yes, where?

If yes, when?

What was the outcome of the petition?

- ○ Approved
- ○ Denied
- ○ Other

Have you discussed your concerns with your instructor, dean, or other administrator? *

- ○ Yes
- ○ No

If yes, please describe

Please briefly and clearly describe the nature of your concerns *

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Report Abuse - Terms of Service - Additional Terms

Additional Resources
Academic Advising Center
Academic Progress Regulations
(Includes: Good Standing, Regulation of Academic Standards, Petitions, Probation, Dismissal)
Administrative Provisions (Includes: College Level Academic Skills Test, Confidentiality of Student Records, Student Records and Transcripts, Transfer Credit Policy, UF Students Attending Other Schools)
Admissions
Americans with Disabilities Act Compliance Office
Attendance Policy (Includes: Illness Policy, Religious Holidays, Twelve-Day Rule, Reading Days, Examination Policies)
Community College Relations
Counseling Center
Dean of Students Office (Includes: Withdrawals, Medical Withdrawals, Center for Dispute Resolution, Victims Services)
Degrees and Graduation (Includes: Application for Degree, Curriculum Requirements, Foreign Language Requirement, Gordon Rule, Summer Term Enrollment)
Disabilities, Students with (Includes: Support Services)
Expenses
Financial Affairs (Includes: Applying for Aid, Aid Programs, Receiving Aid)
Grades and Grading Policies (Includes: Grade Point Averaging, Deficits, Calculating Your Grade Point Average, Repeat Course Work, S-U Grade Option)
Housing
Judicial Affairs
Readmissions
Registration Policies: Auditing Courses, Correspondence Work, Course Load Requirements, Dropping Courses, Withdrawals, Nondegree Registration)
Residency
Sexual Harassment Handbook
Student Government (Includes: Student Honor Court, Student Legal Services)
Student Guide (Includes: Ethical Conduct, Grievance Procedure, Judicial Structure, Rights and Responsibilities, Safety and Security)
Student Life (Includes: Academic Honesty, Honor Code, Student Conduct Code)
Transportation and Parking Services (Includes: Bus Service, Decals, Tickets and Appeals, Student Traffic Court)

4. Welcome to Student Conduct and Conflict Resolution! (Formerly Judicial Affairs) (from http://www.dso.ufl.edu/sccr/)

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About Us

Student Conduct and Conflict Resolution is dedicated to encouraging responsible community conduct, educating the UF and Gainesville community, and implementing disciplinary action in situations were violations of the Student Conduct Code have occurred. When incidents happen, primarily on campus, and UF students are involved, our office is the main university

entity that works with students to resolve disciplinary matters. We also ensure that students receive fair treatment in all hearings. Students, faculty and staff who believe there has been a violation can contact Student Conduct and Conflict Resolution at the Dean of Students Office to discuss options available for reporting incidents to the appropriate authorities. Office staff can assist victims of assault or harassment by a University student, and they are also available for educational programs on a variety of related topics.

Students are what drive the University of Florida. Through the disciplinary process, it is our aim to help students understand the impact their behavior has on the global community, and to assist them with making future decisions that lead to personal and professional success.

Codes of Conduct

- Conduct Code
- Honor Code

Services

- Seminars
- Presentations
- Student Records
- Conflict Resolution
- Dean's Certifications
- Incident Report Form
- Mediation Request Form

Important Info

- Emergency Room Policy
- Get Involved!
  Student Ambassadors of Civility and Ethics and
  Student Conduct Committee
- Hazing
- Sexual Battery, Sexual Harassment and Cyberstalking

Regulations of the University of Florida

- 6C1-4.040: Philosophy and Definitions
- 6C1-4.041: Scope and Violations
- 6C1-4.042: Resolution Options, Procedures for Reviews and Hearings
- 6C1-4.0431: Student Conduct Committee

- 6C1-4.0432: Violations in University Housing
- 6C1-4.0433: Health Science Center Student Conduct Committee
- 6C1-4.0434: Law School Honor System
- 6C1-4.0435: Greek Conduct Committee
- 6C1-4.0436: Waiver of Right to a Hearing by a Committee or Administrator
- 6C1-4.044: Interim Suspension Pending Investigation and Hearing
- 6C1-4.045: Postponement of Conduct Hearing Due to Pending or Possible Criminal or Civil Charges
- 6C1-4.046: Alternative Dispute Resolution
- 6C1-4.047: Sanctions
- 6C1-4.048: Reviews and Appeals
- 6C1-4.049: Withholding Degrees Pending Resolution of Violation(s), Withdrawing and Revoking Degrees
- 6C1-4.050: Records, Holds, Issuance of Transcripts, and Retention of Records in Cases of Disciplinary Action
- 6C1-4.051: Victim Services for Students on Campus

6C1-4.040 Student Honor Code and Student Conduct Code: Philosophy and Definitions.
(1) Philosophy. The University of Florida is an institution which encourages the intellectual and personal growth of its students as scholars and citizens. As an educational institution, the University recognizes that the transmission of knowledge, the pursuit of truth, and the development of individuals require the free exchange of ideas on any subject whether or not controversial, self-expression, and the challenging of beliefs and customs. The University also endeavors to teach students to communicate effectively in all aspects of their lives and on all manners of subjects. This often (although not always) requires respectful speech and conduct. In order to maintain an environment where these goals that are critical for the University's educational mission can be achieved safely and equitably, the University requires civility, respect, and integrity in the curricular program and encourages these behaviors in other activities among all members of the student community. Students are taught to exhibit high standards of behavior and concern for others and are encouraged to live up to these standards.

The University strives to protect and guide the educational community by establishing, and requires students to adhere to, a Student Honor Code, a Student Conduct Code and a student conduct system that promote individual and social responsibility and are enforced through University regulations. Choosing to join the University of Florida community obligates each member to a code of responsible behavior. Individuals and student organizations are expected to observe the policies, rules, regulations, law and requirements of the University of Florida, municipalities and counties, the State of Florida, the United States and, when in another state or country, that state or country. University regulations have been designed to protect

individuals and the campus community and create an environment conducive to achieving the academic mission of the institution.

(a) Student Honor Code: Adoption and General Principles.

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(b) Student Conduct Code: General Principles.

The purpose of the Student Conduct Code is to set forth the specific authority and responsibility of the University in maintaining social discipline, to establish guidelines which facilitate an open, just, civil and safe campus community where the academic curricular program can flourish for all students and where freedom of speech, safety, and University work and operations are protected in those events and areas open to the public that constitute open public fora. The purpose is also to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. The conduct process will follow established procedures for insuring fundamental fairness and an educational experience that facilitates the development of the individual and of the organization.

(2) The Student Honor Code and Student Conduct Code define violations, outline conduct standards and procedures, and prescribe sanctions for violations. Provisions of the Codes are contained in Regulations 6C1-4.040 through 6C1-4.051. Alleged violations of campus traffic and parking regulations by students are handled by a Student Traffic Court, as provided in Regulation 6C1-3.015.

(3) Definitions. For the purposes of Regulations 6C1-4.040 through 6C1-4.051, the following definitions shall apply:

(a) "University campus" or "campus" shall be defined as those lands located in Alachua County, Florida occupied or controlled by the University of Florida, and bounded generally by 13th Street on the east, University Avenue on the north, 34th street on the west and Archer Road on the south, along with any other educational or residential facilities occupied or controlled by the University within Alachua County, Florida, and any facilities or programs

owned, leased, or operated by the University of Florida in any location in the state of Florida and elsewhere in the world.

(b) "University facilities" shall be defined as all buildings and other facilities, including athletic and recreational fields, on the University campus.

(c) "University groups and organizations" shall be defined as:

1. Officially constituted colleges, schools, divisions, departments, agencies and other corporate or organizational units which are a part of or operate on behalf of the University, including but not limited to, direct support organizations, other affiliated organizations, and alumni organizations officially recognized by the University, and

2. Student organizations that are officially registered or recognized by the University, including but not limited to political groups, sponsored groups, honor societies, registered student organizations and fraternities and sororities. "Student organization" means a University group or organization of the type listed in this clause.

(d) "University activity" or "University program" shall be defined as an event, program or activity that is hosted, sponsored or organized by any University group or organization, including but not limited to student organizations. Such activities or programs include but are not limited to coursework and other academic activities, study abroad, field trips, retreats, social events, philanthropies, and community service events.

(e) "Faculty member" shall be defined for purposes of the Student Honor Code as any member of the University community who has responsibility for classroom or other teaching activities. This includes but is not limited to instructors, researchers, teaching assistants, research assistants, graduate assistants, lab assistants, course directors and undergraduate teaching students. For purposes of appointment to conduct committees, "faculty member" shall be defined pursuant to Regulation 6C1-7.003.

(f) "University officials" shall be defined as employees of the University, including faculty members, and other personnel, including but not limited to personnel in the University Support Personnel System (USPS), Technical, Executive, Administrative, and Managerial Support (TEAMS) and Other Personnel Services (OPS) classifications. Student employees may be considered University officials when acting in the performance of their duties. Examples include but are not limited to event staff, resident assistants, teaching assistants, and Preview staff.

(g) "Student" shall be defined as any person admitted, enrolled or registered for study at the University of Florida. Persons not officially registered or enrolled for a particular term but who are eligible to enroll or have a continuing relationship with the University of Florida are considered students.

(h) "Business day" shall be defined as Monday through Friday excluding official University of Florida holidays.

(i) "Members of the University community" shall be defined as University officials, faculty and other employees, students, and, in connection with their participation, other individuals and entities that participate in any University activity or program.

(j) "Conduct" shall be defined to mean conduct or conduct record, or conduct process for, the Student Honor Code and/or the Student Conduct Code, as applicable.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.015, 6C1-4.017 and 6C1-4.018.

6C1-4.041 Student Honor Code and Student Conduct Code: Scope and Violations.
(1) A student or student organization shall not commit a violation of the Student Honor Code or Student Conduct Code.

(2) Scope. Disciplinary action may be imposed for violations of the Student Honor Code or Student Conduct Code occurring at any of the following locations or activities:

(a) University campus;

(b) Housing of any University of Florida organization or group, including but not limited to fraternity and sorority property;

(c) Activities officially approved by the University of Florida or which are sponsored or conducted by University groups and organizations (merely notifying the University community of an activity or opportunity does not make it a University or University group or organization approved, sponsored or conducted activity); and

(d) Other off-campus conduct as set forth in this subsection (d):

1. When a student violates a municipal or county ordinance or violates state or federal law or a foreign country's law by an offense committed off the university campus and which is not associated with a University activity or program, the conduct authority of the University will not be used merely to duplicate the penalty imposed for such an act under applicable ordinances and laws.

2. The University may take conduct action against a student for off-campus conduct if it is required by law to do so, if the conduct arises from University activities, or if the conduct poses a significant threat to the safety or security of the University community, or if the conduct poses a significant threat of undermining the University's educational process.

(3) VIOLATIONS OF THE STUDENT HONOR CODE.

(a) Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.

2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.

3. Any materials or resources which the faculty member has notified the student or the class are prohibited.

4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

(c) Prohibited Collaboration or Consultation. A student shall not collaborate or consult with another person on any academic activity unless the student has the express authorization from the faculty member.

1. Prohibited collaboration or consultation shall include but is not limited to:

a. Collaborating when not authorized to do so on an examination, take-home test, writing project, assignment, or course work.

b. Collaborating or consulting in any other academic or co-curricular activity after receiving notice that such conduct is prohibited.

c. Looking at another student's examination or quiz during the time an examination or quiz is given. Communication by any means during that time, including but not limited to communication through text messaging, telephone, e-mail, other writing or verbally, is prohibited unless expressly authorized.

2. It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized.

(d) False or Misleading Statement Relating to a Student Honor Code Violation. In reporting an alleged Student Honor Code violation, a student shall not intentionally or in bad faith make a false or misleading statement. During the course of a Student Honor Code proceeding, or on final appeal following such a proceeding, a student shall not at any time make a false or misleading statement to any person charged with investigating or deciding the responsibility of the accused, reviewing a finding of responsibility, or determining or reviewing the appropriateness of the sanction or sanctions to be recommended or imposed.

(e) False or Misleading Statement for the Purpose of Procuring an Academic Advantage. A student shall not intentionally or in bad faith make a false or misleading statement for the purpose of procuring from the person to whom the statement is made an academic advantage for any student.

(f) Use of Fabricated or Falsified Information. A student shall not use or present invented or fabricated information, falsified research, or other finding if the student knows or in the exercise of ordinary care should be aware that the information, research, or other finding has been fabricated or falsified.

(g) Interference with or Sabotage of Academic Activity. A student shall not do any act or take any material for the purpose of interfering with or sabotaging an academic activity. Sabotage includes, but is not limited to:

1. Removing, concealing, damaging, destroying, or stealing materials or resources that are necessary to complete or to perform the academic activity.

2. Tampering with another student's work.

3. Stealing from another student materials or resources for the purpose of interfering with the other student's successful completion or performance of the academic activity or of enhancing the offending student's own completion or performance.

(h) Unauthorized Taking or Receipt of Materials or Resources to Gain an Academic Advantage. A student shall not without express authorization take or receive materials or resources from a faculty member for the purpose of gaining academic advantage.

(i) Unauthorized Recordings. A student shall not without express authorization from the faculty member and, if required by law, from other participants, make or receive any recording, including but not limited to audio and video recordings, of any class, co-curricular meeting, organizational meeting, or meeting with a faculty member.

(j) Bribery. A student shall not offer, give, receive, or solicit a bribe of money, materials, goods, services or anything of value for the purpose of procuring or providing an academic advantage.

(k) Submission of Paper or Academic Work Purchased or Obtained from an Outside Source. A student shall not submit as his or her own work a paper or other academic work in any form that was purchased or otherwise obtained from an outside source. An outside source includes but is not limited to a commercial vendor of research papers, a file of research papers or tests maintained by a student organization or other body or person, or any other source of papers or of academic work.

(l) Conspiracy to Commit Academic Dishonesty. A student shall not conspire with any other person to commit an act that violates the Student Honor Code.

(4) VIOLATIONS OF THE STUDENT CONDUCT CODE.

(a) Causing Physical or Other Harm to any Person.

1. Conduct causing physical injury or endangering another's health or safety, which includes, but is not limited to, acts of physical violence, assault, and relationship or domestic violence.

2. Actions causing physical injury or endangering one's own health or safety. Also refer to Regulation 6C1- 4.036.

(b) Sexual Assault and Sexual Misconduct.

1. Sexual assault. Any sexual act or attempt to engage in any sexual act with another person without the consent of the other person or in circumstances in which the person is unable, due to age, disability, or alcohol/chemical or other impairment, to give consent.

2. Sexual misconduct. Any intentional intimate touching of another without the consent of the other person or in circumstances in which the person is unable, due to age, disability, or alcohol/chemical or other impairment, to give consent.

3. It is the responsibility of the person initiating sexual activity to make sure the other person is capable of consenting to that activity. Consent is given by an affirmative verbal response or acts that are unmistakable in their meaning. Consent to one form of sexual activity does not mean consent is given to another type of activity.

(c) Harassment.

1. Harassment or threats. Verbal or written threats, coercion or any other conduct that by design, intent or recklessness places another individual in reasonable fear of physical harm through words or actions directed at that person, or creates a hostile environment in which others are unable reasonably to conduct or participate in work, education, research, living, or other activities, including but not limited to stalking, cyber-stalking, and racial harassment.

2. Sexual harassment. Unwelcome sexual advances, requests for favors, and/or other verbal or physical conduct of a sexual nature when:

a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in a university activity, or

b. Submission to, or rejection of, such conduct by an individual is used as the basis for employment or decisions affecting such individual's employment or status in a University activity, or

c. Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive employment or academic environment; or

d. Such conduct is otherwise unlawful.

(d) Obscene Behavior. Conduct or behavior that the student knows or should know is reasonably likely to be considered obscene under the standards of the local community. Such behavior includes but is not limited to public exposure of one's own sexual organs and voyeurism, including but not limited to video voyeurism.

(e) Hazing. Any action or situation that recklessly, by design, or intentionally endangers the mental or physical health or safety of a student for any purpose including but not limited to initiation or admission into or affiliation with any student group or organization. In such an instance, hazing occurs if an individual or group:

1. Causes or attempts to cause physical injury or other harm to a student including but not limited to emotional distress, or engages in any conduct which presents a threat to the student's health or safety, which shall include but not be limited to any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, alcohol, drug, or other substance, or other forced physical activity that could adversely affect the physical or physical and mental health or safety of the student, and any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced sexual conduct, and forced exclusion from social contact.

2. Engages in an action or activity which has a tendency to or which is intended to demean, disgrace, humiliate, or degrade a student, which shall include but not be limited to, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student.

3. Conduct that by design, intent or recklessness causes a student to be unable reasonably to pursue, or interferes with or attempts to interfere with a student's academic schedule or performance; or

4. Causes, induces, pressures, coerces, or requires a student to violate the law or to violate any provision of University of Florida regulations.

In response to allegations of hazing under this regulation it is not a defense that:

a. The victim gave consent to the conduct.

b The conduct was not part of an official organizational event or sanctioned or approved by the organization.

c. The conduct was not done as a condition of membership in the organization.

(f) Firearms or Other Weapons Violations. Possession, use, sale, or distribution of any firearm, ammunition, weapon or similar device not explicitly permitted under Regulation 6C1-2.001. Prohibited devices include, but are not limited to, stun guns, pellet guns, BB guns, paintball guns, slingshots, archery equipment, any dangerous chemical or biological agent, or any object or material, including but not limited to knives, capable of causing, and used by the offending person to cause, or to threaten physical harm.

(g) Fire Safety Violations.

1. Causing a fire or explosion. Conduct that causes or attempts to cause a fire or explosion, or falsely reporting a fire, explosion, or an explosive device.

2. Tampering with fire safety equipment. Tampering with fire safety equipment, or failure to evacuate during a fire alarm on the University campus, University facility or at any University activity.

3. Fireworks. Possession and/or use of fireworks, including but not limited to sparklers, or explosives of any kind on the University campus, at a University facility or at any University activity.

(h) Drug Violations.

1. Use, possession, manufacturing, distribution, or sale of marijuana, heroin, narcotics, or any other controlled substance which is prohibited by law. Intentionally or recklessly inhaling or ingesting substances (e.g., nitrous oxide, glue, paint, etc.) that will alter a student's mental state is also prohibited.

2. Use of a prescription drug if the prescription was not issued to the student, or the distribution or sale of a prescription drug to a person to whom the prescription was not originally issued.

3. Possession of drug paraphernalia including but not limited to bongs or glass pipes.

(i) Alcohol Beverages Violations.

1. Under-age possession or consumption. Possession or consumption of alcoholic beverages by a student before his or her twenty-first birthday.

2. Public intoxication. Appearing at a University activity or on the University campus in a state of intoxication.

3. Driving under the influence of alcohol or other substance. Operation of a motor vehicle while impaired or with a blood alcohol or breath alcohol level at or above the applicable legal limit (which is .08 or above as of July 1, 2008).

4. Distribution or sale of alcoholic beverage. Distribution or sale of an alcoholic beverage to any person before his or her twenty-first birthday.

5. Possession of common source containers. Unless explicitly approved by the Division of Student Affairs for a particular occasion, possession or use of kegs, mini kegs, beer balls or other common source containers of alcoholic beverages such as trash cans, tubs or similar containers of alcohol, when such possession or use occurs on campus, in the housing of any University of Florida organization or group, or in connection with a University activity.

6. Excessive rapid consumption. Regardless of age of those involved, facilitating, arranging, or participating in any extreme alcohol consumption activity that constitutes, facilitates, or encourages competitive, rapid or excessive consumption of alcohol when such activity occurs on campus, in the housing of any University of Florida organization or group, or in connection with a University activity. Examples of such prohibited extreme activities include, without limitation, keg standing, alcohol luges, and drinking games.

7. Any other violation of the Alcoholic Beverages Regulation, Regulation 6C1-2.019.

(j) Conduct Disruptive to the University Community. Conduct that is disruptive to the University's educational objectives, to its operations, or to its officials, staff, and faculty in the performance of their work, or to any other aspect of its mission. Disruptive conduct includes, but is not limited to:

1. Disruption of a University activity.

a. In accordance with First Amendment speech rights within a designated public forum, when the University chooses to open its campus for such an event that is open to the public for speech, disruption by an attendee who is not staffing or acting on behalf of the University at the event does not include the use of rude or offensive language alone, if it is spoken at the designated time and place by a person whose turn it is to speak under the event's protocol. Members of the University community are encouraged to communicate effectively. This is often (but not always) fostered by respectful conduct and speech. However, the language used by the featured speaker or an attendee at such an open public event is a personal choice, pursuant to First Amendment speech rights within designated public fora. This provision does not protect speech that, alone or in combination with any conduct, is obscene or constitutes or is likely to provoke or incite violence, an unsafe condition, an illegal action, or conduct that violates another provision of the University's regulations. Graduation and other University ceremonies, class or curricular activities, and other activities that do not constitute designated public fora (where the University does not intend to open a public forum for free public speech) are not covered by this clause a.

2. Disruption of a class or curricular activity. Classroom or other academic workplace behavior that interferes with either (a) the instructor's authority or ability to conduct the class or (b) the ability of other students to benefit from the instructional program.

3. Any other violation of Regulation 6C1-1.008.

4. Violation of the Campus Demonstration Regulation, Regulation 6C1-2.002.

5. Conduct which is disorderly or a breach of the peace under law.

(k) Misuse or Unauthorized Possession or Use of Public or Private Property.

1. Theft. Taking or unauthorized use or possession of public or private property or unauthorized use or acquisition of services.

2. Destroying, damaging, or littering of any property. Conduct that destroys, damages, or litters any property of the University or any property of an individual or group.

3. Misuse of identification card. Misuse of the identification number or card issued to a student through alteration, forgery or duplication, or through use of an identification card that has not been issued to the user. It is also a violation to grant or authorize use by a third party of one's own identification number or card for any purpose except to obtain student block seating in accordance with University Athletic Association procedures for student block seating.

4. Unauthorized sale of student tickets. Unauthorized sale or purchase of student tickets on University campus to any University of Florida function or event.

(l) Misuse or Unauthorized Use of University Computer Resources.

1. Any action without authorization from the University that does, or causes a person to, access, use, modify, destroy, disclose or take data, programs or supporting documentation residing in or relating in any way to a University of Florida computer, computer system or

computer network or causes the denial of computer system services to an authorized user of such system.

2. A violation of copyright law including but not limited to unauthorized downloading or facilitating others to download copyrighted music and films without authorization.

3. Any other violation of the Policies on Information Technology, Regulation 6C1-1.0102.

4. The use of the University's computer resources to violate any law or University regulation or Board of Governors' regulation.

(m) Unauthorized Entry to University Facilities. Unauthorized access or entry to University property, buildings, structures or facilities or the residence facilities or property of any member of the University community. Unauthorized possession, duplication or use of keys or access cards for any such property.

(n) Furnishing False Information. Furnishing false or misleading information to the University or to any University official. This includes but is not limited to forging documents or other data, or omitting facts which are material to the purpose for which the information is submitted.

(o) Unauthorized Electronic or Digital Recording.

1. Unauthorized recording of personal conversations, meetings, or activities.

2. Unauthorized recording of a class or of organizational or University meetings. To obtain the required authorization, the student or student organization must obtain express authority from the University official, faculty member, student organization, member of University personnel, or other University representative in charge of the class, meeting, or activity. A student or student organization accused of violating this section has the burden of showing such express authority. The foregoing shall not apply to any recording authorized by the Florida Sunshine Law or any other law.

(p) Violation of University Policy. Violation of any regulation or policy of the University of Florida, the Florida Board of Governors, or the State of Florida. Applicable policies include but are not limited to the University of Florida Department of Housing and Residence Education Community Standards, available in the Department of Housing and Residence Education, and the Gator Fan's Code of Conduct, available at the University Athletic Association.

(q) Violation of Law. Violation of any municipal or county ordinance, any law, regulation, or requirement of the State of Florida, the United States or, when in another state or country, that state or country. Such violation includes but is not limited to urination in public, electronic stalking, and any other violation of law, regulation or governmental requirement.

(r) Obstruction of the University Conduct Process. Interference with or obstruction of the student conduct process, including without limitation failure to appear at a hearing, failure to testify at a hearing, violating and/or failure to complete conduct sanctions.

(s) Failure to Comply with Directive. Failure to comply with a directive of law enforcement or a University official.

(t) Complicity in Violating the Student Conduct Code. Attempting, aiding, encouraging, facilitating, abetting, conspiring, hiring, or being an accessory to any act prohibited by this code. This violation is included in each other violation and need not be separately cited in a charge.

(5) Intoxication or impairment because of alcohol, drugs, chemicals or other substances is not a defense to a violation of the Student Honor Code or Student Conduct Code.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.016 and 6C1-4.017.

6C1-4.042 Student Honor Code and Student Conduct Code: Resolution Options, Procedures for Reviews and Hearings.
(1) Student Honor Code: Resolution Options.

(a) For students charged with violations of the Student Honor Code, the following are the options available to resolve the matter:

1. Regardless of college, the Faculty/Student Honor Code Resolution Process, Regulation 6C1-4.042(b), if the student is admitting responsibility, it is a first violation of the Student Honor Code and the faculty member determines the conduct alleged would not warrant probation, suspension or expulsion.

2. Health Science Center Student Conduct Committee, Regulation 6C1-4.0433, for students who are enrolled in the Health Science Center colleges.

3. College of Law Honor Committee, Regulation 6C1-4.0434, for students enrolled in the Levin College of Law.

4. Student Conduct Committee, Regulation 6C1-4.0431, for all other cases involving the Student Honor Code.

(b) Faculty/Student Honor Code Resolution Process.

1. When a student is alleged to have violated the Student Honor Code, the faculty member involved shall confirm with the Dean of Students Office that the violation would be a first violation and no circumstances require the imposition of a sanction other than a reduced or failing grade and an educational requirement specified in Regulation 6C1-4.047.

2. The faculty member will meet with the student and determine if a conduct proceeding is warranted. The faculty member may request that the department chair or other appropriate University official attend this meeting as a witness. The faculty member may impose a sanction of a written reprimand, a grade penalty on the assignment in question, a grade penalty for the course and/or an appropriate educational requirement as specified in Regulation 6C1-4.047. If a sanction is imposed, the matter is resolved when the student and faculty member reach agreement as to the sanction.

3. The student's agreement to a sanction shall constitute a waiver of all other available adjudicatory procedures or appeals.

4. The faculty member shall forward a copy of the agreement with the student's signature to the Director of Student Conduct and Conflict Resolution or designee.

5. The faculty member involved shall refer the matter to the Director of Student Conduct and Conflict Resolution or designee rather than take action if disciplinary action may be warranted and it appears that:

a. The violation would not be a first offense;

b. A sanction such as probation, suspension, or expulsion would be warranted; or

c. The student does not agree to the sanction proposed by the faculty member involved.

(c) A student who is charged with a Student Honor Code violation by a faculty member and who does not agree to accept the faculty member's sanction or for whom the faculty resolution process is not appropriate, as stated above, shall be informed by the Director of Student Conduct and Conflict Resolution of which hearing body will hear the case: the Student Conduct Committee, the Health Science Center Student Conduct Committee or the College of Law Honor Committee. The Director of Student Conduct and Conflict Resolution or designee may hear the case if the student accepts responsibility and the student chooses to have the Director or designee hear the case. If a hearing body is unable to conduct a hearing within the time provided under Regulation 6C1-4.042, the Director of Student Conduct and Conflict Resolution or designee may reassign the matter to another hearing body or person pursuant to section 6C1-4.042(10).

(d) A student shall not be permitted to drop or withdraw from the course once informed of an alleged Student Honor Code violation. Any course that is dropped or from which the student has withdrawn in violation of this restriction shall be reinstated until the charges are resolved. If the student is found not responsible for a Student Honor Code violation, the student is free to withdraw from the course as long as the case was initiated prior to the published deadline to withdraw. A student found responsible but receiving only a penalty for the assignment in question may drop or withdraw from the course if the case was initiated prior to the deadline to withdraw from the course. A student who receives a course grade penalty is not permitted to withdraw from the course.

(2) Student Conduct Code: Resolution Options.

(a) For students charged with violations of the Student Conduct Code, the following are the options available to resolve the case:

1. Health Science Center Student Conduct Committee for cases involving violations of the Health Insurance Portability and Accountability Act (HIPAA) or any other applicable patient confidentiality laws under Regulation 6C1-4.0433. Where the student conduct case also involves other conduct, Regulation 6C1-4.042(5) shall apply.

2. For cases alleging violations of the Student Conduct Code involving the Department of Housing and Residence Education Community Standards or cases alleging violations of the Student Conduct Code occurring within University housing, the options set forth in Regulation 6C1-4.0432 shall apply. Where the student conduct case also involves other conduct, Regulation 6C1-4.042(5) shall apply.

3. For other cases, the following options apply:

a. Administrative review or hearing by an administrator from the Office of Student Conduct and Conflict Resolution, or

b. Student Conduct Committee, or that Committee's Chairperson or designee, under Regulation 6C1-4.0431.

(b) Except as provided in subsection (2)(c) below, students charged with less serious violations may choose administrative review or an administrator or conduct committee hearing and students charged with more serious violations will choose between an administrator or conduct committee hearing. Students who do not dispute the allegations of a more serious violation may also choose administrative review. Less serious violations are those violations which, if proven, would not result in removal from housing, suspension, or expulsion in the opinion of the Director of Student Conduct and Conflict Resolution or designee.

(c) A student who has pled guilty, been adjudicated guilty, been convicted or who has otherwise received a verdict of guilt in a criminal court of law regarding, in whole or in part, the same conduct for which the student is charged under the Student Conduct Code, may be found in violation of subsection (3)(q) of Regulation 6C1-4.041 and/or may be found responsible for other applicable violations on the basis of that plea, guilty verdict, adjudication of guilt and/or conviction. Any such student shall be afforded the opportunity to participate in an administrative review by an administrator in the office of Student Conduct and Conflict Resolution in accordance with paragraph (2)(a)3.a of this regulation. Section 6C1-4.042(6)(a), (6)(b)1, (6)(b)2, (6)(b)4, and (6)(b)5, (8), (9) and (10) shall apply. Notwithstanding any other provision of this regulation, this administrative review shall be the only applicable process to resolve such Student Conduct Code case unless the case also involves other conduct, in which event Regulation 6C1-4.042(5) shall apply.

During the administrative review, the charged student's prior plea, plea agreement, adjudication of guilt and/or conviction may be regarded by the administrator as substantial evidence of the charged student's responsibility for the alleged violation of the Student Conduct Code; however the student will also be allowed to present any mitigating facts or circumstances to the reviewing administrator who shall determine how such facts and circumstances may be presented and the weight they should be accorded. The administrator shall consider the information presented by the student in determining the student's responsibility for the alleged violation and in imposing sanctions.

(3) Expedited Hearings. Notwithstanding anything contained in this regulation to the contrary (other than subsection 6C1-4.042(2)(c) which shall govern applicable cases), in the event a student is charged with a violation of the Student Honor Code or Student Conduct Code, which, if proven, would not warrant a penalty in excess of two semesters probation or a failing grade in the opinion of the Director of Student Conduct and Conflict Resolution or designee, and the student does not waive his or her right to a hearing before the appropriate administrator or hearing body as provided in this regulation, the hearing may be held before the chairperson of the appropriate committee, the Assistant Director of Student Conduct and Conflict Resolution, or the Director of Student Conduct and Conflict Resolution rather than before the full committee panel provided that the accused student does not object in writing to

such person hearing the matter. The objection must be given to the Director of Student Conduct and Conflict Resolution on or before the deadline in the notice to the student.

(4) Student Organizations: Resolution Options.

(a) A student may be held accountable as an individual under the Student Honor Code or the Student Conduct Code for his or her conduct, whether the student is acting in an individual capacity or the student is acting as a member of a student organization or non-University group. The fact that a student organization or group requires or encourages a student's conduct is not an excuse for the student's violation of the Student Honor Code or Student Conduct Code. See Regulation 6C1-4.042(4)(c) for when a student organization is accountable for individual students' conduct.

(b) For a student organization charged with a violation of the Student Honor Code or the Student Conduct Code, the following are options available to resolve the case:

1. Hearing before the Greek Conduct Committee for all cases involving a fraternity or sorority chapter that is a member of the Inter-fraternity Council, the Panhellenic Council, the National Pan-Hellenic Council or the Multicultural Greek Council, under Regulation 6C1-4.0435.

2. All other student organizations will be referred to the Student Conduct Committee for a hearing.

3. Notwithstanding any other provision of this regulation, student organizations that do not dispute the charges may request administrative review by the Director of Student Conduct and Conflict Resolution or designee, and such administrative review will be available if the Director and student organization agree.

(c) The following criteria will be used to determine if a student organization is to be held collectively responsible for the actions or omissions of individuals when the actions or omissions result in a violation of the Student Honor Code or the Student Conduct Code by those associated with the student organization:

1. The action or omission resulting in the violation has received the tacit or overt consent or encouragement of the student organization or any leader of an area or function of the student organization or any officer of the student organization;

2. The student organization or any such leader or officer of the student organization failed to take reasonable precautions against the action or omission resulting in the conduct violation; or

3. The student organization overtly places or tacitly allows members of the student organization or other persons to be in a position to act (and these persons do reasonably appear to be acting) on behalf or with authority of the organization.

4. "Tacit consent or encouragement" and "tacitly allows" means consent or encouragement that is implied because the student organization, officer or leader knows or intentionally acts to avoid knowledge (or under the facts and circumstances should know) that a violation will occur or is occurring, and fails to take reasonable steps to prevent or stop the violation from occurring or continuing.

(5) Conflict of jurisdiction. In the event that a matter involving student or student organization conduct may be within the jurisdiction of more than one review or hearing authority or body and/or process, the Director of Student Conduct and Conflict Resolution or designee shall determine which review or hearing authority shall hear or review the matter.

(6) Nature of Conduct Proceedings and Basic Rights.

(a) The purpose and context of the student conduct process and sanctions imposed, including but not limited to reviews and hearings hereunder, are educational and not adversarial in nature. Thus, staff involved in student conduct proceedings, whether involving individual students or student organizations, may perform various functions in the proceedings. For example, without limitation, the Director of Student Conduct and Conflict Resolution or designee may provide the notice of charges, provide information to a hearing body, and act as the administrative liaison and procedure, regulation and policy advisor to the hearing body during the hearing and deliberations, but shall not be a member of the committee or vote on the committee's recommendation.

(b) The basic rights accorded to students and student organizations in conduct proceedings, whether through an administrative review or a hearing conducted by an administrator or a hearing body (i.e., administrator, Student Conduct Committee, Greek Conduct Committee, Health Science Center Conduct Committee, College of Law Honor Committee, or Chair of a Committee), are:

1. To be given notice of the charges. A student or student organization who is charged with a Student Honor Code violation to be heard by the Student Conduct Committee or the Health Science Center Student Conduct Committee or College of Law Honor Committee or the Greek Conduct Committee or is charged with a Student Conduct Code violation shall be given notice of charges and procedures for requesting a hearing or review, as applicable. Any notice under this regulation is deemed given if it is hand delivered to the student, sent to the student's local address in the Registrar's records or permanent address if no local address is listed, or sent to the student's official University of Florida email address. For student organizations, the notice shall be deemed given if it is hand delivered to the student who is the last known president of the organization as reflected in the Office of Student Activities' records, sent to the local address of the student who is the last known president of the organization as that address is reflected in the Registrar's records or permanent address if no local address is listed, or sent to the student's official University email address. The student or student organization shall be given an opportunity to schedule an informational meeting with the Director of Student Conduct and Conflict Resolution or designee at a time and place feasible to and determined by the Director. Failure of the student or student organization to take this opportunity to meet shall not require a delay or affect the validity of the proceeding which, in such event, shall be arranged and the type of proceeding shall be determined by the Director or designee .

a. The notice shall be issued at least ten (10) business days prior to the date of the review or hearing unless the notice period is waived in writing by the charged student or student organization.

b. In the event the student or student organization fails to appear at the review or hearing pursuant to the notice issued, such failure shall not require a delay or affect the validity of the

proceeding. In such event, the administrator designated to review or hear the case or the hearing body shall conduct the proceeding in the student's or student organization's absence, and the reviewing or hearing administrator or body will make a decision based on the information made available at the proceeding.

2. To be given the opportunity to review the materials, information and other evidence against the student or student organization at a time and place feasible to and determined by the Director of Student Conduct and Conflict Resolution or designee. The student or student organization has the responsibility to check the relevant file in the office of the Director of Student Conduct and Dispute Resolution or the Coordinator of Residential Jusicial Programs, (through seven business days) before the hearing or review. The failure of the student or student organization to review such materials, information and other evidence when given such opportunity shall not require a delay or affect the validity of the proceedings. Information that is not made available at least 7 days before the hearing or review without bad faith may be presented for the first time at the hearing or review. In such event, if the student or student organization or the University requests a suspension, the proceeding will be suspended for a minimum of seven days or a shorter suspension period if the party requesting suspension agrees.

3. To be given the opportunity to be heard and present materials relevant to the student's or student organization's defense at a time and place feasible to and determined by the Director of Student Conduct and Conflict Resolution or designee. The failure of the student or student organization to take advantage of such opportunity shall not require a delay or affect the validity of the proceedings.

4. To be free from compulsory self-incrimination in connection with conduct that is, or could be under applicable law, the subject of criminal charges. The student's or student organization's choice not to speak or present evidence shall not require a delay or affect the validity of the proceedings.

5. To be allowed to have an advisor present at an administrative review or hearing at the student's or student organization's own expense and initiative. It is the student's or organization's responsibility to identify an advisor and make appropriate arrangements for him or her to attend the proceeding. The advisor may advise the student or student organization but shall not speak for or present the case for the student or student organization or otherwise participate directly in the proceeding. An advisor's attempt to participate in a review or hearing by speaking, presenting information or otherwise intervening in the proceeding is grounds for the advisor being required to leave. In such event, the hearing or review will continue without the advisor present, and the advisor's absence shall not require a delay or affect the validity of the proceedings. Failure of the advisor to attend a review or hearing also shall not require a delay or affect the validity of the proceedings.

(7) Additional Procedures for Hearings.

(a) The charged student or student organization may arrange at its expense and initiative to have witnesses at a hearing. The failure to call a witness or the failure of any witness to appear shall not require a delay or affect the validity of the proceedings. Information provided by a witness who is not called or does not appear at the hearing may be considered in the process if the administrator or hearing body determines the information to be reliable as provided in

6C1-4.042(8). The charged student or student organization shall have the right (i) to address any information provided in the hearing record by any witness who is present or not present at the hearing (ii) to provide information on the veracity of a witness who is present or whose information is presented at the hearing, and (iii) to present questions to be asked of any witness who is present at the hearing by the administrator conducting the hearing or the chair of the hearing body. Regulation 6C1-4.051 shall also apply.

(b) Hearings before hearing bodies will be recorded. However, recording failures that occur notwithstanding good faith attempts shall not require a delay or affect the validity of the proceedings, but in such event the hearing body chair or designee will prepare a written summary of the hearing. 11

(c) A conduct hearing is an opportunity for a student to challenge the content of the student's educational record and is closed unless the charged student requests an open hearing a minimum of five (5) business days before the hearing and all student witnesses agree in writing.

(8) Decisions in student conduct proceedings, whether under the Student Honor Code or Student Conduct Code shall be based upon a preponderance of the evidence (more likely than not) standard. The rules of evidence and procedure that apply in a court proceeding do not apply to student conduct proceedings. Information (including hearsay) that supports factual findings required for the ultimate decision in a student conduct proceeding shall be the kind of information upon which reasonable, prudent persons would rely in the conduct of their affairs. Regulation 6C1-4.042(9) applies to the ultimate decision.

(9) In reviews and hearings conducted by administrators, the administrator will determine whether the student or student organization is responsible and shall determine which sanction or sanctions should be imposed in accordance with Regulation 6C1-4.047. In hearings conducted by a committee, the hearing body will recommend a decision and any appropriate sanction or sanctions to the Dean of Students or designee who will make the decision. Although the rules of evidence do not apply, the ultimate decision in a student conduct matter will not be based exclusively on hearsay that would not be admissible in a civil court proceeding. Written notice of the decision and any sanction(s) to be imposed shall be provided by the Dean of Students or designee to the charged student or student organization.

(10) The general guideline for the timing for conducting a review or hearing in student or student organization Student Honor Code or Student Conduct Code cases is sixty (60) business days from the date the case is referred to the hearing or reviewing body or person. If the sixty (60) days has not expired at the conclusion of the fall or spring semester or the process begins by notice of the allegation given during a summer term, and any primary individual in the case (including without limitation the charged student, any victim, or any witness) is unavailable for a review or hearing, the running of the sixty (60) day period may be tolled by the Director of the Student Conduct and Conflict Resolution or designee until the first day of class for the following fall or spring semester. In the event the hearing or reviewing committee or administrator is unable to conduct the hearing or review within this time frame, then, if the Director of Student Conduct and Conflict Resolution or designee deems it reasonable and feasible to reassign the case after consulting with the hearing or reviewing committee or administrator, the Director or designee may reassign the case to a

different hearing body or hearing or reviewing administrator for a timely resolution. The Director or designee shall notify the student in writing whether or not the case will be reassigned, provided that any decision to reassign is subject to the consent of the charged student or student organization. If the Director or designee decides not to reassign the case, the charged student or student organization may appeal the Director's or designee's decision not to reassign the case, in writing, to the Dean of Students or designee within five (5) business days after being notified of the decision. The decision of the Dean of Students or designee shall be final.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.013, 6C1-4.016, 6C1-4.017 and 6C1-4.022.

6C1-4.0431 Student Honor Code and Student Conduct Code: Student Conduct Committee.
(1) The Student Conduct Committee, composed of students, faculty and staff, is appointed by the Vice President of Student Affairs for the purpose of hearing cases concerning alleged violations of the Student Honor Code and Student Conduct Code. Members serve for a period of one year and may be reappointed. Recommendations for the appointment of members are made by the President of the Student Body, faculty members, administrators, and others to the Vice President for Student Affairs.

(2) A hearing panel is comprised of seven (7) members. Five (5) members constitute a quorum. One member of the hearing panel must be a faculty or staff member, and a majority of the panel must be student members. Staff of the Office of Student Conduct and Conflict Resolution will not serve on a hearing panel. The Director of Student Conduct and Conflict Resolution or designee will serve as an administrative liaison to the panel and shall not be a member of the panel. The administrative liaison will convene members of the committee to serve as a hearing panel, provide relevant information to the panel, and advise the panel throughout the hearing process.

(3) The Student Conduct Committee shall hear the case and submit a written report to the Dean of Students or designee. The written report will contain findings of facts and recommended sanctions, if any. If the student is found responsible for the violation or violations, the committee shall recommend one or more sanctions as provided in Regulation 6C1-4.047. The Dean of Students or designee may adopt, reject or modify the Board's findings and recommendations.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.019.

6C1-4.0432 Student Honor Code and Student Conduct Code: Violations in University Housing.
(1) The Coordinator of Residential Judicial Programs, in consultation with the Director of Student Conduct and Conflict Resolution, shall determine who hears cases as well as the sanctioning authority of the various housing staff members not to include the authority to impose any sanction more serious than a transfer within University Housing. These persons shall be listed in the Department of Housing and Resident Education Community Standards, which are available on-line at the Department of Housing and Residence Education website.

(2) A student accused of a violation of any Department of Housing and Residence Education Community Standard and/or a violation of the Student Conduct Code occurring in University housing, who, in the opinion of the Director of Student Conduct and Conflict Resolution or designee, if found responsible, would not receive a sanction more severe than reprimand, conduct probation, transfer from one residence area to another in University Housing, restitution, or other appropriate educational sanctions commensurate with the offense, or any combination of the above, may choose:

(a) an administrative review before the Coordinator of Residential Judicial Programs or designee; or

(b) an administrative hearing before the Coordinator of Residential Judicial Programs or designee; or

(c) a hearing before the Student Conduct Committee

(3) A student accused of a violation of any Department of Housing and Residence

Education Community Standard who, in the opinion of the Director of Student Conduct and Conflict Resolution or designee, if found responsible, may receive sanctions up to probation and removal from University Housing, shall choose between:

(a) an administrative hearing before the Coordinator of Residential Judicial Programs or designee or the Director of Student Conduct and Conflict Resolution or designee, or

(b) a hearing before the Student Conduct Committee; or

(c) At the discretion of the Coordinator, Director, or respective designee(s), an administrative review before the Coordinator of Residential Judicial Programs or designee or the Director of Student Conduct and Conflict Resolution or designee.

(4) Cases which may warrant a sanction of suspension or expulsion shall be forwarded to the Dean of Students Office for an administrative hearing or a hearing before the Student Conduct Committee or, if the student accepts responsibility, an administrative review.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.021.

6C1-4.0433 Student Honor Code and Student Conduct Code: Health Science Center Student Conduct Committee.
(1) The purpose of the Health Science Center Student Conduct Committee is to resolve alleged violations of the Student Honor Code and violations of the Health Insurance Portability and Accountability Act (HIPAA) or any other applicable law concerning patient privacy within the Health Science Center colleges. The Vice President for Student Affairs shall appoint four faculty members and two student members from each of the six Health Science Center colleges as members of the committee. Faculty appointed to this committee shall serve for two years. Students appointed to this committee shall serve for one year.

(2) A hearing panel will be composed of the following: two faculty members and one student member from the college of the charged student, and one faculty member and one student

from another Health Science Center college. A quorum for the hearing panel is reached when there are three panel members present for a hearing: two members from the college of the accused student and one member from another Health Science Center college. The Director of Student Conduct and Conflict Resolution or designee will serve as an administrative liaison to the panel. The administrative liaison will convene members of the committee to serve as a hearing panel, provide information to the panel, and advise the panel throughout the hearing process.

(3) If the student is determined responsible for the violation or violations, the panel shall recommend one or more sanctions as provided in Regulation 6C1-4.047, to the Dean of Students or designee. The Dean or designee may adopt, reject or modify the panel's findings and recommendations. See Regulation 6C1-4.048 regarding appeals.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.0211.

6C1-4.0434 Law School Honor System.
(1) STATEMENT OF PHILOSOPHY AND DEFINITIONS

(a) The University of Florida College of Law Honor System (hereinafter "Honor Code"), a part of the University of Florida Student Honor Code, represents a commitment by students to adhere to the highest degree of ethical integrity. Each student who joins the College of Law community is assumed to be trustworthy unless and until proven otherwise.

(b) Students at the College of Law benefit from the Student Honor Code because teaching and learning flourish best in an environment where mutual trust and respect form the bedrock of relationships within the community. The Student Honor Code helps create a community in which students can maximize their intellectual and academic potential.

(c) The Student Honor Code reminds all members of the law school community that success obtained through dishonest means is no success at all. Moreover, attendance at the College of Law is every student's first step in becoming a member of the legal profession. Essential to the well being of the legal profession is the presence of a sense of honor and ethical integrity among its members. The Student Honor Code is therefore an integral part of proper and complete professional training.

(d) The Student Honor Code furthers the goal of the College of Law to serve the public and the profession by producing attorneys dedicated to promoting justice, excellence, and respect for the law. The success of the Student Honor Code depends upon the diligence with which members of the College of Law community ensure that they, as well as others, uphold the letter and spirit of the Student Honor Code.

(e) The Student Honor Code at the University of Florida College of Law addresses seven main issues: Violations of the Student Honor Code, the Honor Committee, Student Honor Code Proceedings, Sanctioning Guidelines, Review and Imposition of Sanctions; Review of the Hearing Process; and Final Appeal by Student to the University of Florida Office of the Vice President for Student Affairs.

(f) Definitions.

As used in the Student Honor Code, the following words have the following meanings:

1. "Academic Activity" shall mean: [i] any assigned work or project used to determine academic credit, including (but not limited to) an examination, writing project, take-home test, or other project; or [ii] any competition, activity, or project sponsored or sanctioned by the University in which the student participates for the purpose of gaining an academic advantage.

2. "Academic advantage" shall mean [i]any potential benefit to a student's academic or professional standing or to the student's prestige within the University community, including (but not limited to) academic credit or honors, or an award or other recognition of excellence in a particular academic or professional field or endeavor (including selection for membership in an organization related to the field or profession); or [ii] or a waiver, extension, release, or excuse from academic requirements, sanctions, or penalties.

3. "Accusation" shall mean a report of an alleged violation which has been determined to fall within the scope of the Student Honor Code and which merits further action by the Honor Committee.

4. "Appropriate Sanction" shall mean a sanction or combination of sanctions that is specifically designed to be appropriate to a specific violation of the Student Honor Code according to the guidelines of Section (5).

5. "Bad Faith" shall mean intentional falsity of a statement or reckless or careless indifference to the truth or falsity of a statement.

6. "Chair" shall mean the Chairperson of the Student Honor Committee or, if the Chair is unable to act, the Vice-Chair and the Secretary in succession.

7. "Faculty Advisor" shall mean the faculty representative appointed by the Dean to serve on the Student Honor Committee.

8. "Faculty Member" shall mean a person engaged in teaching a course at the College of Law and includes an adjunct faculty member.

9. "Full Restitution" shall mean compensation to the University for the actual cost of repair or replacement of damaged property or for other monetary loss caused by the student's violation of the Student Honor Code.

10. "Student Honor Code Proceeding" shall mean a proceeding governed by the Student Honor Code, and includes a review pursuant to Section (6).

11. "Student Honor Code Violation" shall mean prohibited conduct as defined in Regulation 6C1-4.041.

12. "Student Honor Committee" shall mean the committee of individuals who administer the Student Honor Code as defined in Section (3).

13. "Material" shall mean any material related to a specific academic or co-curricular activity (including, but not limited to, course notes, textbooks, treatises, course packets, briefs, annotated statutes, or articles in a review or journal) whether published or unpublished and

whether authored by a student or another person and includes academic material available only in digital format or through the internet.

14. "Procedure Manual" shall mean the documents consisting of the administrative and procedural regulations promulgated by the Student Honor Committee.

15. "Reported violation" shall mean an unproven allegation of misconduct received by the Student Honor Committee or the College of Law.

16. "Resource" shall mean any device or technology providing access to information, including (but not limited to) a device such as a computer, computer program, radio, video or audio recording device, calculator or communication device; or any document or publication providing information, including (but not limited to) a printed or electronic publication or website.

17. "Review Board" shall mean the group of individuals charged with reviewing certain actions of the Student Honor Committee as described in Section (6).

18. "Representation" shall mean any written or oral statement or any act by a student signifying a response in circumstances in which a response is expected or required.

19. "Student" or "Students" shall mean a student at the College of Law.

(2) VIOLATIONS OF THE STUDENT HONOR CODE AND SANCTIONS.

(a) Conduct Prohibited by the Student Honor Code. Students are prohibited from engaging in conduct that violates the Student Honor Code as set forth in Regulation 6C1-4.040-4.041. Actions identified in the University of Florida Student Honor Code are violations of the Law School Honor Code.

(b) Consequences of Student Honor Code Violation. The following shall be consequences of a Student Honor Code violation:

1. Imposition of Sanctions. If a student is adjudicated responsible for a violation of the Student Honor Code or accepts responsibility for a violation, the student becomes subject to the sanctions authorized by 6C1-4.047.

2. Bar Notification. If a student is adjudicated responsible for a Student Honor Code violation or accepts responsibility for a violation, the College of Law shall provide this information to any state or federal bar to which the College of Law becomes aware that the student has applied.

3. Flagging of Student's Records. If a student adjudicated responsible for a Student Honor Code violation or accepts responsibility for a violation, College of Law Student Affairs shall include this information and make a record of the proceedings against the student a permanent part of the student's file. To the extent there is any conflict between this provision and Regulation 6C1-4.050, this provision shall govern.

(3) THE STUDENT HONOR COMMITTEE

(a) Purpose of the Student Honor Committee. The Student Honor Committee administers the University of Florida Student Honor Code (Regulation 6C1-4.042) within the College of Law. In this capacity and at all times observing confidentiality requirements imposed by law, the Student Honor Committee has the authority to do all actions which are necessary to the proper administration of the Student Honor Code, including the authority to promulgate a Procedure Manual.

(b) Composition of the Student Honor Committee. The Student Honor Committee shall consist of the following members:

1. Student members elected as representatives to the Committee pursuant to the provisions herein and according to the procedures designated in the Procedure Manual.

2. Two faculty advisors appointed by the Dean of the College of Law.

3. An Administrative Member (the Associate Dean for Student Affairs or, if the Associate Dean for Student Affairs is unable to serve, the Assistant Dean for Student Affairs).

4. A faculty member from another college within the University of Florida appointed by the Dean of the College of Law.

5. The University's administrative liaison from the Office of Student Conduct and Conflict Resolution.

6. A majority of the voting members shall be students.

(c) Student Members of the Student Honor Committee.

1. Eligibility and Duties. Students are eligible to serve on the Student Honor Committee if they meet University requirements for full participation in campus activities. A student who serves on the Student Honor Committee undertakes to make a good faith effort to perform the duties of a student member as set forth in the Procedure Manual.

2. Removal of Student Honor Committee Members. The Student Honor Committee may remove a student member by a 2/3 vote of all the voting members for good cause shown. Good cause includes (but is not limited to) any failure of a student member to make a good faith effort to perform the duties of a student member as set forth in the Procedure Manual.

3. Student Honor Committee Officers. The Committee shall select from its student members a Chair, a Vice-Chair, and a Secretary. Officers serve at the pleasure of the Committee. The Committee can remove any officer at any time and for any reason by a vote of 2/3 of all the Committee's voting members.

(d) Voting Rights of Committee Members.

The University's administrative liaison from the Office of Student Conduct and Conflict Resolution does not vote on Committee matters. All other members of the Student Honor Committee have an equal vote as to any matter that is before the Student Honor Committee.

(4) STUDENT HONOR CODE PROCEEDINGS

(a) Rights of Students in a Student Honor Code Proceeding. Students accused of a violation of the Student Honor Code shall be accorded the rights as listed in Regulation 6C1-4.042 (6), (7), (8), (9), (10) with the process accorded in this Law Honor Committee section and to the extent there is a clear conflict between the processes set forth in Regulation 6C1-4.042 and Regulation 6C1-4.0434, the latter shall govern. If the student believes that a Committee member has a conflict of interest, the student has the right to request recusal of the Committee member.

(b) Report of Suspected Violation. A student or faculty member who in good faith believes that a student has violated the Student Honor Code shall report the violation to the Student Honor Committee. Any person who believes in good faith that a student may have violated the Student Honor Code may report the violation to the Student Honor Committee.

(c) Procedure for Resolution of Alleged Student Honor Code Violation

1. Determination of the Committee's Jurisdiction to Act on the Report. The Administrative Member and the Director of Student Conduct and Conflict Resolution or designee have the authority to determine if the alleged conduct (1) warrants an accusation against the person or persons identified in the report, and (2) falls within the scope of the Student Honor Code. If both conditions are met, the Student Honor Committee has jurisdiction. A reported violation constitutes an accusation only where the allegations contain sufficient merit to warrant further action. If it is determined that the alleged conduct does not fall within the scope of the Student Honor Code, but does warrant action under the University of Florida Student Conduct Code, the Committee shall refer the matter to the Office of Student Conduct and Conflict Resolution. In all cases, the Administrative Member and Director of Student Conduct and Conflict Resolution shall have the authority to conduct all investigations necessary for these determinations.

2. Determination of the Alleged Violation

a. Following notice of the charges, the student shall select one of the following two methods of resolving the issue:

i. Accepting responsibility and proceeding directly to sanctioning, or;

ii. Denying responsibility and requesting a hearing before the Student Honor Committee.

b. If the student accepts responsibility for the alleged violation, the Chair shall appoint a committee to conduct a sanctioning hearing or the student may choose to have the sanctions determined by the Director of Student Conduct and Conflict Resolution or designee. At the sanctioning hearing, the committee shall pursuant to Section (5) determine an appropriate sanction to be recommended to the Review Board.

3. Adjudication by the Student Honor Committee.

a. The Student Honor Committee Chair shall appoint a committee of at least three disinterested committee members, a majority of whom shall be students, to conduct the hearing. At the Student Honor Committee hearing, the student has the rights set forth in Regulation 6C1-4.042. The Student Honor Committee determination shall be made on the

basis of whether based upon the evidence presented to the Student Honor Committee it is more likely than not that the accused student violated the Student Honor Code.

b. If it determines that the student has violated the Student Honor Code, the committee shall, pursuant to Section (5), determine an appropriate sanction to be recommended to the Review Board.

(d) Failure of the Student to Participate in Resolving the Alleged Violation.

1. Voluntary Withdrawal of the Student from the University Following Report of an Alleged Violation. If the student withdraws from the University of Florida following the report of the student's alleged violation of the Student Honor Code, the Chair shall proceed as provided in subsection (4)(c)1. If charges are issued, the Student Honor Code proceeding is stayed and the records are filed with College of Law Student Affairs and the Director of Student Conduct and Conflict Resolution. The transcript and registration of the student are flagged in accordance with Regulation 6C1-4.050. The University of Florida shall retain a copy of the flagged transcript.

2. Failure of the Student to Appear at a Hearing. A student who fails to notify the Chair of his or her choice either to accept responsibility or to deny responsibility within the period of time outlined in the letter of charges will be deemed to have chosen the option of denying responsibility and requesting a Student Honor Committee hearing. The Chair shall, pursuant to subsection (4)(c)3, appoint a committee to adjudicate the matter. If the student is duly notified of the hearing and fails to appear, the committee may proceed in the absence of the student.

(5) SANCTIONING GUIDELINES.

(a) Rights of Student or Involved Faculty Member at a Sanctioning Hearing.

1. A student who has accepted responsibility for a Student Honor Code violation or who has been adjudicated responsible for a Student Honor Code violation has the right to be present at the sanctioning hearing. At the sanctioning hearing, the student has the right to present to the committee any mitigating circumstances that the student wishes the committee to consider.

A student's failure to appear or present information at a sanctioning hearing shall not require a delay or affect the validity of the hearing.

2. An involved faculty member has the right to be present at the sanctioning hearing

and to present to the committee any mitigating or aggravating circumstances of which the faculty member is aware. Alternatively, an involved faculty member may provide to the committee a written statement concerning any mitigating or aggravating circumstances of which the faculty member is aware.

3. In addition, an involved faculty member has the right to recommend an appropriate sanction. Failure of such faculty member to appear, present information, or recommend a sanction at the sanctioning hearing shall not require a delay or affect the validity of the hearing.

(a) Determination of Appropriate Sanction.

In determining the appropriate sanction to be recommended to the Review Board, the committee shall consider any mitigating and aggravating circumstances which may be presented by the student or by an involved faculty member, or which are clearly reflected in the record.

1. Mitigating circumstances include (but are not limited to):

a. A student's voluntary report of the student's own violation of the Student Honor Code.

b. A student's acceptance of responsibility prior to adjudication of the Student Honor Code violation.

c. Any other circumstance which in the judgment of any member of the committee may constitute a mitigating circumstance.

2. Aggravating circumstances include:

a. Any injury that the student's Student Honor Code violation has caused to any person affected by the Student Honor Code violation, including (but not limited to) a faculty member or other student.

b. Any prior adjudication for violation of the Student Honor Code

c. Any other circumstance that in the judgment of any member of the committee may constitute an aggravating circumstance.

(b) Notice to Student of the Committee's Determination.

Following a determination of the appropriate sanction to be recommended to the Review Board, the committee shall notify the student of the sanction or sanctions to be recommended. An appropriate sanction is any sanction or combination of sanctions authorized in Regulation 6C1-4.047.

(c) Notice to the Faculty of Record.

Following a determination of the appropriate sanction to be recommended to the Review Board, the committee shall notify the faculty member of record in the course in which the violation occurred of any sanction or combination of sanctions to be recommended.

(6) REVIEW AND IMPOSITION OF SANCTIONS; REVIEW OF ADJUDICATION.

(a) The Review Board consists of the Dean of the College of Law; the University of Florida Dean of Students or his or her designee; and the Chair of the Student Honor Code Committee.

(b) The Review Board shall review the record and all sanctions recommended by the committee. The Review Board may adopt, reject or modify the committee's findings and recommendations.

(c) If a student petitions the Review Board for review of the student's adjudication of a Student Honor Code violation, the Review Board shall review the record to determine whether the record supports the adjudication. To petition, the student must submit written

notice to the Dean of the College of Law no later than the 5th business day after the sanction has been imposed.

(d) If at any time subsequent to a student's adjudication of a Student Honor Code violation the student discovers substantial new evidence tending to refute the judgment, the student may petition the Review Board to determine whether further proceedings are warranted. "Substantial new evidence" means evidence that was not available to the student during the original Student Honor Code proceedings through the exercise of reasonable diligence.

(7) FINAL APPEAL.

(a) If the Review Board affirms or modifies the adjudication or approves the sanctions imposed by the committee, the student may appeal the adjudication or the sanctions to the University of Florida Vice President for Student Affairs or designee. To present an appeal, the student must submit a written notice to the University of Florida Office of Student Affairs no later than the 10th business day following the day on which the student receives notice of the Review Board's final determination.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08, Formerly 6C1-4.0212.

6C1-4.0435 Student Honor Code and Student Conduct Code: Greek Conduct Committee.
(1) The Greek Conduct Committee is convened for the purpose of hearing cases involving an organization that is a member of the Inter-fraternity Council (IFC), the Panhellenic Council (PC), the National Pan-Hellenic Council (NPHC) or the Multicultural Greek Council (MCGC) that is accused of a violation or violations of the Student Conduct Code. The members of the Greek Conduct Committee consist of students, faculty and staff who are appointed by the Vice President for Student Affairs or designee. A hearing panel is comprised of seven members and is chaired by the Executive Vice President from the council of which the accused chapter is a member. A hearing panel will include at least one faculty or staff member, three members from the accused chapter's council and a member from two of the three other councils and a majority of the members will be students. The Director of Student Conduct and Conflict Resolution or designee will serve as an administrative liaison to the panel. The administrative liaison will convene members of the committee to serve as a hearing panel, provide information to the panel, and advise the panel throughout the hearing process.

(2) The Greek Conduct Committee hearing panel shall hear the case and submit a written report to the Dean of Students or designee containing findings of facts and recommended sanctions, if any. If the fraternity or sorority is found responsible for a violation or violations, the panel shall recommend one or more sanctions as provided in Regulation 6C1-4.047. The Dean of Students or designee may adopt, reject or modify the panel's findings and recommendations. See Regulation 6C1-4.048 regarding appeals.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-2008, Formerly 6C1-4.013.

6C1-4.0436 Student Honor Code and Student Conduct Code: Waiver of Right to a Hearing by a Committee or Administrator.

In the event a student or student organization charged with a violation or violations of the Student Honor Code or the Student Conduct Code, accepts responsibility for the violation(s) and desires to waive the right to a committee or administrative hearing by the appropriate official or hearing body designated in Regulation 6C1-4.042, and the student or student organization so indicates in writing, the Director of Student Conduct and Conflict Resolution or the Coordinator of Residential Judicial Programs, or his or her designee, may make a determination of fact in an administrative review and take appropriate action concerning the alleged violation. The Director of Student Conduct and Conflict Resolution and the Coordinator of Residential Judicial Programs may choose to deny the request and forward the case to the appropriate hearing body.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08, Formerly 6C1-4.023.

6C1-4.044 Student Honor Code and Student Conduct Code: Interim Suspension Pending Investigation and Hearing.
(1) The Dean of Students or designee has the authority to determine if an alleged violation of the Student Conduct Code warrants the interim suspension of a student or of a student organization's privileges pending the completion of an investigation and hearing regarding the alleged violation. The criteria to be used by the Dean of Students or designee in making this determination are:

(a) whether the student or student organization poses a danger of serious physical harm to himself/herself/themselves or others at the University; or

(b) whether interim suspension is otherwise necessary to protect the health, safety or, welfare, or property of the student, members of the student organization, others at the University, or members of the public.

(2) Upon determining that an interim suspension is warranted, the Dean of Students, with approval of the Vice President for Student Affairs, will suspend the student or student organization pending (a) completion of all investigations of the matter by the University and/or any outside entity or entities having jurisdiction over the matter, and (b) completion of a hearing conducted in accordance with University regulations.

(3) Interim suspensions pending investigation and hearing will be immediately noted on the suspended student's university transcript in accordance with Regulation 6C1-4.050.

(4) Generally, hearings conducted pursuant to this regulation will be scheduled after all investigations have been completed.

(5) No student or student organization may be removed from on-campus housing until the completion of the appropriate hearing unless it is determined by the Dean of Students that such removal is necessary to protect the health, safety and welfare of individuals, property or the public.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08, Formerly 6C1-4.0162.

6C1-4.045 Student Honor Code and Student Conduct Code: Postponement of Conduct Hearing Due to Pending or Possible Criminal or Civil Charges.
If the student charged with a violation of the Student Conduct Code wishes to have the hearing postponed because there is pending or possible, civil or criminal litigation which he or she feels might be prejudiced by the findings of the hearing, such postponement may be granted provided the student agrees to accept conduct probation or suspension, depending upon the gravity of the offense. Such probation or suspension will be determined and activated by the Director of Student Conduct and Conflict Resolution or designee and will remain in force until the hearing is completed. The student shall be informed whether he or she would be placed on probation or suspended prior to making a decision to postpone the hearing. The deadline to request a hearing postponement is five (5) business days from the date of the first informational meeting. Following the approval of a hearing postponement, the student is allowed 30 calendar days to complete their hearing.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.022.

6C1-4.046 Student Honor Code and Student Conduct Code: Alternative Dispute Resolution.
(1) Consistent with the primary educational mission of the Student Conduct Code, including to establish community standards and procedures that promote an environment conducive to learning by upholding academic standards and by respecting community members, alternative dispute resolution provides an opportunity for individuals or organizations affected by violations or alleged violations of the Student Conduct Code to resolve disciplinary matters among themselves at the discretion of the Director of Student Conduct and Conflict Resolution, or the Coordinator of Residential Judicial Programs, or his or her designee. Alternative Dispute Resolution may be used in the conduct process in the following ways:

(a) Mediation. In situations where there is a student or student organization versus student or student organization conflict that involves a Student Conduct Code violation or violations, the administrator hearing the case may at any time recommend the parties participate in a mediation. If as a result of the mediation, the parties reach an agreement and the agreement is fulfilled, the administrator may decide to forego the conduct process.

(b) Victim/Offender Mediation. In situations where one party victimizes another and violations of the Student Conduct Code are involved, and the offender is accepting responsibility for his or her violation, in addition to other sanctions, the administrator reviewing or hearing the case may refer the case to victim/offender mediation at any time in the process at the administrator's discretion, provided the victim is willing to meet with the offender. In less serious incidents involving victimization, the matter may be referred to victim/offender mediation provided both parties agree and the Director of Student Conduct and Conflict Resolution or the Coordinator of Residential Judicial Programs or his or her designee determines it is appropriate.

(c) Restorative Justice. In situations where there is an identifiable harmed party or community and the offender is accepting responsibility for his or her violation, the offender may be given the option of having the case referred to the restorative justice program. Restorative justice involves the following:

1. The offender describes his or her behavior and what he or she was thinking at the time of the behavior;

2. Harmed parties/community members describe how they were affected or harmed by the offender's behavior; and

3. The parties involved come together and agree on a way for the offender to repair any harm done and reintegrate into the community.

4. If an agreement is reached and complied with, students or student organizations may be eligible to have their conduct records expunged within one year of completing their agreement provided there are no further violations of the Student Conduct Code during this time.

(d) If the parties participating in alternative dispute resolution do not reach agreement on a resolution or the agreement is not complied with, the matter will be referred back to the appropriate regular conduct process.

(2) Generally speaking, cases involving Student Honor Code violations, sexual assault, or serious violence are not eligible for alternative dispute resolution. Cases in which there is an identifiable harmed party or impact on the community are more likely to be referred to alternative dispute resolution. Cases that are simply violations of the Student Conduct Code and do not have any identifiable harmed party or community impact are not eligible for alternative dispute resolution.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08.

6C1-4.047 Student Honor Code and Student Conduct Code: Sanctions.
(1) Sanctions. A student found responsible for a violation or violations under the Student Honor Code or the Student Conduct Code shall be subject to sanctions commensurate with the offense with consideration given to any aggravating and mitigating circumstances, including but not limited to the student's conduct record. It is the student's responsibility to review his or her conduct record, and the student will be deemed to have knowledge of his or her record of previous conduct violations and sanctions, whether or not the student chooses to review the record. Sanctions include one or more of the following penalties, unless otherwise expressly provided:

(2) Student Honor Code Sanctions. For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

(a) Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.

(b) Course grade penalty. The student is assigned a grade penalty in the entire course including but limited to an "E".

(3) Student Conduct Code Sanctions.

(a) Reprimand: The student is given formal written notice and official recognition that the behavior has violated the Student Conduct Code.

(b) Loss of University Privileges: Loss of University privileges comprises the denial of specific University privileges including but not limited to attendance at athletic functions, unrestricted library use, parking privileges, university computer usage, and residence hall visitation for a designated period of time.

(c) Conduct Probation: The student is deemed not in good standing with the University. Students on conduct probation cannot represent the University on any athletic team other than intramurals, hold an office in any student organization registered with the University, represent the University in any extracurricular activity or official function or participate in any study abroad program. The duration of any probation period or any conditions or sanctions imposed for the violation shall be in proportion to the seriousness of the violation and imposed on an individual basis by the sanctioning authority. Individuals placed on conduct probation are subject to suspension or expulsion should they violate the conditions of probation or any University regulations or policies while on conduct probation.

(d) Deferred Suspension: The student will be officially suspended from the University, but the suspension will be deferred. The suspension will automatically be enforced for any subsequent violation of the Student Honor Code or Student Conduct Code, as applicable. The hearing authority will specify when issuing a deferred suspension which violations will automatically trigger the enforcement of the deferred suspension. If a student commits a violation of the Student Honor Code or Student Conduct Code, as applicable, while on deferred suspension and is found responsible, then, unless the Director of Student Conduct and Conflict Resolution determines otherwise in exceptional circumstances, the student is automatically suspended in addition to the other sanctions imposed for the subsequent violation. Suspensions can be deferred for a semester or indefinitely.

(e) Suspension: The student is required to leave the University for a given or indefinite period of time, the determination of which shall depend upon specified acts of the student's own volition related to mitigation of the offense committed. The student must comply with all conditions imposed prior to re-enrolling unless told otherwise by the hearing authority. Students who are suspended for more than one semester will need to apply for readmission.

(f) Expulsion: The student is permanently deprived of his or her opportunity to continue at the University in any status.

(g) Restitution: The student is required to pay for loss of or damages to University property, provided that such payment shall be limited to the actual cost of repair or replacement of such property.

(h) Repair of Harm through Community/University Service Work Hours: A student is required to complete a specified number of hours of service to the campus or general community.

(i) Educational Requirements: A student is required to complete a specified educational sanction related to the violation committed. Such educational requirements include

completion of a seminar, report, paper, project, alcohol or drug consultation, counseling consultation or psychological evaluation.

(j) Residence Hall Transfer or Removal: A student is required to transfer residence halls or leave the residence halls for a specified or indefinite period of time.

(k) No Contact Order: A no contract order is a directive to refrain from any intentional contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, e-mail, telephone, or third parties.

(4) Organizational sanctions. A student organization found responsible for a violation or violations under the Student Honor Code or Student Conduct Code shall be subject

to sanctions commensurate with the offense with consideration given to any aggravating or mitigating circumstances, including but not limited to the organization's conduct record. It is the organization's responsibility to review its conduct record, and the organization will be deemed to have knowledge of its record of previous conduct violations and sanctions, whether or not it chooses to review its record.

(a) Written Reprimand: The student organization is given formal written notice and official recognition that the behavior has violated the Student Conduct Code.

(b) Loss of University Privileges: Loss of University privileges comprises the denial of specific University privileges including, but not limited to loss of social activities, inability to host a party or philanthropy, loss of ability to participate in intramurals, loss of ability to represent the University and any travel in connection with such representation, loss of recruitment/pledge class, loss of membership or representation of the organization on the governing council, loss of ability to reserve space for meetings/events on campus, loss of block seating, loss of ability to participate in competitions, and loss of or ineligibility to receive future institutional funding.

(c) Conduct Probation: The student organization is deemed not in good standing with the University. Organizations on conduct probation may not represent the University in any official capacity, and restrictions on an organization on conduct probation include loss of block seating and loss of ability to participate in intramural sports or other intercollegiate competitions. The duration of any probation period or any conditions or sanctions imposed for the violation shall be in proportion to the seriousness of the violation and imposed on an individual basis by the sanctioning authority. Conduct probation includes the loss of privileges listed above and any additional privileges as appropriate. Organizations placed on conduct probation are subject to suspension or expulsion should they violate policies while on conduct probation.

(d) Deferred Suspension: The organization will be officially suspended from the University, but the suspension will be deferred. The suspension will be automatically enforced upon any subsequent violation of the Student Honor Code or Student Conduct Code, as applicable. The sanctioning authority will specify when issuing a deferred suspension, which violations will automatically trigger the enforcement of the deferred suspension. If an organization commits a violation of the Student Honor Code or Student Conduct Code, as applicable, while on

deferred suspension and is found responsible, the organization is automatically suspended in addition to the other sanctions imposed for the subsequent violation.

(e) Suspension: The student organization loses its University recognition or registration for a given or indefinite period of time, the termination of which shall depend upon specified acts of the organization's own volition related to mitigation of the offense committed. The organization must comply with all sanctions prior to being registered or recognized again. While an organization is suspended, it may not use University resources.

(f) Expulsion: The organization has permanently lost its University recognition or registration and is ineligible to utilize any campus resources such as meeting spaces, funding or be in any way be affiliated with the University.

(g) Restitution: The organization is required to pay for loss of or damages to University property, provided that such payment shall be limited to the actual cost of repair or replacement of such property.

(h) Repair of Harm through Community/University Service Work Hours: An organization is required to complete a specified number of hours of service to the university or general community.

(i) Educational Requirements: An organization is required to complete a specified educational sanction related to the violation committed. Such educational requirements include but are not limited to completion of a seminar, report, educational programs or educational speakers.

(j) No Contact Order: A no contact order is a directive to refrain from any intentional contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, e-mail, telephone, or third parties.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.016.

6C1-4.048 Student Honor Code and Student Conduct Code: Reviews and Appeals.
(1) Reviews.

(a) The Student Conduct Committee, Greek Conduct Committee and the Health Science Center Student Conduct Committee make a recommendation to the Dean of Students or designee concerning a decision and sanctions to be imposed, if any. The College of Law Honor Committee makes a recommendation to the Review Board, as defined in Regulation 6C1-4.0434, concerning a decision and sanctions to be imposed, if any.

(b) If the Dean of Students or designee determines that a decision was not based upon evidence presented to the hearing body, or the decision did not comply with the requirements of law or applicable University regulations, the decision may be rejected and/or the case may be re-heard. The Dean of Students or designee will state the reasons for the rejection of the decision. In any case, the Dean of Students or designee may accept, modify or reject the recommended sanction. The Dean of Students or designee must state the reasons for any modification or rejection of the recommended sanction.

(c) The Dean of Students or designee may reject his or her prior decision or sanctions and may reopen the case for further proceedings in the following circumstances:

1. The Dean of Students or designee is subsequently presented with information, testimony, facts or other evidence from a criminal or civil proceeding relevant to the University proceeding and/or decision made by the Dean of Students or designee based on the university proceeding; and

2. This information, testimony, facts or other evidence was not available to the University at the time of the University proceeding.

Decisions or sanctions imposed under the Student Conduct Code shall not be rejected solely on the basis of an adjudication of not guilty, an acquittal, a dismissal, a reduction of charges or other finding in favor of the student in a criminal or civil proceeding.

(2) Appeals.

(a) Decisions made by the Director of Student Conduct and Conflict Resolution or designee may be appealed to the Dean of Students or designee. Decisions made by the Coordinator of Residential Judicial Programs may be appealed to the Director of Student Conduct and Conflict Resolution. Decisions made by the Dean of Students or designee, in cases other than decisions resulting from an appeal to the Dean or designee from another hearing authority, may be appealed to the Vice President for Student Affairs or designee.

(b) Appeals to the Director of Student Conduct and Conflict Resolution, Dean of Students and the Vice President for Student Affairs (hereinafter "reviewing authority"), as set forth above, must be filed in writing and filed with the reviewing authority within ten (10) business days from the date of the decision letter. In addition, contact must be made with the reviewing authority within ten (10) business days from the date of the decision letter for the purpose of scheduling an appointment, unless otherwise agreed upon in writing by the student and the reviewing authority. The actual appointment must be scheduled within ten (10) business days of filing the appeal unless otherwise approved by the reviewing authority. If the student fails to appear for the appointment, the reviewing authority will make a decision based on the written material.

(c) The basis for filing an appeal is limited to the following grounds

1. the student's or student organization's rights were violated in the hearing process;

2. new relevant material evidence or information has been provided that could not have been discovered at the time of the hearing;

3. the information presented did not support the decision by a preponderance of the evidence (more likely than not) standard; or

4. the sanction(s) imposed were not appropriate for the violation.

(d) The decision on the appeal should be made within ten (10) business days following the meeting with the student except in exceptional circumstances. The decision of the appeal authority shall be final and no further appeals are allowed. The appeal authority may remand

the case for a new hearing or may accept, modify (without increasing the sanction), or reject the decision or sanction imposed, and shall state the reasons.

(3) Disciplinary sanctions which may result in limits being placed on extracurricular activities and/or registration will take effect immediately. However, once an appeal is requested, the sanctions will be stayed and will not take effect until the appeal process has been completed. If no appeal is requested, the final action with respect to the above will take effect immediately.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly, 6C1-4.016.

6C1-4.049 Student Honor Code and Student Conduct Code; Withholding Degrees Pending Resolution of Violation(s), Withdrawing and Revoking Degrees.
(1) Withholding a degree.

(a) In accordance with the conditions set forth below, no degree will be conferred upon a student against whom charges have been filed involving an alleged violation of either the Student Honor Code or Student Conduct Code, provided the student has received notice of charges, notice of hearing or notice of sanctions to be imposed. No degree will be conferred until:

1. the action is resolved, including completion of any sanctions imposed, and

2. all degree requirements are fulfilled.

(b) If in the opinion of the Director of Student Conduct and Conflict Resolution, the sanction imposed is likely to be a written reprimand, the degree may be conferred at the Director's discretion.

(2) Withdrawing a degree.

(a) A degree may be withdrawn when a student has graduated and an incident occurred before graduation and:

1. the student has a pending conduct hearing that was scheduled prior to or as the student graduated, or

2. at any time after the student has graduated or received a degree, the university becomes aware of an incident involving an alleged violation of the Student Honor Code that took place before the student graduated or received a degree from the University; or

3. within two years after the student has graduated or received a degree, the University becomes aware of an incident involving an alleged violation of the Student Conduct Code that took place before the student graduated or received the degree from the University.

(b) The student shall receive the degree once the matter is resolved and any sanctions (where appropriate) are completed unless the sanction is expulsion, in which case the degree will be revoked.

(3) Revoking a degree. A former student may have his or her degree revoked under the provisions of (2)(b) above, which shall include but not be limited to a determination through the Student Honor Code process that a significant Student Honor Code violation took place, or upon a finding of research misconduct under Regulation 6C1-1.0101, provided that the relevant dean and the provost will be consulted prior to making this decision and the Vice President for Student Affairs shall concur in such decision.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.014.

6C1-4.050 Student Honor Code and Student Conduct Code: Records, Holds, Issuance of Transcripts, and Retention of Records in Cases of Disciplinary Action.
(1) The transcripts and future registration records of students subject to disciplinary action are placed on hold in accordance with the following guidelines:

(a) The Dean of Students Office will place a hold on the records where:

1. a student has committed Student Honor Code and/or Student Conduct Code violation culminating in suspension and/or expulsion;

2. a student has been placed on interim suspension pending investigation and hearing in accordance with Regulation 6C1-4.044;

3. a student has failed to appear before the Director of Student Conduct and Conflict Resolution or designee, the Coordinator of Residential Judicial Programs or designee, the Health Science Center Student Conduct Committee, the Greek Conduct Committee, the Student Conduct Committee or the College of Law Honor Committee when notified as to his or her involvement in disciplinary matters;

4. when a student fails to complete required sanctions by the assigned deadline; or

5. a student with severe behavior problems is no longer attending the University, and it is the determination of the Dean of Students or designee that a complete review of his or her record is to be made prior to re-enrollment.

(2) When a student requests issuance of his or her transcript to another educational institution, outside agency or individual, such transcript shall be issued subject to the following guidelines:

(a) If the Dean of Students Office has placed a hold on the transcript of a student in accordance with paragraphs (1)(a)1, 2, 3, or 4 above, the transcript will be issued with an overlay which states that the student is not in good standing with the University.

(b) If the Dean of Students Office has placed a hold on the transcript of a student in accordance with paragraph (1)(a)5 above, the Dean of Students or designee will review the record to determine and decide whether the transcript will be issued with an overlay which states that the student currently is not in good standing with the University and to contact the Dean of Students Office for additional information.

(3) The Dean of Students Office has adopted the following Retention of Records Policy: Student conduct records will be maintained in the Dean of Students Office through the student's graduation from the University. In cases where the student does not graduate, the record will be maintained as long as the student remains eligible to re-enroll. In cases where a student goes directly from an undergraduate status to a graduate or professional status, the record will be maintained until completion of the graduate or professional degree. Student conduct records shall be retained for longer periods of time or permanently if the student was expelled, suspended or blocked from enrollment, was found responsible for a significant violation of the Student Honor Code, has a hold or an overlay, or in situations that may result in future litigation.

(4) The student conduct file of an accused student shall be destroyed within one calendar year if the student is found not responsible for violating the Student Conduct Code.

(5) Notwithstanding the foregoing, if during the year of the student's graduation, the student requests in writing that his or her conduct record be destroyed, and that student can demonstrate that he or she has applied to graduate, that record will be evaluated. The record will be destroyed provided the student committed only one Student Conduct Code violation and did not:

(a) violate the Student Honor Code;

(b) cause personal injury;

(c) cause significant property damage;

(d) commit a felony violation of a state controlled substance law;

(e) disrupt the orderly operation of the University;

(f) violate the firearm, explosives, dangerous chemicals, ammunition or weaponry regulations of the University; or

(g) rise to the level of magnitude, or impact of violations described in (a)-(f) above. The decision of the Dean of Students or designee on whether or not to destroy a disciplinary record under this section (5) is final and is not appealable.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.026.

6C1-4.051 Student Honor Code and Student Conduct Code: Victim Services for Students on Campus.
(1) The University values the dignity and safety of every individual on campus and encourages alleged victims of violence to report inappropriate behavior to the appropriate university offices, including the University Police and the Crime Victim Advocate. Alleged victims will be treated with dignity and compassion by University personnel and their privacy will be maintained, within the boundaries of the law. Alleged victims will be informed of their options within the criminal process and campus student conduct process, and may be accompanied by an advisor through any student conduct proceeding.

(2) Alleged victims will also be informed of campus and community resources to assist them in overcoming the incident and to proceed with their goals and responsibilities at the University. General campus services available to alleged victims of violence include: personal counseling and medical services; police assistance; and accommodations in academic and residence hall arrangements, when necessary.

(3) Alleged victims of violence where the act of violence is considered a violation or violations of the Student Conduct Code receive specific victim accommodations within the student conduct process. Acts of violence include sexual and physical assault, relationship/domestic violence, and stalking and harassment that include threats of violence.

(4) Alleged victims of violence may choose how to proceed within the student conduct process, although the University can proceed with conduct action without the victim's consent if the alleged behavior put others in reasonable fear of physical harm or created a hostile environment in which others are unable to conduct or participate in University work, education, research or other activities, or otherwise adversely affects the accused student's suitability as a member of the University Community. Alleged victims of violence whose cases are handled by the Office of Student Conduct and Conflict Resolution in an administrator or committee hearing are given various accommodations in the conduct process. Victim accommodations include:

(a) Being kept informed of the status of the case throughout the conduct process, including the final outcome of the process.

(b) Being accompanied by an advisor throughout the conduct process.

(c) In cases involving sexual assault, with the recommendation of a licensed mental health care provider, the alleged victim may provide hearing testimony from a separate room as long as it does not infringe upon the accused student's rights to question the witness.

(d) Submitting potential questions to the hearing authority prior to the hearing.

(e) Submitting a written impact statement to the hearing body after the finding of facts which shall be considered during sanctioning, should the accused student be found responsible for the violation.

(f) Having unrelated behavior excluded from the judicial hearing.

(g) Remaining present as an observer throughout the information gathering portion of the conduct hearing after his/her statement.

(g) Asking questions of the accused or other witnesses after their statements to the hearing body. These questions must be asked through the panel chair.

Specific Authority: BOG Resolution dated January 7, 2003.

History: New 9-24-08. Formerly 6C1-4.0163.

Part III: Abbreviated Compliance Certification

Section 13

Part III.13: Recruitment materials and presentations accurately represent the institution's practices and policies. *(Federal Requirement 4.6)*

✓ **Compliance** ___ **Non-Compliance**

The University of Florida affirms its compliance with Federal Requirement 4.6 and presents its evidence below.

Narrative:

The University of Florida does not produce or disseminate print recruitment materials for undergraduate programs. Instead, the Office of Admissions maintains a recruitment website (Appendix III.13.1) which is frequently updated. This office is responsible for the accuracy of these website materials. The Office of Admissions working with the Graduate School provides oversight for recruitment materials related to graduate programs.

The University of Florida Communications Network (Appendix III.13.2 and Appendix III.13.3) is a campus wide network of communications professionals who are responsible for assuring the accuracy of information about the UF and specific colleges and programs. The members of this network work together to develop and review all communications products. The UF's multiple and varied communications are targeted to a number of constituencies.

Quality, accuracy, and consistency of communication pieces regardless of medium are evaluated via feedback from the UFCN as well as other campus constituencies including students. There is close coordination between the Office of Academic Affairs and individual departments and colleges related to information presented in the graduate and undergraduate catalogs.

Several colleges and departments at the UF have joined the mainstream of social networking sites as a convenient way to connect with current students, potential students and alumni. Recognizing that there may be hazards to this type of communications the UFCN is working with the UF Legal Counsel to develop policies; and has named a social media committee to establish guidelines. To date, the guidelines have not been released.

Part III, Section 13: Appendices

- Appendix III.13.1: University of Florida Admissions
- Appendix III.13.2: University of Florida Communications Network (UFCN)
- Appendix III.13.3: UFCN Member List

Part III,
Section 13

Appendix 1

Why Choose UF?

UF offers more than 100 undergraduate majors, combined bachelor's/master's degree programs in 65 departments and more than 200 graduate degree programs. Tour UF on a visit to UF's beautiful Gainesville campus or take a virtual tour online.

Undergraduate Admissions

Outstanding students, faculty, programs, facilities and scholarship opportunities have made UF one of the nation's best universities, public or private, and one of the best deals.

The Office of Admissions provides information to high school students preparing for college, freshman candidates applying to UF and students who want to transfer to UF. **To apply online**, complete the application for undergraduate admission.

Graduate Admissions

The graduate admission process is coordinated by the graduate departments and the admissions office. Graduate application instructions and graduate resources provide the information needed to choose a degree program. **To apply online**, complete the application for graduate admission.

Already Applied?

Undergraduates can check their application status online; graduate applicants should contact their graduate departments.

While waiting for an admission decision, learn more about housing on campus, meal plans, computer requirements and scholarships and financial aid.

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UF UNIVERSITY of FLORIDA
The Foundation for The Gator Nation

Part III, Section 13

Appendix 2

University of Florida

UF Web with Google | Search

- News and Events
- Committees
- Creative Design Group
- Members
- Community Forum
- Resources
- Golden Gators
- Think Before You Ink
- Home

About the UFCN

The University of Florida Communications Network (UFCN) is made up of UF communicators including information officers, news writers, public relations professionals, publications and marketing professionals and others from across campus. By working together, the UFCN provides news and information about UF and enhances communications both within UF and with the university's critical publics. The network is charged with providing more efficient and effective communications, greater use of existing resources and enhanced public relations to strengthen the university.

Structure and Mission

Established in 1990, the UFCN has played an integral role in shaping UF communications. The organization is coordinated by UF's Office of University Relations and an advisory board chaired by the vice president for University Relations or by her/his designee. Members of the advisory board are appointed by and serve at the pleasure of the chair.

The mission of the UFCN is to enhance and maximize the overall communications efforts of the University of Florida, and to assist in the development and implementation of coordinated and consistent universitywide messages.

Goals

- To consistently communicate unified universitywide messages and initiatives to UF communicators
- To serve as a clearinghouse of time-

FEATURE

SEC Academic Network

Calling for video submissions. ESPN, in conjunction with the Southeastern Conference, has created an online network to enhance the image of the SEC...

LEARN MORE >>

FEATURE

UFCN Budget Presentation

Communications Reorganization Proposal

DOWNLOAD >>

EVENT

2009 Spring of Web

Spring of Web 2009 is a half-day conference created to bring the UF Web community together and back to Web basics. **RSVP Required**

LEARN MORE >>

EVENT

Creative Design Group (CDG)

The CDG meets to discuss projects that relate to web graphics, print graphics, motion graphics, video, marketing strategies, design theories, UI design and functionality, photography, and innovative thinking.

LEARN MORE >>

RESOURCES

Related Sites:

UF Identity Website
University Relations
UF Web Administration
gogatornation.com

Resources:

Service Providers
E-mail as Public Records
Writing Stylebook
UF PowerPoint Presentations

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critical messages on UF issues, incidents and plans

- To coordinate and promote professional training and development opportunities for its members
- To monitor and capitalize on shared resources and ideas among members to best serve UF's overall communications mission
- To maintain the highest professional standards and ethics, and promote a spirit of unity and pride among members

Projects

Review the current projects undertaken by the UFCN.

Action items

Current action items for each committee as it pertains to the project list.

UFCN Retreat Seminars

Download presentations from the 2009 UFCN Retreat.

LEARN MORE >>

FEATURE

Think Before You Ink

Reduce Costs and implement sustainable practices.

MORE >>

WHAT'S HAPPENING

Going Green

Paper Companies are providing ever more cost-effective green products.

MORE >>

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Part III, Section 13

Appendix 3

General Listing

(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)

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- Related Sites:
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  - University Relations
  - UF Web Administration
  - gogatornation.com
- Resources:
  - Service Providers
  - E-mail as Public Records
  - Writing Stylebook
  - UF PowerPoint Presentations
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UF UNIVERSITY of FLORIDA
The Foundation for The Gator Nation

Part III: Abbreviated Compliance Certification

Section 14

Part III.14: The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. (*Federal Requirement 4.7)* The institution audits financial aid programs as required by federal and state regulations. *(Comprehensive Standard 3.10.3)*

✓ Compliance ___ Non-Compliance

The University of Florida affirms its compliance with Federal Requirement 4.7 and Comprehensive Standard 3.10.3 and presents its evidence below.

Narrative:

The University of Florida complies with federal and state regulations regarding the conduct of audits on its financial aid operations. During the past three years, 2007-08, 2006-07, and 2005-06, UF has completed three federal A-133 audits and three State of Florida audits on the Bright Futures Program. Audits for the 2008-09 year are underway, but not completed. No federal or state audits have resulted in any negotiated settlement agreements. The U.S. Department of Education has not reported any delays or lack of response on the part of the University of Florida concerning federal award audit information.

Federal Audit Results (attached)

The 2007-08 audit had no findings related to financial aid. The formal notification to Governor Crist of the results of the OMB A-133 audit is attached as Appendix III.14.1.

The 2006-07 audit had one financial aid finding related to the same issue found in 2005-06. The solution put in place did not fully resolve the issue from the prior year audit. The audit finding is attached as Appendix III.14.2. The initial audit report is attached as Appendix III.14.3.

The 2005-06 audit had one financial aid finding questioning a cost of $1,953.89 concerning unclaimed checks. The audit finding and UF response is attached as Appendix III.14.4.

State Audit Results (attached)

The Florida Bright Futures Scholarship Program (Program) was established by the Florida Legislature to provide lottery-funded scholarships to reward Florida high school graduates who merit recognition of their academic achievement, and enroll in an eligible Florida public or private postsecondary educational institution within three years of high school graduation. The State of Florida periodically audits the Bright Futures Program.

Audits for the 2007-08, 2006-07, and 2005-06 years are attached as Appendix III.14.5, Appendix III.14.6, and Appendix III.14.7, respectively.

The University of Florida had no findings for any of the audit years on the Bright Futures Program. The Office of Student Financial Aid has been proactive in developing policies and procedures to govern aid awarding and dispersal. See Appendix III.14.8 for an example of policies and procedures related to one program, the Florida Opportunity Scholars Program.

Attachments

Federal

U.S. Department of Education single audit report for the State of Florida Universities and Community Colleges, 2007-08; no findings regarding financial aid for University of Florida. Full document available at http://www.myflorida.com/audgen/pages/summaries/2009-144.htm; Documentation of no findings on financial aid attached Appendix III.14.1.

U.S. Department of Education single audit report for the State of Florida Universities and Community Colleges, 2006-07; excerpted section for the University of Florida , pp. 204-206 , full document available at http://www.myflorida.com/audgen/pages/pdf_files/2008-141.pdf The description of the finding and UF's response is attached as Appendix III.14.2. The initial audit report is contained in Appendix III.14.3.

U.S. Department of Education single audit report for the State of Florida Universities and Community Colleges, 2005-06; excerpted section for the University of Florida , pp. 211-212 , full document available at http://www.myflorida.com/audgen/pages/pdf_files/2007-146.pdf#page=1 The description of the finding and UF's response is attached as Appendix III.14.4.

State Audits

Florida Bright Futures Scholarship Program 2007-08 (all Florida public universities and colleges), Appendix III.14.5.

Florida Bright Futures Scholarship Program 2006-07 (all Florida public universities and colleges), Appendix III.14.6.

Florida Bright Futures Scholarship Program 2005-06 (all Florida public universities and colleges), Appendix III.14.7.

Procedure Manual

The Florida Opportunity Scholars procedures manual is contained in Appendix III.14.8.

Part III, Section 14: Appendices

- Appendix III.14.1: 2007-08 OMB A-133 Audit Report
- Appendix III.14.2: 2006-07 OMB A-133 Results for UF
- Appendix III.14.3: 2006-07 OMB A-133 Audit Report
- Appendix III.14.4: 2005-06 OMB A-133 Audit Report
- Appendix III.14.5: Financial Aid Audit BF 2007-08
- Appendix III.14.6: Financial Aid Audit BF 2006-07
- Appendix III.14.7: Financial Aid Audit BF 2005-06
- Appendix III.14.8: Florida Opportunity Scholars Procedure Manual

Part III, Section 14

Appendix 1

September 2, 2009

Honorable Charles Crist
Governor of Florida
Office of the Governor
The Capital
Tallahassee, FL 32399-0001

CERTIFIED MAIL
RETURN RECEIPT REQUESTED
#70070710000333468821

RE: Audit Control Number (ACN): 04-2008-90317
FAC ACN: 04-2008-98953
State of Florida A-133 Audit

Dear Governor Crist:

The U.S. Department of Education (Department) has reviewed the single audit report of the ***State of Florida Universities and Community Colleges*** that relates to programs administered by the Department. This report, prepared by the Office of the Auditor General, State of Florida, in accordance with the Office of Management and Budget Circular A-133, covers the period July 1, 2007 through June 30, 2008. This letter advises the State of Florida of the Department's final audit determination concerning the portions of the audit report that relate to the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1070 et seq. (Title IV, HEA programs).

The Department has reviewed the corrective action plans and/or management's responses provided with the audit report. Enclosed is the Department's final audit determination for this audit. Although the enclosures to this letter may not address each of the auditor's findings, the ***State of Florida Universities and Community Colleges*** must take the necessary actions to correct all of the deficiencies noted in the audit report. Sections .315(b) and .320 (c) of OMB Circular A-133 require institutions to prepare and submit as part of the reporting package a *Summary Schedule of Prior Audit Findings* that reports the status of prior audit findings. In preparing that Schedule, institutions must comment on all actions taken to correct each finding noted in this audit report, including any action required in the enclosures to this letter.

The (29) following institutions have no deficiencies, or it has been determined that the findings cited in the audit have been satisfactorily resolved based on information provided by these institutions:

Brevard Community College
Broward College
Chipola College
Daytona State College
Florida Keys Community College
Florida Community College at Jacksonville
Florida State University
Gulf Coast Community College
Hillsborough Community College
Indian River Community College
Lake City Community College
Lake Sumter Community College
Manatee Community College
New College of Florida
North Florida Community College
Northwest Florida State College
Palm Beach Community College
Pasco Hernando Community College
Pensacola Junior College
Polk Community College
Santa Fe College
South Florida Community College
St. John's River Community College
Tallahassee Community College
Valencia Community College
University of Central Florida
University of Florida
University of South Florida
University of West Florida

Required actions for the ten (10) institutions outlined in the enclosure must be completed as specified under the final audit determination. Repayment Instructions for any liabilities owed are provided within this letter at the end of each institution's section.

Under 34 C.F.R. § 668.16, a participating Title IV institution must demonstrate that it is capable of properly administering the Title IV programs. The institution's inability or unwillingness to resolve a deficiency that has been previously identified in prior compliance audits may represent a lack of administrative capability on the part of the institution as well as a possible lack of control over Title IV funds. Several of the findings in the enclosure are repeat findings.

The ***State of Florida Universities and Community Colleges*** are advised that repeat findings in future audits or failure to satisfactorily resolve the findings of this audit may lead to an adverse administrative action. An adverse action may include the imposition of a fine, or the limitation,

suspension, or termination of the eligibility of the institution pursuant to 34 C.F.R. Part 668 Subpart G.

If any State of Florida institution elects to appeal to the Secretary of Education for a review of the monetary liabilities established by this final audit determination, the institution must file a written request for a hearing. The Department must receive the institution's request no later than 45 days from the date it receives this final audit determination letter. An original and four copies of the information must be attached to the institution's request. The request must be sent to:

Mary E. Gust, Director
Administrative Actions and Appeals Division
U.S. Department of Education
Federal Student Aid/PC/SEC
830 First Street, NE, UCP3, Room 84F2
Washington, DC 20002-8019

An institution's appeal request must: (1) indicate the findings, issues, and facts the institution disputes, (2) state the institution's position, together with pertinent facts and reasons supporting its position, (3) include any documentation to support its position, and (4) include a copy of this final audit determination letter.

The Department will schedule an administrative hearing in accordance with § 487(b)(2) of the HEA, 20 U.S.C. § 1094(b)(2). The procedures followed with respect to the institution's appeal are those provided at 34 C.F.R. Part 668, Subpart H.

Program records relating to the period covered by this audit must be retained until the later of: resolution of any loans, claims, or expenditures questioned in the audit, 34 C.F.R. § 668.24 (e)(3)(i), or the end of the retention period applicable to the record under 34 C.F.R. §§ 668.24 (e)(l) and (e)(2).

The ***State of Florida Universities and Community Colleges'*** continued cooperation throughout the audit review process is appreciated. If there are any questions about the review, please contact Lisa Lancaster at (404) 562-6299.

Sincerely,

Chris Miller

Chris Miller
Team Leader
School Participation Team SC - Atlanta

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Dr. Norman L. Stephens, Jr., President, South Florida Community College
Ms. Susie Johnson, Financial Aid Administrator, South Florida Community College
Dr. Joe H. Pickens, President, Saint Johns River Community College
Mr. John Bodiford, Financial Aid Administrator, Saint Johns River Community College
Dr. Carl M. Kuttler, Jr., President, Saint Petersburg College
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Dr. William D. Law, Jr., President, Tallahassee Community College
Mr. William K. Spiers, Jr., Financial Aid Administrator, Tallahassee Community College
Dr. John C. Hitt, President, University of Central Florida
Ms. Mary McKinney, Financial Aid Administrator, University of Central Florida
Dr. J. Bernard Machen, President, University of Florida
Ms. Karen L. Fooks, Financial Aid Administrator, University of Florida
Mr. John A. Delaney, President, University of North Florida
Ms. Anissa Cameron, Financial Aid Administrator, University of North Florida
Dr. Judy L. Genshaft, President, University of South Florida

Ms. Billie Jo Hamilton, Financial Aid Administrator, University of South Florida
Dr. Judith A. Bense, President, University of West Florida
Mrs. Cathy R. Brown, Financial Aid Administrator, University of West Florida
Dr. Sanford Shugart, President, Valencia Community College
Mr. Bradley Honious, Financial Aid Administrator, Valencia Community College
Mr. David W. Martin, CPA, State of Florida Auditor General

Part III, Section 14

Appendix 2

MARCH 2008 **REPORT NO. 2008-141**

AUDITOR GENERAL

DAVID W. MARTIN, CPA

STATE OF FLORIDA

COMPLIANCE AND INTERNAL CONTROLS OVER FINANCIAL REPORTING AND FEDERAL AWARDS

In Accordance With OMB Circular A-133

For the Fiscal Year Ended June 30, 2007

U.S. DEPARTMENT OF EDUCATION

Finding Number	**FA 07-082**
CFDA Number	84.007, 84.032, 84.033, 84.038, 84.063, 84.268, 84.375, and 84.376
Program Title	**Student Financial Assistance Cluster (SFA)** Federal Supplemental Educational Opportunity Grants (FSEOG) Federal Family Education Loans (FFEL) Federal Work-Study (FWS) Federal Perkins Loan Program (FPL) Federal Pell Grant Program (PELL) Federal Direct Student Loans (FDSL) Academic Competitiveness Grants (ACG) National Science and Mathematics Access to Retain Talent Grant (SMART)
Compliance Requirement	Cash Management – Prohibition on Escheating of Title IV Higher Education Act (HEA) Funds
State Educational Entity	**Various**
Finding Type	Material Noncompliance and Significant Deficiency Questioned Costs - $22,578.89 (PELL)

Finding

Six institutions had not established adequate procedures to ensure the timely return of unclaimed Title IV HEA funds to applicable Federal programs and lenders. Additionally, two institutions did not accurately state the status of a similar finding in the Summary Schedule of Prior Audit Findings (SSPAF).

Criteria

34 CFR 668 Subpart K, *Cash Management*, and FSA Handbook Volume 4 Chapter 3 (2006-07), *Requesting and Managing FSA Funds*

According to the U.S. Department of Education, institutions are prohibited from allowing Title IV HEA funds to revert (or "escheat") to a third-party, State, or institutional coffers, and Florida institutions must return unclaimed Title IV HEA funds no later than 180 days after checks containing such funds are written. Institutions are responsible for making sure that Title IV HEA funds are used only for the educational purposes for which they are intended.

OMB Circular A-133, Section.500(e), *Audit Follow-up*

Effect

The institutions may be allowing Title IV HEA funds to be used for purposes other than that for which they are intended. Also, inaccurate responses on the SSPAF may result in incorrect decisions by the Federal awarding agency.

Florida International University (FIU)

Prior Year Finding

Report No. 2007-146, Finding No. FA 06-084

Condition

In our report No. 2007-146, finding No. FA 06-084, we noted that the institution did not have adequate procedures to prevent Title IV HEA funds from escheating to a third-party, State, or institutional coffers, and we identified $18,074.19 that the institution subsequently returned to applicable Federal programs and lenders. During our current audit, we were advised by institution personnel that the institution was revising its procedures, but the new procedures were not completely implemented by June 30, 2007.

Cause

The institution needed additional time to complete the implementation of new procedures to ensure the timely return of unclaimed Title IV HEA funds to applicable Federal programs and lenders.

Recommendation

The institution should continue its efforts to implement revised procedures to ensure that unclaimed Title IV HEA funds contained in checks that remain unnegotiated for 180 days after the dates the checks are written are promptly

returned to applicable Federal programs and lenders.

Auditor General Contact and Telephone Number

Ted Sauerbeck, CPA, Audit Manager
tedsauerbeck@aud.state.fl.us
(850) 487-4468

FIU Response and Corrective Action Plan

Procedures have been established to provide the financial aid department with outstanding checks on a monthly basis. Once this list is received, financial aid staff is committed to reviewing the items on the Federal Title IV programs and taking the appropriate action, including returning funds.

FIU Contact and Telephone Number

Izhar Haq, Associate Controller
(305) 348-2098

Francisco Valines, Director for Financial Aid
(305) 348-2333

Estimated Corrective Action Date

February 2008

Florida State University (FSU)

Prior Year Finding

Report No. 2007-146, Finding No. FA 06-084

Condition

Our review of unnegotiated checks issued during the 2006-07 fiscal year disclosed that for 17 of 20 unclaimed checks tested, $32,951.80 ($6,901.83 FFEL subsidized, $21,569.11 FFEL unsubsidized, $2,860 FFEL PLUS, and $1,620.86 PELL) of Title IV HEA funds had not been timely returned to applicable Federal programs or lenders. The Title IV HEA funds contained in these checks were returned 190 to 264 days after the checks were written.

A similar finding was noted in report No. 2007-146, finding No. FA 06-084, for which the institution, in the 2006-07 fiscal year SSPAF, stated that the finding had been fully corrected as of June 30, 2007. However, as noted in the previous paragraph, the institution still had not established adequate procedures to timely identify unnegotiated checks containing Title IV HEA funds and return such funds to applicable Federal programs or lenders within 180 days of the checks being written.

Cause

The institution had not established adequate procedures to timely identify unnegotiated checks containing Title IV HEA funds and return such funds to applicable Federal programs or lenders within 180 days of the checks being written. The institution considered checks as negotiable until one year old, which is not consistent with USED guidelines.

Recommendation

The institution should revise its procedures to ensure that unclaimed Title IV HEA funds are promptly returned to applicable Federal programs or lenders within 180 days after the dates the checks are written. Also, the institution should accurately report the status of prior year findings on the SSPAF.

Auditor General Contact and Telephone Number

Ted Sauerbeck, CPA, Audit Manager
tedsauerbeck@aud.state.fl.us
(850) 487-4468

FSU Response and Corrective Action Plan

Florida State University is revising its procedures to comply with U.S. Department of Education regulations published in the Federal Register on November 1, 2007. The regulation establishes that the University has 240 days after the dates the checks are written to return unclaimed funds to the applicable Federal program. The regulation resolves any further difference in interpretation of time frames to return such funds. As for prior year findings, a letter of final determination from U.S. DOE was provided with support documentation. There has been no other response from U.S. DOE.

FSU Contact and Telephone Number	Michael Williams (850) 644-7351
Estimated Corrective Action Date	July 1, 2008

University of Florida (UF)

Prior Year Finding	Report No. 2007-146, Finding No. 06-084
Condition	The institution did not have adequate procedures to identify nonnegotiated checks containing Title IV HEA funds and return such funds to applicable Federal programs within 180 days.
Cause	The institution had established procedures to identify nonnegotiated checks containing Title IV HEA program funds and to either apply those funds to the student's account for debts incurred in the term of award or return the funds to the applicable program; however, those procedures mandated the return of funds to applicable programs after 12 months, not the required 180 days. The institution revised its checks to indicate "void after 180 days" instead of 12 months effective for checks issued after October 1, 2006, and revised its policies and procedures accordingly to identify checks that remain unnegotiated for 180 days after the dates the checks are written. However, the new policies and procedures were not in effect for the entire 2006-07 fiscal year, and the previous checks issued with "void after 12 months" could not be recalled and will be negotiable and honored for one year, thus preventing the institution from returning unclaimed Title IV HEA funds contained in such checks to applicable programs within 180 days. After September 2007, the institution should be in compliance.
Recommendation	The institution should ensure its revised procedures are implemented as planned to ensure that unclaimed Title IV HEA funds contained in checks that remain unnegotiated for 180 days after the dates the checks are written are promptly returned to applicable Federal programs.
Auditor General Contact and Telephone Number	Ted Sauerbeck, CPA, Audit Manager tedsauerbeck@aud.state.fl.us (850) 487-4468
UF Response and Corrective Action Plan	As of October 1, 2007, the University began using check stock negotiable for up to 180 days. For the 2007-08 fiscal year, the new check stock will be used and the procedures to return the funds shortly after 180 days will be implemented; therefore, the University will be current in regard to returning funds to the applicable Federal programs. The University completed work on the prior years' outstanding checks to return applicable funds to the appropriate Federal programs. The last student financial aid checks with a negotiable timeframe of one year ceased to be negotiable on September 30, 2007.
UF Contact and Telephone Number	Michael V. McKee, Assistant Vice President and University Controller (352) 392-1321
Estimated Corrective Action Date	October 1, 2007

Florida Community College at Jacksonville (FCCJ)

Prior Year Finding	Report No. 2007-146, Finding No. 06-084
Condition	In our report No. 2007-146, finding No. FA 06-084, we noted that the institution did not have adequate procedures to ensure that Title IV HEA funds did not escheat to a third-party, State, or institutional coffers, and we identified $6,034.37 that the institution subsequently returned to applicable Federal programs and lenders. During our current audit, we were advised by institution personnel that the institution was revising its procedures, but the new procedures were not completely implemented by June 30, 2007.

Part III, Section 14

Appendix 3

November 6, 2008

Honorable Charles Crist
Governor of Florida
Office of the Governor
The Capital
Tallahassee, FL 32399-0001

CERTIFIED MAIL
RETURN RECEIPT REQUESTED
#7007 0710 0003 3346 8739

Ref: Audit Control Number (ACN): 04-2007-83685
FAC ACN: 04-2007-89038
State of Florida A-133 Audit

Dear Governor Crist:

The U.S. Department of Education (Department) has reviewed the single audit report of the ***State of Florida Universities and Community Colleges*** that relates to programs administered by the Department. This report, prepared by the Office of the Auditor General, State of Florida, in accordance with the Office of Management and Budget Circular A-133, covers the period July 1, 2006 through June 30, 2007. This letter advises the State of Florida of the Department's final audit determination concerning the portions of the audit report that relate to the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1070 et seq. (Title IV, HEA programs).

The Department has reviewed the corrective action plans and/or management's responses provided with the audit report. Enclosed is the Department's final audit determination for this audit. Although the enclosures to this letter may not address each of the auditor's findings, the ***State of Florida Universities and Community Colleges*** must take the necessary actions to correct all of the deficiencies noted in the audit report. Sections .315(b) and .320 (c) of OMB Circular A-133 require institutions to prepare and submit as part of the reporting package a *Summary Schedule of Prior Audit Findings* that reports the status of prior audit findings. In preparing that Schedule, institutions must comment on all actions taken to correct each finding noted in this audit report, including any action required in the enclosures to this letter.

Required actions for 16 institutions outlined in the enclosure must be completed as specified under the final audit determination. Repayment Instructions for any liabilities owed are provided within this letter at the end of each institution's section.

The (23) following institutions have no deficiencies or it has been determined that the findings cited in the audit have been satisfactorily resolved based on information provided by these institutions:

Brevard Community College
Broward Community College
Central Florida Community College
Chipola College
Daytona State College
Florida Atlantic University
Florida Keys Community College
Gulf Coast Community College
Hillsborough Community College
Indian River Community College
Lake City Community College
Lake Sumter Community College
Manatee Community College
North Florida Community College
Okaloosa-Walton College
Pasco Hernando Community College
Pensacola Junior College
Santa Fe Community College
South Florida Community College
Tallahassee Community College
University of North Florida
University of South Florida
University of West Florida

The *State of Florida Universities and Community Colleges* are advised that repeat findings in future audits or failure to satisfactorily resolve the findings of this audit may lead to an adverse administrative action. An adverse action may include the imposition of a fine, or the limitation, suspension, or termination of the eligibility of the institution pursuant to 34 C.F.R. Part 668 Subpart G.

If any State of Florida institution elects to appeal to the Secretary of Education for a review of the monetary liabilities established by this final audit determination, the institution must file a written request for a hearing. The Department must receive the institution's request no later than 45 days from the date it receives this final audit determination letter. An original and four copies of the information must be attached to the institution's request. The request must be sent to:

Mary E. Gust, Director
Administrative Actions and Appeals Division
U.S. Department of Education
Federal Student Aid/PC/SEC
830 First Street, NE, UCP3, Room 84F2
Washington, DC 20002-8019

An institution's appeal request must: (1) indicate the findings, issues, and facts the institution disputes, (2) state the institution's position, together with pertinent facts and reasons supporting its position, (3) include any documentation to support its position, and (4) include a copy of this final audit determination letter.

The Department will schedule an administrative hearing in accordance with § 487(b)(2) of the HEA, 20 U.S.C. § 1094(b)(2). The procedures followed with respect to the institution's appeal are those provided at 34 C.F.R. Part 668, Subpart H.

Program records relating to the period covered by this audit must be retained until the later of: resolution of any loan, claim or expenditures questioned in the audit, 34 C.F.R. § 668.24(e)(3)(i), or the end of the retention period applicable to the record under 34 C.F.R. §§ 668.24(e)(1) and (e)(2).

The ***State of Florida Universities and Community Colleges'*** continued cooperation throughout the audit review process is appreciated. If there are any questions about the review, please contact Lisa Lancaster at (404) 562-6299.

Sincerely,

Chris Miller

Chris Miller
Team Leader
School Participation Team SC - Atlanta

Enclosure(s)

cc: Dr. James A. Drake, President, Brevard Community College
Ms. Indira Dzadovsky, Financial Aid, Brevard Community College
Chancellor J. David Armstrong, Jr., President, Broward Community College
Ms. Marcia Conliffe, Financial Aid Administrator, Broward Community College
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Mr. Walter Fleming, Financial Aid Administrator, Central Florida Community College

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Ms. Janice B. Nowak, Chief Financial Officer, University of North Florida
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Dr. Sanford Shugart, President, Valencia Community College
Mr. Bradley Honious, Financial Aid Administrator, Valencia Community College
Mr. David W. Martin, CPA, State of Florida Auditor General

INSTITUTION: UNIVERSITY OF FLORIDA

OPE ID: 00153500

FINDING: FA 07-082, Cash Management — Unclaimed Funds, Page 200

The audit of the previous year reported that the institution did not have adequate procedures to ensure the timely return of unclaimed Title IV funds to applicable Federal programs or lenders. The current audit reports that the institution's new procedures to correct this issue were not in effect for the 2006-07 year.

FINAL AUDIT DETERMINATION:

Per 34 C.F.R. §§ 668.161, 668.164 (e) and 668.165 (b): Effective July 1, 2008, an institution must return to the Secretary, lender, or guaranty agency, any Title IV funds that it attempts to disburse directly to a student or parent but the student or parent does not receive or negotiate those funds. (For Federal Work Study [FWS] funds, the institution is required to return only the Federal portion of the payroll disbursement amount.) **An institution must return unclaimed funds no later than 240 days after the date it issued the original check as follows:**

- *If* an institution disburses a check and the check is not cashed, the institution must return the funds no later than 240 days after the date it issued the (original) check.
- *If* a check is returned to the institution as "undeliverable" to the student, or an EFT (electronic funds transfer) is rejected, the institution may make additional attempts to disburse the funds, provided that those attempts are made within 45 days after the funds were returned or rejected. If the institution does not make another attempt, the funds must be returned before the end of this 45 day period.
- *In all cases*, the institution must cease additional attempts and return the funds to the Department (or lender) no later than 240 days after the date it initially attempted to disburse those funds.

The institution's corrective action plan reported that for the 2007-08 year, new checks will be used and the procedures to return the funds shortly after 180 days will be implemented.

As noted above, effective July 1, 2008, an institution must return unclaimed funds to the applicable Title IV no later than 240 days after the date it issued the original check.

Assuming this is not repeated in the future, this finding is closed.

Part III, Section 14

Appendix 4

April 28, 2008

Honorable Charles Crist
Governor of Florida
Office of the Governor
The Capital
Tallahassee, FL 32399-0001

CERTIFIED MAIL
RETURN RECEIPT REQUESTED
7077 0710 0003 3344 6256

Ref: Audit Control Number (ACN): 04-2006-72991
FAC ACN: 04-2006-78273
State of Florida A-133 Audit

Dear Governor Crist:

The U.S. Department of Education (Department) has reviewed the single audit report of the ***State of Florida Universities and Community Colleges*** that relates to programs administered by the Department. This report, prepared by the Office of the Auditor General, State of Florida, in accordance with the Office of Management and Budget Circular A-133, covers the period July 1, 2005 through June 30, 2006. This letter advises the State of Florida of the Department's final audit determination concerning the portions of the audit report that relate to the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §§ 1070 et seq. (Title IV, HEA programs).

The Department has reviewed the corrective action plans and/or management's responses provided with the audit report. Enclosed is the Department's final audit determination for this audit. Although the enclosures to this letter may not address each of the auditor's findings, the ***State of Florida Universities and Community Colleges*** must take the necessary actions to correct all of the deficiencies noted in the audit report. Sections .315(b) and .320 (c) of OMB Circular A-133 require institutions to prepare and submit as part of the reporting package a *Summary Schedule of Prior Audit Findings* that reports the status of prior audit findings. In preparing that Schedule, institutions must comment on all actions taken to correct each finding noted in this audit report, including any action required in the enclosures to this letter.

Required actions for 29 institutions outlined in the enclosure must be completed as specified under the final audit determination. Repayment Instructions for any liabilities owed are provided within this letter at the end of each institution's section.

The (ten) following institutions have no deficiencies or it has been determined that the findings cited in the audit have been satisfactorily resolved based on information provided by these institutions:

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Chipola College
Daytona Beach Community College
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Pasco Hernando Community College
Pensacola Junior College
South Florida Community College

The ***State of Florida Universities and Community Colleges*** are advised that repeat findings in future audits or failure to satisfactorily resolve the findings of this audit may lead to an adverse administrative action. An adverse action may include the imposition of a fine, or the limitation, suspension, or termination of the eligibility of the institution pursuant to 34 C.F.R. Part 668 Subpart G.

If any State of Florida institution elects to appeal to the Secretary of Education for a review of the monetary liabilities established by this final audit determination, the institution must file a written request for a hearing. The Department must receive the institution's request no later than 45 days from the date it receives this final audit determination letter. An original and four copies of the information must be attached to the institution's request. The request must be sent to:

Mary E. Gust, Director
Administrative Actions and Appeals Division
U.S. Department of Education
Federal Student Aid/PC/SEC
830 First Street, NE, UCP3, Room 84F2
Washington, DC 20002-8019

An institution's appeal request must: (1) indicate the findings, issues, and facts the institution disputes, (2) state the institution's position, together with pertinent facts and reasons supporting its position, (3) include any documentation to support its position, and (4) include a copy of this final audit determination letter.

The Department will schedule an administrative hearing in accordance with § 487(b)(2) of the HEA, 20 U.S.C. § 1094(b)(2). The procedures followed with respect to the institution's appeal are those provided at 34 C.F.R. Part 668, Subpart H.

Program records relating to the period covered by this audit must be retained until the later of: resolution of any loan, claim or expenditures questioned in the audit, 34 C.F.R. § 668.24(e)(3)(i), or the end of the retention period applicable to the record under 34 C.F.R. §§ 668.24(e)(l) and (e)(2).

The ***State of Florida Universities and Community Colleges'*** continued cooperation throughout the audit review process is appreciated. If there are any questions about the review, please contact Lisa Lancaster at (404) 562-6299.

Sincerely,

Chris Miller
Team Leader
School Participation Team SC - Atlanta

Enclosure(s)

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Dr. Jackson N. Sasser, President, Santa Fe Community College
Ms. Peggy Werts, Financial Aid Administrator, Santa Fe Community College
Dr. E. Ann McGee, President, Seminole Community College
Mr. Robert Lynn, Financial Aid Administrator, Seminole Community College

INSTITUTION: **UNIVERSITY OF FLORIDA**

OPE ID: **00153500**

FINDING: **FA 06-084, Cash Management—Unclaimed Funds, Page 213**

Between November 2004 and March 2005 the institution issued 11 unclaimed checks that contained Title IV funds totaling $1,954. These checks were returned to the applicable federal programs from 14 to 15 months after they were written. Additionally, the April 2006 list contained approximately $62,000 in checks that were unclaimed for over 180 days. The institution had not made a determination as to whether the checks included Title IV funds to be returned to federal programs.

This is a repeat finding from the audit for the year ending June 30, 2005.

FINAL AUDIT DETERMINATION:

Per 34 C.F.R. §§ 668.161, 668.164 (e) and 668.165 (b), cash management regulations establish rules and procedures under which Title IV institutions request, maintain, disburse, and otherwise manage funds. Title IV program funds are awarded to students to pay current year charges; therefore, notwithstanding an authorization obtained by a school from a student or parent, an institution must pay—

- Any remaining balance on loan funds by the end of the loan period, and,
- Any other remaining programs funds by the end of the last payment period in the award year for which they were awarded.

If an institution looses contact with a student who is due a credit balance, it must use all reasonable means to locate the student. If, after several attempts, it is still unable to locate or contact the student, an institution must have a procedure to insure that funds do not go to an unintended third-party (or escheat to the state). If a check or an EFT (electronic funds transfer) is returned to an institution as undeliverable (unclaimed) and the institution has determined that there is little likelihood of being able to contact the student in a reasonable timeframe, the institution must return the funds to the appropriate Title IV program(s) and/or lender as soon as possible.

Until regulations for returning unclaimed funds were published on November 1, 2007 (34 C.F.R. § 668.164 [h]), institutions (and auditors) relied on guidance published in the Department's Blue Book and/or The Federal Student Aid Handbook. Both publications indicated that unclaimed funds should be returned to the Title IV programs at about the point in time when a check to a student would cease to be negotiable under state law, usually 180 days. **However, section 668.164 (h) of the General Provisions regulations has been implemented to make clear the timeframe, and process for returning Title IV funds when unclaimed by the recipient.**

Effective July 1, 2008 (or sooner if an institution chooses to implement), an institution must return to the Secretary, lender, or guaranty agency, any Title IV funds that it attempts to disburse directly to a student or parent but the student or parent does not receive or negotiate those funds. (For Federal Work Study [FWS] funds, the institution is required to return only the Federal portion of the payroll disbursement amount.) An institution must return unclaimed funds no later than 240 days after the date it issued the original check as follows:

- *If* an institution disburses a check and the check is not cashed, the institution must return the funds no later than 240 days after the date it issued the (original) check.
- *If* a check is returned to the institution as "undeliverable" to the student (or an EFT is rejected), the institution may make additional attempts to disburse the funds, provided that those attempts are made within 45 days after the funds were returned or rejected. If the institution does not make another attempt, the funds must be returned before the end of this 45 day period.
- *In all cases*, the institution must cease additional attempts and return the funds to the Department (or lender) no later than 240 days after the date it initially attempted to disburse those funds.

The response to this finding reported that of the $62,000 from the April 2006 list, $11,137 was unclaimed Title IV funds related to the 2005-2006 award year. The funds were appropriately returned to the Federal Direct Loan, Pell Grant and Supplemental Education Opportunity Grant programs. Additional unclaimed funds in the amount of $1,076 were identified and returned to the Pell Grant program on August 27, 2007. No funds from the 2005-2006 award year remain unclaimed

No further action is required at this time. This finding is closed.

Part III, Section 14

Appendix 5

REPORT NO. 2009-206
MAY 2009

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

Operational Audit

For the Fiscal Year Ended
June 30, 2008

STATE OF FLORIDA
AUDITOR GENERAL
DAVID W. MARTIN, CPA

The audit was supervised by David T. Ward, CPA. Please address inquiries regarding this report to Ted J. Sauerbeck, CPA, Audit Director, by e-mail at tedsauerbeck@aud.state.fl.us or by telephone at (850) 487-4468.

This report and other reports prepared by the Auditor General can be obtained on our Web site at www.myflorida.com/audgen; by telephone at (850) 487-9024; or by mail at G74 Claude Pepper Building, 111 West Madison Street, Tallahassee, Florida 32399-1450.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

SUMMARY

Our audit to determine the extent to which Florida's public universities and community colleges (institutions) implemented procedures to administer the Florida Bright Futures Scholarship Program for the fiscal year ended June 30, 2008, disclosed the following:

Finding No. 1: One institution did not always demonstrate compliance with State Board of Education Rule 6A-10.044, Florida Administrative Code, documentation requirements for students classified as "All Florida" residents.

Finding No. 2: One institution allowed nine students to receive $2,056.61 of Program funds for remedial or college-preparatory coursework, contrary to Section 1009.53(10), Florida Statutes.

Finding No. 3: Overawards totaled $43,140 for 2,157 students at one institution.

BACKGROUND

The Florida Bright Futures Scholarship Program (Program) was established by the Florida Legislature to provide lottery-funded scholarships to reward Florida high school graduates who merit recognition of their academic achievement, and enroll in an eligible Florida public or private postsecondary educational institution within three years of high school graduation. The Program is the umbrella program for State-funded scholarships based on academic achievement of high school students. The Program consists of three types of awards, the Florida Academic Scholarship, the Florida Medallion Scholarship, and the Florida Gold Seal Vocational Scholarship.

During the 2007-08 fiscal year, disbursements of awards from the Program to students enrolled in Florida's public universities and community colleges were $283,453,211 and $54,525,265, respectively, for a total of $337,978,476. A summary of advances and disbursements by university and college (institution) is presented as Exhibit A.

The Florida Department of Education (DOE) determines student eligibility for awards. Students must meet general criteria to qualify for any of the types of scholarship awards from the Program. In addition to the general criteria, each of the three scholarship awards within the Program has specific criteria that must be met. After initial qualification for an award, students must continue to meet the eligibility criteria for renewal awards. Criteria to be met include achieving and maintaining specified grade point averages, and completing at least 12 semester credit hours in the last academic year in which the student earned a scholarship.

DOE is responsible for administering the Program disbursement and reconciliation process. Each term, DOE provides a list of eligible students to the institutions and advances scholarship moneys to the institutions for disbursement to the students who enroll at that institution. The institutions are required to verify that the student has enrolled in the required number of hours to receive the scholarship, calculate the amount of the disbursement based on the type of scholarship for which the student was eligible, and disburse the money to the student. Any moneys not disbursed to eligible students must be returned to DOE within 60 days after the end of regular registration. The institutions are also required to report disbursements, enrolled hours, earned hours, and grade point averages to DOE.

FINDINGS AND RECOMMENDATIONS

Finding No. 1: Residency Requirements

To be eligible for an initial Program award, Section 1009.531(1)(a), Florida Statutes, requires that a student be a Florida resident as defined by Section 1009.40, Florida Statutes, and the rules of the State Board of Education (SBE).

SBE Rule 6A-10.044, Florida Administrative Code, establishes the documentation requirements for determining the classification or reclassification of students as Florida residents for tuition purposes. This Rule provides that student applicants who meet certain criteria shall be initially classified as "All Florida" residents for tuition purposes. For such students, the student or student's mother, father, or legal guardian claiming Florida residence must provide written or electronic verification that he or she has been issued two of the following three Florida documents that are dated more than 12 months old: a voter's registration, a driver's license, or a vehicle registration. Adequate documentation of Florida residency status is important to ensure the proper assessment and collection of student tuition and fees.

Our audit disclosed that most institutions documented that students classified as "All Florida" (or their mother, father, or legal guardian, if applicable) had been issued two of the three specified documents by requiring them to sign an affidavit including information such as the voter's registration number, driver's license number, or vehicle registration number. However, for Edison State College, our test of 30 students disclosed 6 students classified as "All Florida" residents for which there was no, or inadequate, documentation evidencing that the students (or their mother, father, or legal guardian, if applicable) had been issued two of the three specified documents. One student's application/affidavit could not be located, and the other 5 students' applications/affidavits only referenced one document.

Recommendation: The institution noted above should ensure that all students classified as "All Florida" residents provide evidence that they (or their mother, father, or legal guardian, if applicable) have been issued two of the three specified documents required to evidence Florida residency.

Finding No. 2: Remedial or College-Preparatory Coursework

Section 1009.53(10), Florida Statutes, provides that Program funds may not be used to pay for any remedial or college-preparatory coursework. Our audit disclosed that most institutions complied with the requirements of Section 1009.53(10), Florida Statutes. However, for Florida Keys Community College, our test of 30 students disclosed 5 students that received Program funds for remedial or college-preparatory coursework taken. In response to our inquiry, College personnel indicated that this was the result of an error in the financial aid system, that their subsequent review disclosed that a total of 9 students received Program funds totaling $2,056.61 for remedial or college-preparatory coursework for the 2007-08 fiscal year, and that this amount would be refunded to DOE.

Recommendation: The institution noted above should ensure that students do not receive funding from the Program for remedial and college-preparatory coursework.

Finding No. 3: Overawards

Sections 1009.534(2), 1009.535(2), and 1009.536(2), Florida Statutes, provide for the Florida Academic Scholars Award, Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award, respectively. For the Florida Academic Scholars Award, qualifying students receive 100 percent of tuition and fees plus an annual

allowance of $600 for college-related expenses. For the Florida Medallion Scholars Award, qualifying students receive 75 percent of tuition and fees enrolled in a state university, or 100 percent of tuition and fees enrolled in a community college, and for the Florida Gold Seal Vocational Scholars Awards, qualifying students receive 75 percent of tuition and fees.

Our audit disclosed that most institutions properly calculated Program awards. However, our review disclosed overawards totaling $43,140 for 2,157 students at Manatee Community College. These overawards resulted because the institution improperly used Program funds to pay certain fees (a ten dollar documentation fee and a ten dollar web access fee) that were not authorized to be paid from Program funds because they are charged to all students that attend the College, and do not directly relate to a specific course. This was contrary to DOE's Office of Student Financial Assistance, State Scholarship & Grant Programs Policy and Procedural Guide, Fee Policy.

Recommendation: The institution noted above should ensure that Program funds are only used to pay fees as authorized in the Office of Student Financial Assistance, State Scholarship & Grant Programs Policy and Procedural Guide, Fee Policy.

PRIOR AUDIT FOLLOW-UP

Except as discussed in the preceding paragraphs, universities and colleges had taken corrective actions for findings included in our report No. 2008-198.

OBJECTIVES, SCOPE, AND METHODOLOGY

The Auditor General conducts operational audits of governmental entities to provide the Legislature, Florida's citizens, public entity management, and other stakeholders unbiased, timely, and relevant information for use in promoting government accountability and stewardship and improving government operations.

We conducted this operational audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provided a reasonable basis for our findings and conclusions based on our audit objectives.

This audit focused on the administration of the Program by Florida's 11 public universities and 28 colleges for the fiscal year ended June 30, 2008. The objectives of this audit were to: (1) obtain an understanding and make overall judgements as to whether the universities' and colleges' internal controls promoted and encouraged administration of Program moneys in accordance with applicable laws, rules, and other guidelines relating to the program; proper accounting for moneys received and distributed through the Program; the reliability of financial records and reports; and the safeguarding of assets relating to the Program; (2) evaluate management's performance in these areas; and (3) determine whether the universities and colleges had taken corrective actions for findings included in our report No. 2008-198.

The scope of this operational audit is described in Exhibit B. Our audit included examinations of various records and transactions (as well as events and conditions) relating to the Program that occurred during the 2007-08 fiscal year.

Our audit methodology included obtaining an understanding of the internal controls by interviewing the universities' and colleges' personnel and, as appropriate, performing a walk-through of relevant internal controls through observation and examination of supporting documentation and records. Additional audit procedures applied to

determine that internal controls were working as designed, and to determine the universities' and colleges' compliance with the above-noted audit objectives, are described in Exhibit B. Specific information describing the work conducted to address the audit objectives is also included in the individual findings.

AUTHORITY

Pursuant to Section 1009.53(5)(c), Florida Statutes, the Auditor General conducts an annual audit of each public university and college that receives moneys through the Florida Bright Futures Scholarship Program. Pursuant to the provisions of Section 11.45, Florida Statutes, I have directed that this report be prepared to present the results of our operational audit.

David W. Martin, CPA
Auditor General

MANAGEMENT RESPONSES

The institutions' management responses are included as Exhibit C.

EXHIBIT A
FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM
STATE UNIVERSITY AND COLLEGES
SUMMARY OF ADVANCES AND DISBURSEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

Institution (1)	Advances From Department	Disbursements Scholarship Awards to Students	Disbursements Refunds to Department	Disbursements Total Disbursements	
Florida Agricultural and Mechanical University	$ 3,036,141	$ 2,874,738	$ 161,344	$ 3,036,082	(2)
Florida Atlantic University	11,929,754	11,838,928	90,826	11,929,754	
Florida Gulf Coast University	8,168,809	8,165,363	3,446	8,168,809	
Florida International University	20,197,339	19,845,833	351,268	20,197,101	(3)
Florida State University	50,607,062	49,933,207	673,855	50,607,062	
New College of Florida	2,123,120	2,012,842	110,278	2,123,120	
University of Central Florida	54,885,019	54,885,019		54,885,019	
University of Florida	81,095,822	78,181,770	2,914,052	81,095,822	
University of North Florida	13,925,222	13,752,864	172,358	13,925,222	
University of South Florida	35,753,116	34,974,158	778,958	35,753,116	
University of West Florida	7,036,640	6,988,489	48,186	7,036,675	(4)
Total Public State Universities	288,758,044	283,453,211	5,304,571	288,757,782	
Brevard Community College	2,854,913	2,854,011	902	2,854,913	
Broward College	2,714,489	2,636,517	79,614	2,716,131	(5)
Central Florida Community College	1,575,685	1,575,685		1,575,685	
Chipola College	734,805	707,658	27,147	734,805	
Daytona State College	2,262,111	2,259,709	2,402	2,262,111	
Edison State College	1,471,339	1,456,215	15,124	1,471,339	
Florida Community College at Jacksonville	2,540,697	2,538,412	2,285	2,540,697	
Florida Keys Community College	100,293	99,990	303	100,293	
Gulf Coast Community College	1,344,822	1,342,876	1,946	1,344,822	
Hillsborough Community College	2,822,730	2,819,261	2,582	2,821,843	(6)
Indian River State College	1,826,411	1,825,297	1,114	1,826,411	
Lake City Community College	625,272	624,622	650	625,272	
Lake-Sumter Community College	984,282	984,249	33	984,282	
Manatee Community College	2,063,500	2,063,500		2,063,500	
Miami Dade College	3,481,901	3,485,172		3,485,172	(7)
North Florida Community College	229,653	219,769	9,884	229,653	
Northwest Florida State College	1,412,477	1,412,477		1,412,477	
Palm Beach Community College	2,079,115	2,078,584	531	2,079,115	
Pasco-Hernando Community College	1,260,531	1,256,000	4,531	1,260,531	
Pensacola Junior College	2,134,343	2,131,419	2,924	2,134,343	
Polk Community College	1,297,589	1,297,589		1,297,589	
St. Johns River Community College	1,023,583	1,023,583		1,023,583	
St. Petersburg College	3,200,903	3,200,903		3,200,903	
Santa Fe College	5,110,094	5,089,691	20,403	5,110,094	
Seminole Community College	1,794,787	1,793,057	1,730	1,794,787	
South Florida Community College	462,691	462,548	143	462,691	
Tallahassee Community College	2,262,902	2,259,643	3,259	2,262,902	
Valencia Community College	5,035,598	5,026,828	8,770	5,035,598	
Total Public Colleges	54,707,516	54,525,265	186,277	54,711,542	
Total	$ 343,465,560	$ 337,978,476	$ 5,490,848	$ 343,469,324	

Notes: (1) Amounts reported by the institution as of December 31, 2008.
(2) The institution owed DOE $59 as of December 31, 2008, and subsequently returned this amount on February 10, 2009.
(3) The institution owed DOE $238 as of December 31, 2008, and subsequently returned this amount on January 5, 2009.
(4) The DOE owed the institution $35 as of December 31, 2008.
(5) The DOE owed the institution $1,642 as of December 31, 2008.
(6) The institution owed DOE $887 as of December 31, 2008, and subsequently returned this amount on January 29, 2009.
(7) The DOE owed the institution $3,271 as of December 31, 2008.

EXHIBIT B
AUDIT SCOPE AND METHODOLOGY

Scope (Topic)	Methodology
Student eligibility.	For a sample of students selected for each institution, examined supporting documentation to determine whether the students were properly classified as to residency; earned high school diplomas; and were enrolled in a minimum of 6 credit hours and no more than 45 credit hours per year.
Student awards.	For a sample of students selected for each institution, examined supporting documentation to determine whether the students were awarded the proper amount based on the award earned. Also, verified that Program funds were only used to pay authorized college-related expenses.
Grade and Hour Reports.	For a sample of students selected for each institution, examined supporting documentation to verify the accuracy of credit hours earned, and cumulative, grade point average shown on the grade and hour reports submitted to DOE. Also, determined whether each institution timely filed its grade and hour report with DOE.
Disbursement Eligibility Reports (DERs).	Determined whether each institution filed its DER with DOE within 30 days of the last day of the drop/add period.
DOE Reconciliation Reports – Payment Summary.	For each institution, examined supporting documentation to determine whether the institution reconciled its records to DOE records.
Undisbursed Program Funds.	Determined whether each institution returned unused Program funds to DOE within 60 days of the last day of the drop/add period.

EXHIBIT C
MANAGEMENT RESPONSES

EDISON STATE COLLEGE

May 07, 2009

David W. Martin
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Martin:

Following are Edison State College's responses to the preliminary and tentative findings and recommendations pertaining to the Bright Futures Scholarship Program audit for the fiscal year ended June 30, 2008.

Finding: Residency Requirements

The audit test of 30 students disclosed 6 students classified as "All Florida" residents for which there was no, or inadequate, documentation evidencing that the students (or their mother, father, or legal guardian, if applicable) had been issued two of the three specified documents. One student's application/affidavit could not be located, and the other 5 students' applications/affidavits only referenced one document.

Response: The Office of the Registrar has implemented a policy where holds are to be placed on all dual enrolled/early admit students to collect residency documentation at the time of high school graduation. This process should ensure the collection of adequate documentation of accelerated high school students once they become high school graduates. In addition, Edison State College now has access to the Department of Highway Safety Motor Vehicle's Database where staff can verify the claimant's driver's license and vehicle registration histories from the admission application without collecting the actual documents.

In regards to the application/affidavit that could not be located in the database, the document was located in the imaging system and later loaded into our database.

If the college can be of further assistance in this matter, please do not hesitate to contact me.

Sincerely,

Noreen Thomas

Dr. Noreen Thomas
Executive Vice President

DISTRICT OFFICE/LEE CAMPUS
8099 COLLEGE PARKWAY • P.O. BOX 60210
FORT MYERS, FL 33906-6210
TEL 239-489-9300

CHARLOTTE CAMPUS
26300 AIRPORT ROAD
PUNTA GORDA, FL 33950
TEL 941-637-5629

COLLIER CAMPUS
7007 LELY CULTURAL PARKWAY
NAPLES, FL 34113-8977
TEL 239-732-3700

HENDRY/GLADES SERVICES
4050 COWBOY WAY
LABELLE, FL 33935
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WWW.EDISON.EDU

Edison State College is an equal access, equal opportunity institution.

Florida Keys Community College
Island Living, Island Learning

April 20, 2009

David W. Martin, CPA
Auditor General
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Martin,

Attached please find a written statement of explanation and the corrective actions taken concerning the findings on the Florida Bright Futures Scholarships use of program funds to pay for remedial or college- preparatory coursework.

Sincerely

Jill Landesberg-Boyle

Dr. Jill Landesberg-Boyle, President

Statement of Explanation
During the 2007-2008 fiscal year, nine students received State Bright Futures funds totaling $2,056.61 from Florida Keys Community College for remedial or college-preparatory coursework.

The problem originated from the practice of financial aid system setup for the new fiscal year. During prior years, the Financial Aid Director would copy a fund profile from the current year to the new academic year without verification that detail codes related to remedial or college preparatory course work were excluded from the Bright Futures funds. We have reviewed the fund set up for 2007-2008 and 2008-2009 fiscal years and have removed the detail codes related to remedial and college preparatory course work. Prior to opening the 2009-2010 fiscal year, we will review fund detail codes for all state and federal programs with Business Office staff.

Additionally, security to restrict update of fund detail code information will be limited to the Financial Aid Director, Financial Aid Consultant, and Information Technology System Administrator.

Remediation of 2007-2008 Student Records
In response to this finding, we reviewed all 2007-2008 Bright Futures student records to determine the total number of students that incorrectly received state program funds for remedial or college preparatory course work. A refund check in the amount of $2,056.61 was received by the Florida Department of Education on 4/16/2009 for nine students.

Verification Issue is not Present in Current 2008-2009 Fiscal Year
For fiscal year 2008-2009, we have reviewed all Bright Futures student records and have verified that Bright Futures students taking remedial or college preparatory coursework have not received state funds for their coursework.

SERVING MANATEE AND SARASOTA COUNTIES

Manatee Community College

1957 2007 Celebrating 50 Years

MCC Bradenton
5840 26th Street West
Bradenton, FL 34207
941-752-5000

MCC Venice
8000 South Tamiami Trail
Venice, FL 34293
941-408-1300

MCC Lakewood Ranch
Center for Innovation and Technology
7131 Professional Parkway East
Sarasota, FL 34240
941-363-7000

Mailing Address • P.O. Box 1849, Bradenton, FL 34206 mccfl.edu

MEMORANDUM

TO: David W. Martin, CPA
Auditor General

FROM: Carol F. Probstfeld
Vice President of Business & Administrative Services

SUBJECT: **Finding No. 1 –Overawards – Bright Futures Scholarship Program Tentative Findings for the 2007-08 FY**

DATE: April 24, 2009

In response to your letter dated April 9, 2009, regarding the subject matter referenced above, please be advised of the following:

> **Manatee Community College has controls in place that ensure that only those fees that are approved in the annual Florida Department of Education, Office of Financial Assistance memorandum outlining allowable fees for state scholarships and grants will be charged to the Bright Futures program.**

If you have further questions, or if additional information is required, please let me know.

Thank you!

CFP/klw

Part III, Section 14

Appendix 6

AUDITOR GENERAL

DAVID W. MARTIN, CPA

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

Operational Audit

SUMMARY

The objective of our audit was to determine the extent to which Florida's public universities and community colleges (institutions) implemented procedures to administer the Florida Bright Futures Scholarship Program (Program) for the fiscal year ended June 30, 2007.

Finding No. 1: We noted over and under awards totaling $1,179 at Florida Agricultural and Mechanical University.

Finding No. 2: Three institutions did not timely return undisbursed Program funds to the Florida Department of Education.

BACKGROUND

The Florida Bright Futures Scholarship Program was established by the Florida Legislature to provide lottery-funded scholarships to reward Florida high school graduates who merit recognition of their academic achievement, and enroll in an eligible Florida public or private postsecondary educational institution within three years of high school graduation. The Florida Bright Futures Scholarship Program (Program) is the umbrella program for State-funded scholarships based on academic achievement of high school students. The Program consists of three types of awards, the Florida Academic Scholarship, the Florida Medallion Scholarship, and the Florida Gold Seal Vocational Scholarship. The Top Scholars Award is also funded from Program moneys, and is an additional annual award for college-related expenses that is given to the student with the highest academic ranking in each school district.

During the 2006-07 fiscal year, disbursements of awards from the Program to students enrolled in Florida's public universities and community colleges were $263,288,068 and $44,241,242, respectively, for a total of $307,529,310. A summary of advances and disbursements by university and college (institution) is presented as Appendix A.

The Florida Department of Education (DOE) determines student eligibility for awards. Students must meet general criteria to qualify for any of the types of scholarship awards from the Program. In addition to the general criteria, each of the three scholarship awards within the Program has specific criteria that must be met. After initial qualification for an award, students must continue to meet the eligibility criteria for renewal awards. Criteria to be met include achieving and maintaining specified grade point averages, and completing at least 12 semester credit hours in the last academic year in which the student earned a scholarship.

DOE is responsible for administering the Program disbursement and reconciliation process. Each term, DOE provides a list of eligible students to the institutions and advances scholarship moneys to the institutions for disbursement to the students who enroll at that institution. The institutions are required

to verify that the student has enrolled in the required number of hours to receive the scholarship, calculate the amount of the disbursement based on the type of scholarship for which the student was eligible, and disburse the money to the student. Any moneys not disbursed to eligible students must be returned to DOE within 60 days after the end of regular registration. The institutions are also required to report disbursements, enrolled hours, earned hours, and grade point averages to the DOE.

FINDINGS AND RECOMMENDATIONS

Finding No. 1: Over and Under Awards

Sections 1009.534(2), 1009.535(2), and 1009.536(2), Florida Statutes, provide for the Florida Academic Scholars Award, Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award, respectively. For the Florida Academic Scholars Award, qualifying students receive 100 percent of tuition and fees plus an annual allowance of $600 for college-related expenses. For the Florida Medallion Scholars Award, qualifying students receive 75 percent of tuition and fees enrolled in a state university, or 100 percent of tuition and fees enrolled in a community college, and for the Florida Gold Seal Vocational Scholars Awards, qualifying students receive 75 percent of tuition and fees.

Our review disclosed that most institutions properly calculated Program awards. However, our review disclosed over and under awards totaling $1,179 at Florida Agricultural and Mechanical University. These over and under awards were caused by errors in reporting enrollment information for these students. The following chart summarizes the results of our review:

Summary of Over and Under Awards

Institution	Number of Instances	Total Amount of Over/ (Under) Awards
Florida Agricultural and Mechanical University	8	$ 1,455
Florida Agricultural and Mechanical University	3	(276)
Total	11	$ 1,179

Recommendation: FAMU should ensure that Program awards are accurately calculated. In addition, the net amount of the over and under awards should be returned to the DOE.

Finding No. 2: Return of Undisbursed Advances

Section 1009.53(5), Florida Statutes, provides that DOE issue awards from the Program annually, and transmit payment for awards to each institution before the registration period each semester. Section 1009.53(5)(b), Florida Statutes, provides that an institution receiving funds from the Program must certify to DOE the amount of funds disbursed to each student, and return to DOE any undisbursed advances within 60 days after the end of regular registration for the respective semester. Additionally, the DOE's State Program Refund Policy, requires that refunds to the program be made within 60 days of the date of the discovery of the error or overpayment.

Our review disclosed that most institutions timely returned undisbursed Program funds to DOE for the Fall 2006 and Spring 2007 terms; however, we noted three institutions that had not done so as of December 31, 2007, as follows:

Untimely Return of Undisbursed Program Funds to DOE

Institution	Fall 2006 Amount	Fall 2006 Number of Days Late	Spring 2007 Amount	Spring 2007 Number of Days Late
Florida Keys Community College	$		$ 257	137
Seminole Community College	833	470		
University of Central Florida	550,458	65 (1)		

Note: (1) The amount advanced was in excess of Program awards for the Fall semester and were not returned to the DOE as required. These funds were retained and used to fund Program awards for the following semester.

Recommendation: The institutions noted above should ensure that undisbursed program funds are returned to DOE within the time frame provided by law.

OBJECTIVES, SCOPE, AND METHODOLOGY

This audit was conducted pursuant to Section 1009.53(5)(c), Florida Statutes, and focused on the

administration of the Program by Florida's 11 public universities and 28 community colleges for the fiscal year ended June 30, 2007. The objectives of the audit were to determine whether the universities and community colleges administered Program moneys in accordance with governing provisions of laws, administrative rules, and other guidelines, and properly accounted for the moneys received and distributed through the Program. In conducting our audit, we reviewed and observed internal controls at the universities and community colleges for the purpose of determining the extent to which such controls promoted and encouraged achievement of management's objective in the categories of compliance with applicable laws, administrative rules, and other guidelines relating to the Program; the reliability of financial records and reports; and the safeguarding of assets relating to the Program.

This audit was conducted in accordance with Generally Accepted Government Auditing Standards.

PRIOR AUDIT FINDINGS

Our previous audits have addressed the administration of the Program by Florida's public universities and community colleges. As part of our current audit, we determined that the universities and community colleges had substantially corrected the deficiencies noted in our report No. 2008-006, except as noted in finding Nos. 1 and 2.

AUTHORITY

Pursuant to the provisions of Section 11.45, Florida Statutes, I have directed that this report be prepared to present the results of our operational audit.

David W. Martin, CPA
Auditor General

MANAGEMENT RESPONSES

The institutions' management responses are included as Appendix B.

This audit was coordinated by David T. Ward, CPA. Please address inquiries regarding this report to James R. Stultz, CPA, Audit Manager, via e-mail at jimstultz@aud.state.fl.us or by telephone at (850) 922-2263.

This report, as well as other audit reports prepared by the Auditor General, can be obtained on our Web site at www.myflorida.com/audgen; by telephone at (850) 487-9024; or by mail at G74 Claude Pepper Building, 111 West Madison Street, Tallahassee, Florida 32399-1450.

APPENDIX A

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM
STATE UNIVERSITIES AND COMMUNITY COLLEGES
SUMMARY OF ADVANCES AND DISBURSEMENTS
For the Fiscal Year Ended June 30, 2007

Institution (1)	Advances From Department	Disbursements Scholarship Awards to Students	Disbursements Refunds to Department	Disbursements Total Disbursements	
Florida Agricultural and Mechanical University	$ 2,876,217	$ 2,876,217	$	$ 2,876,217	
Florida Atlantic University	10,447,180	10,323,046	124,134	10,447,180	
Florida Gulf Coast University	6,599,200	6,588,819	10,381	6,599,200	
Florida International University	18,745,203	18,730,528	14,675	18,745,203	
Florida State University	47,163,253	46,670,133	493,120	47,163,253	
New College of Florida	2,018,492	1,735,511	282,981	2,018,492	
University of Central Florida	49,889,769	49,887,876	1,893	49,889,769	
University of Florida	74,355,297	74,283,505	71,792	74,355,297	
University of North Florida	12,699,013	12,696,093	2,920	12,699,013	
University of South Florida	33,821,255	33,122,933	698,322	33,821,255	
University of West Florida	6,431,021	6,373,407	57,614	6,431,021	
Total Public State Universities	265,045,900	263,288,068	1,757,832	265,045,900	
Brevard Community College	2,372,404	2,372,065	339	2,372,404	
Broward Community College	2,075,501	2,074,584	658	2,075,242	(2)
Central Florida Community College	1,263,138	1,262,005	1,133	1,263,138	
Chipola College	703,373	703,373		703,373	
Daytona Beach Community College	1,964,897	1,958,577	6,320	1,964,897	
Edison College	1,274,237	1,274,032	205	1,274,237	
Florida Community College at Jacksonville	2,096,970	2,096,970		2,096,970	
Florida Keys Community College	82,750	82,493	257	82,750	
Gulf Coast Community College	1,132,956	1,127,935	5,021	1,132,956	
Hillsborough Community College	2,076,023	2,074,045	1,978	2,076,023	
Indian River Community College	1,505,097	1,505,097		1,505,097	
Lake City Community College	544,339	544,141	198	544,339	
Lake-Sumter Community College	858,746	858,663	83	858,746	
Manatee Community College	1,653,958	1,653,958		1,653,958	
Miami Dade College	2,391,070	2,389,823		2,389,823	(3)
North Florida Community College	216,873	216,807	66	216,873	
Okaloosa-Walton College	1,221,428	1,219,074	2,354	1,221,428	
Palm Beach Community College	1,542,555	1,542,555		1,542,555	
Pasco-Hernando Community College	972,583	971,386	1,197	972,583	
Pensacola Junior College	1,807,174	1,806,009	1,165	1,807,174	
Polk Community College	1,078,397	1,078,397		1,078,397	
St. Johns River Community College	878,201	877,837	364	878,201	
St. Petersburg College	2,656,115	2,656,115		2,656,115	
Santa Fe Community College	4,258,827	4,193,392	65,435	4,258,827	
Seminole Community College	1,428,748	1,427,266	649	1,427,915	(4)
South Florida Community College	424,582	424,378	204	424,582	
Tallahassee Community College	1,861,692	1,861,692		1,861,692	
Valencia Community College	3,988,573	3,988,573		3,988,573	
Total Public Community Colleges	44,331,207	44,241,242	87,626	44,328,868	
Total	$ 309,377,107	$ 307,529,310	$ 1,845,458	$ 309,374,768	

Notes: (1) Amounts reported by the institution as of December 31, 2007.
(2) The institution owed DOE $259, as of December 31, 2007, and subsequently returned this amount on January 4, 2008, within the 60-day requirement.
(3) The institution owed DOE $1,247, as of December 31, 2007, and subsequently returned this amount on February 15, 2008, within the 60-day requirement.
(4) As discussed in finding No. 2, the institution owed DOE $833, as of December 31, 2007, and subsequently returned this amount on February 13, 2008.

APPENDIX B
MANAGEMENT RESPONSES

Florida Agricultural and Mechanical University
TALLAHASSEE, FLORIDA 32307-3100
JAMES H. AMMONS, Ph.D., PRESIDENT
Excellence With Caring

OFFICE OF THE PRESIDENT

TELEPHONE: (850) 599-3225
FAX: (850) 561-2152
TDD: (850) 561-2784

June 23, 2008

Mr. David W. Martin
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Martin:

This letter is in response to your correspondence dated June 9, 2008, concerning the Florida Bright Futures Scholarship Program. Pursuant to your request, please find listed below the corrective action plan addressing the finding, which is included in the operational audit report for the fiscal year ended June 30, 2007.

Finding No. 1: Over and Under Awards

Condition: The auditors noted over and under awards totaling $1,179 at Florida Agricultural and Mechanical University.

Recommendation: FAMU should ensure that Program awards are accurately calculated. In addition, the net amount of the over and under awards should be returned to the DOE.

Response: The University concurs with the audit finding. We have made the necessary student information system (PEOPLESOFT) adjustments to calculate tuition and required fees properly. Further, the University remitted the balance due to the Florida Office of Student Financial Assistance. Additionally, the Office of Student Financial Aid and Scholarships will conduct monthly audits to ensure that funds and resources are used and reported in accordance with the appropriate methods prescribed by the Florida Office of Student Financial Assistance. The Associate Director of Financial Aid and Scholarships will serve as the administrative officer responsible for directing the monthly audit activities.

If you have any questions, please contact me at (850) 599-3225.

Sincerely,

James H. Ammons

James H. Ammons
President

University of Central Florida

Office of the President

June 23, 2008

David W. Martin
Auditor General
G74 Claude Pepper Building
111 W. Madison St.
Tallahassee, FL 32399-1450

Dear Mr. Martin:

Please accept the attachment and this letter as UCF's response to the preliminary and tentative audit of the Florida Bright Futures Scholarship Program.

If you have any questions about our submission, please contact Ms. Amy Voelker, Director of University Audit, at 407-823-2889, or avoelker@mail.ucf.edu.

Cordially yours,

John C. Hitt
President

JCH/ab

P.O. Box 160002 • Orlando, FL 32816-0002 • (407) 823-1823 • FAX (407) 823-2264
An Equal Opportunity and Affirmative Action Institution

UNIVERSITY OF CENTRAL FLORIDA
Response to Audit Findings
Florida Bright Futures Scholarship Program
For Fiscal Year Ended June 30, 2007

Finding No. 2: Return of Undisbursed Advances

This was an oversight on our part due to staffing transitions and the fact that we were awaiting a sizable disbursement from the state Office of Student Financial Assistance. We have added additional check points to our process to ensure the refunds are made in a timely manner.

Florida Keys Community College
Island Living, Island Learning

June 24, 2008

Mr. David W. Martin
Auditor General
G74 Claude Pepper Bldg.
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Mr. Martin:

Thank you for the opportunity to respond to these audit findings.

The following are Florida Keys Community College's responses to the preliminary and tentative findings associated with the Florida Bright Futures Scholarship Program audit for the fiscal year ended June 30, 2007.

Finding #2 Return of Undisbursed Advances: The institutions noted … should ensure that undisbursed program funds are returned to DOE within the timeframe provided by law.

The check that was not returned in a timely fashion was due to a technical error within our financial system, which prohibited the system from paying out the necessary funds in a timely fashion. Technical representatives from the vendor were called in to fix the coding problem, which was finally resolved after the due date.

Proper codes have now been put in place, which should prevent this problem from recurring.

Sincerely,

Dr. Jill Landesberg-Boyle
President

Key West
5901 College Road
Key West, FL 33040
(305) 296-9081

Middle Keys Center
P.O. Box 501178
Marathon, FL 33050
(305) 743-2133

Upper Keys Center
P.O. Drawer 600
Tavernier, FL 33070
(305) 852-8007

Seminole Community College

E. Ann McGee, President

100 Weldon Boulevard | Sanford, FL 32773-6199 | 407.708.2010 | www.scc-fl.edu

June 16, 2008

Mr. David W. Martin, Auditor General, State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

RE: Florida Bright Futures Scholarship Program Audit
Preliminary and Tentative findings for the fiscal year ended June 30, 2007

Dear Mr. Martin:

We have reviewed the referenced document and recognize that Seminole Community College was noted in finding number 2: Return of Undisbursed Advances. The recommendation states, "The institutions... should ensure that undisbursed funds are returned to DOE within the time frame provided by law."

Seminole Community College's response is as follows:

> The College has changed internal procedures to assure compliance with State guidelines for the return of undisbursed funds, and has incorporated these requirement dates into our internal operational calendar.
>
> The Financial Aid Office will reconcile account balances with the Finance/Budget Office throughout the year, specifically after each term's add/drop period, and at the end of each semester and fiscal year.
>
> In the case cited on the audit report, a reversal of a Bright Futures Scholarship was properly recorded on the student's account on the college's records, but the State database was not adjusted, resulting in double funds being transmitted to the school. The funds were returned to the State on February 13, 2008.

Please contact Mr. Joseph A. Sarnovsky, Vice President fr Administrative Services (407-708-2001) if additional information is needed. Thank you.

Sincerely,

E. Ann McGee
President

ldc
cc: Joe Sarnovsky

District Board of Trustees
Chris Dorworth, Chairman | Lisa Michelle Greer, Vice Chairman | Charles "Chick" Gregg | Scott Howat | Dede Schaffner | E. Ann McGee, President

Altamonte Springs | Geneva | Heathrow | Oviedo | Sanford/Lake Mary
A Diverse Learning Community | An Equal Access/Equal Opportunity College

Part III, Section 14

Appendix 7

JULY 2007 REPORT NO. 2008-006

AUDITOR GENERAL

WILLIAM O. MONROE, CPA

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

Operational Audit

SUMMARY

The objective of our audit was to determine the extent to which Florida's public universities and community colleges (institutions) implemented procedures to administer the Florida Bright Futures Scholarship Program (Program) for the fiscal year ended June 30, 2006.

Finding No. 1: Four institutions did not always demonstrate compliance with State Board of Education Rule 6A-10.044, Florida Administrative Code, for students classified as "All Florida" residents, including two that misclassified six students as independent persons.

Finding No. 2: We noted overawards totaling $6,239 at six institutions that were not timely refunded to the Florida Department of Education.

Finding No. 3: Two institutions did not accurately report to the Florida Department of Education the credit hours enrolled or earned for 12 students. Also, one institution did not timely submit a Disbursement Eligibility Report.

Finding No. 4: One institution did not timely reconcile its scholarship award disbursement records with disbursements reported to the Florida Department of Education.

Finding No. 5: Four institutions did not timely return undisbursed Program funds to the Florida Department of Education.

BACKGROUND

The Florida Bright Futures Scholarship Program was established by the Florida Legislature to provide lottery-funded scholarships to reward Florida high school graduates who merit recognition of their academic achievement, and enroll in an eligible Florida public or private postsecondary educational institution within three years of high school graduation. The Florida Bright Futures Scholarship Program (Program) is the umbrella program for State-funded scholarships based on academic achievement of high school students. The Program consists of three types of awards, the Florida Academic Scholarship, the Florida Medallion Scholarship, and the Florida Gold Seal Vocational Scholarship. The Top Scholars Award is also funded from Program moneys, and is an additional annual award for college-related expenses that is given to the student with the highest academic ranking in each school district.

During the 2005-06 fiscal year, disbursements of awards from the Program to students enrolled in Florida's public universities and community colleges were $239,892,977 and $29,420,439, respectively, for a total of $269,313,416. A summary of advances and disbursements by university and college (institution) is presented as Appendix A.

The Florida Department of Education (DOE) determines student eligibility for awards. Students must meet general criteria to qualify for any of the types of scholarship awards from the Program. In addition to the general criteria, each of the three scholarship awards within the Program has specific

criteria that must be met. After initial qualification for an award, students must continue to meet the eligibility criteria for renewal awards. Criteria to be met include achieving and maintaining specified grade point averages, and completing at least 12 semester credit hours in the last academic year in which the student earned a scholarship.

DOE is responsible for administering the Program disbursement and reconciliation process. Each term, DOE provides a list of eligible students to the institutions and advances scholarship moneys to the institutions for disbursement to the students who enroll at that institution. The institutions are required to verify that the student has enrolled in the required number of hours to receive the scholarship, calculate the amount of the disbursement based on the type of scholarship for which the student was eligible, and disburse the money to the student. Any moneys not disbursed to eligible students must be returned to DOE within 60 days after the end of regular registration. The institutions are also required to report disbursements, enrolled hours, earned hours, and grade point averages to the DOE.

FINDINGS AND RECOMMENDATIONS

Finding No. 1: Residency Requirements

To be eligible for an initial Florida Bright Futures Scholarship Program award, Section 1009.531(1)(a), Florida Statutes, requires that a student be a Florida resident as defined by Section 1009.40, Florida Statutes, and the rules of the State Board of Education (SBE).

SBE Rule 6A-10.044, Florida Administrative Code, establishes the documentation requirements for determining the classification or reclassification of students as Florida residents for tuition purposes. This Rule provides that student applicants who meet certain criteria shall be initially classified as "All Florida" residents for tuition purposes. For such students, the student or student's mother, father, or legal guardian claiming Florida residence must provide written or electronic verification that he or she has been issued two of the following three Florida documents that are dated more than 12 months old: a voter's registration, a driver's license, or a vehicle registration. Additionally, if the student is requesting resident status as an independent person, the student must be at least 24 years of age.

For students classified as "All Florida" students, the institutions generally documented that the students (or their mother, father, or legal guardian, if applicable) had been issued two of the three specified documents by requiring them to sign an affidavit including information such as the voter's registration number, driver's license number, or vehicle registration number. Our review disclosed that most institutions complied with the Florida residency documentation requirements; however, we noted the following instances in which institutions did not demonstrate compliance with SBE Rule 6A-10.044, Florida Administrative Code, for students classified as "All Florida" residents:

- Four institutions, for a total of 32 students, did not document, of record, that the students (or their mother, father, or legal guardian, if applicable) had been issued two of the three specified documents required to evidence Florida residency for students classified as "All Florida" residents, as follows:
  - For two institutions, for 12 students, the signed affidavit did not include information evidencing issuance of two of the three specified documents (Florida Community College at Jacksonville, 8 students; and Polk Community College, 4 students).
  - For one institution (Florida Community College at Jacksonville), 2 students registered via an online student membership application, which only requires information for one of the three specified documents.

- For three institutions, for 18 students, the College did not require completion of a signed affidavit evidencing issuance of two of the three specified documents because the students had previously been dual enrolled (i.e., enrolled in the College while still attending high school) (Florida Community College at Jacksonville, 4 students; St. Petersburg College, 7 students; and Tallahassee Community College, 7 students).

➢ For two institutions, 6 students classified as an independent person were under 24 years of age, contrary to SBE Rule 6A-10.044(6)(a), Florida Administrative Code (Florida Community College at Jacksonville, 2 students; and Polk Community College, 4 students).

Recommendation: The institutions noted above should ensure that all students classified as "All Florida" residents provide evidence that they (or their mother, father, or legal guardian, if applicable) have been issued two of the three specified documents required to evidence Florida residency, and ensure that such students classified as independent persons are at least 24 years old.

Finding No. 2: Overawards

Sections 1009.534(2), 1009.535(2), and 1009.536(2), Florida Statutes, provide for the Florida Academic Scholars Award, Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award, respectively. For the Florida Academic Scholars Award, qualifying students receive 100 percent of tuition and fees plus an annual allowance of $600 for college-related expenses, and for the Florida Medallion Scholars and Florida Gold Seal Vocational Scholars Awards, qualifying students receive 75 percent of tuition and fees.

Section 1009.53(5)(a), Florida Statutes, provides that an institution must make a refund to DOE if a student who receives an award disbursement terminates enrollment for any reason during an academic term and a refund is permitted by the institution's refund policy.

Our review disclosed that most institutions complied with the refund requirements of Section 1009.53(5)(a), Florida Statutes. However, our review disclosed overawards[1] at six institutions that had not been refunded to DOE, as follows:

Summary of Overawards

Institution	Number of Instances	Total Amount of Overawards
Central Florida Community College (1)	96	$ 2,196
Hillsborough Community College	1	254
Lake City Community College	1	164
Seminole Community College (2)	20	2,669
St. Johns River Community College (3)	32	628
Tallahassee Community College	2	328
Total	152	$ 6,239

Notes: (1) Our test of 30 students disclosed that 3 students were overawarded due to a computer programming error that allowed certain laboratory fees to be paid twice. Subsequent to our inquiry, the College identified an additional 93 students that were overawarded as a result of the computer error.

(2) Our test of 30 students disclosed that 1 student was overawarded as a result of the College paying 100 percent of tuition and fees for a Florida Medallion Scholars Award rather than 75 percent, contrary to Section 1009.535(2), Florida Statutes. Subsequent to our inquiry, the College identified an additional 19 students that were overawarded for the same reason.

(3) Our test of 30 students disclosed that 2 students were overawarded due to the College paying for ineligible remedial courses. Subsequent to our inquiry, the College identified an additional 30 students that were overawarded for the same reason.

Subsequent to our inquiry, the institutions noted above remitted the amounts of the overawards to DOE.

Recommendation: The institutions noted above should ensure that required refunds are made to DOE on a timely basis.

[1] Award disbursements made to students who subsequently terminate are referred to as "overawards," consistent with terminology used in the Federal regulations and the Florida Department of Education Student Financial Aid handbook.

Finding No. 3: Credit Hours Enrolled and Earned Reporting

Section 1009.53(5)(a), Florida Statutes, provides that within 30 days after the end of the regular registration each semester, the institutions must certify to DOE the eligibility status of each student who receives an award. To satisfy this requirement, DOE requires the institutions to submit a Disbursement Eligibility Report showing credit hours enrolled. Additionally, DOE requires the institutions to submit a Grade and Hour Report, by June 30, showing credit hours earned and grade point averages.

Our review disclosed that most institutions accurately reported to DOE the required information; however, we noted that two institutions did not accurately report credit hours enrolled or earned (a similar finding was noted for Florida Keys Community College in our report No. 2006-173). Student eligibility was not affected by these errors, but incorrect reporting increases the risk that ineligible students will receive Program awards. The institutions, and the number and types of errors noted, were as follows:

Errors in Reporting Credit Hours

	Disbursement Eligibility Report (Hours Enrolled)		Grade and Hour Report (Hours Earned)	
Institution	Number of Instances	Hours in Error	Number of Instances	Hours in Error
Florida Keys Community College			5	66
Tallahassee Community College	4	16	3	16

We also noted that one institution, Florida Agricultural and Mechanical University, was 32 days late in submitting the Disbursement Eligibility Report to DOE for the Fall 2005 term.

Recommendation: The institutions noted above should ensure that credit hours enrolled and earned are reported accurately and timely to DOE.

Finding No. 4: Reconciliation of Program Funds

The institutions can access DOE's database and print a Bright Futures Payment Summary at any date. This report presents total Program funds advanced to the institution, total scholarship awards disbursed to students, and calculates either an amount to be refunded to DOE or an amount owed to the institution for each semester. Total scholarship awards disbursed to students are reported by each institution to DOE on the Disbursement Eligibility Report.

DOE's recommended reconciliation procedures encourage the institutions to reconcile their scholarship awards disbursement records each term, as opposed to waiting until the end of the academic year (June 30). Such reconciliations were timely performed by most institutions; however, our review disclosed that as of December 31, 2006, Florida Agricultural and Mechanical University (FAMU) had not reconciled its scholarship awards disbursement records (accounting records and financial aid records) with disbursements reported to DOE for the fiscal year ended June 30, 2006 (a similar finding was noted for Florida Agricultural and Mechanical University in our report No. 2006-173). Subsequent to our inquiry, FAMU completed this reconciliation, which disclosed that it had refunded $32,709 to DOE in error.

Recommendation: FAMU should improve its effort to account for program funds by timely reconciling scholarship awards disbursement records with disbursements reported to DOE. FAMU should also attempt to recover the $32,709 refunded to DOE in error.

Finding No. 5: Return of Undisbursed Advances

Section 1009.53(5), Florida Statutes, provides that DOE issue awards from the Program annually, and transmit payment for awards to each institution before the registration period each semester. Section

1009.53(5)(b), Florida Statutes, provides that an institution receiving funds from the Program must certify to DOE the amount of funds disbursed to each student, and return to DOE any undisbursed advances within 60 days after the end of regular registration.

Our review disclosed that most institutions timely returned undisbursed Program funds to DOE for the Fall 2005 and Spring 2006 terms; however, we noted four institutions that had not done so as of December 31, 2006, as follows:

Untimely Return of Undisbursed Program Funds to DOE

Institution	Fall 2005 Amount	Fall 2005 Number of Days Late	Spring 2006 Amount	Spring 2006 Number of Days Late
Florida Agricultural and Mechanical University	$ 68,935	318	$ 258,461	108
Florida International University (1)	1,906	(1)	5,159	(1)
Palm Beach Community College	3,317	(2)		
University of South Florida			1,413	(3)

Notes: (1) These untimely refunds were a result of students submitting an appeal to withdraw from courses because circumstances beyond the students' control made it impossible for the students to continue taking the courses. Contrary to DOE guidelines, these undisbursed awards were not returned to DOE within 60 days of the date the appeal was approved. For the Fall 2005 term, funds for one student were returned 263 days late. For the Spring 2006 term, funds for five students were returned from 48 to 123 days late.
(2) $2,277 of the funds were returned 52 days late and $1,040 were returned 339 days late.
(3) Funds for three students were returned from 185 to 297 days late.

Recommendation: The institutions noted above should ensure that undisbursed program funds are returned to DOE within the time frame provided by law.

OBJECTIVES, SCOPE, AND METHODOLOGY

This audit was conducted pursuant to Section 1009.53(5)(c), Florida Statutes, and focused on the administration of the Program by Florida's 11 public universities and 28 community colleges for the fiscal year ended June 30, 2006. The objectives of the audit were to determine whether the universities and community colleges administered Program moneys in accordance with governing provisions of laws, administrative rules, and other guidelines, and properly accounted for the moneys received and distributed through the Program. In conducting our audit, we reviewed and observed internal controls at the universities and community colleges for the purpose of determining the extent to which such controls promoted and encouraged achievement of management's objective in the categories of compliance with applicable laws, administrative rules, and other guidelines relating to the Program; the reliability of financial records and reports; and the safeguarding of assets relating to the Program.

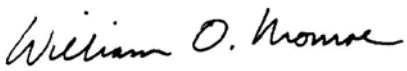
This audit was conducted in accordance with Generally Accepted Government Auditing Standards.

PRIOR AUDIT FINDINGS

Our previous audits have addressed the administration of the Program by Florida's public universities and community colleges. As part of our current audit, we determined that the universities and community colleges had substantially corrected the deficiencies noted in our report No. 2005-170, except as noted in finding Nos. 3 and 4.

AUTHORITY

Pursuant to the provisions of Section 11.45, Florida Statutes, I have directed that this report be prepared to present the results of our operational audit.



William O. Monroe, CPA
Auditor General

MANAGEMENT RESPONSES

The institutions' management responses are included as Appendix B.

This audit was coordinated by David T. Ward, CPA. Please address inquiries regarding this report to Ted Sauerbeck, CPA, Audit Manager, via e-mail at tedsauerbeck@aud.state.fl.us or by telephone at (850) 487-4468.

This report, as well as other audit reports prepared by the Auditor General, can be obtained on our Web site at www.state.fl.us/audgen; by telephone at (850) 487-9024; or by mail at G74 Claude Pepper Building, 111 West Madison Street, Tallahassee, Florida 32399-1450.

APPENDIX A

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM
STATE UNIVERSITIES AND COMMUNITY COLLEGES
SUMMARY OF ADVANCES AND DISBURSEMENTS
For the Fiscal Year Ended June 30, 2006

Institution (1)	Advances From Department	Disbursements Scholarship Awards to Students	Disbursements Refunds to Department	Disbursements Total Disbursements	
Florida Agricultural and Mechanical University	$ 3,200,000	$ 2,905,313	$ 327,396	$ 3,232,709	(2)
Florida Atlantic University	9,492,443	9,492,443		9,492,443	
Florida Gulf Coast University	5,249,466	5,144,267	105,199	5,249,466	
Florida International University	16,738,496	16,714,133	11,987	16,726,120	(3)
Florida State University	42,457,625	42,436,372	21,253	42,457,625	
New College of Florida	1,850,293	1,820,734	29,559	1,850,293	
University of Central Florida	44,532,473	44,527,808	4,665	44,532,473	
University of Florida	70,355,187	69,525,106	830,081	70,355,187	
University of North Florida	11,298,487	11,298,487		11,298,487	
University of South Florida	30,552,993	30,096,988	455,267	30,552,255	(4)
University of West Florida	5,936,529	5,931,326	5,203	5,936,529	
Total Public State Universities	241,663,992	239,892,977	1,790,610	241,683,587	
Brevard Community College	1,769,868	1,731,130	38,738	1,769,868	
Broward Community College	1,319,170	1,315,116	4,054	1,319,170	
Central Florida Community College	887,014	885,813	1,201	887,014	
Chipola College	587,612	564,293	23,319	587,612	
Daytona Beach Community College	1,376,500	1,345,063	31,437	1,376,500	
Edison College	956,027	854,548	101,479	956,027	
Florida Community College at Jacksonville	1,352,174	1,351,885	289	1,352,174	
Florida Keys Community College	69,800	69,800		69,800	
Gulf Coast Community College	830,209	799,781	30,428	830,209	
Hillsborough Community College	1,369,069	1,361,300	7,769	1,369,069	
Indian River Community College	996,043	969,300	26,743	996,043	
Lake City Community College	421,390	388,358	33,032	421,390	
Lake-Sumter Community College	570,862	570,301	561	570,862	
Manatee Community College	1,107,467	1,094,245	13,222	1,107,467	
Miami Dade College	1,398,576	1,397,224	1,352	1,398,576	
North Florida Community College	170,333	169,996	337	170,333	
Okaloosa-Walton College	832,816	824,506	8,310	832,816	
Palm Beach Community College	1,076,544	1,050,076	26,468	1,076,544	
Pasco-Hernando Community College	602,908	602,411	497	602,908	
Pensacola Junior College	1,155,280	1,127,039	28,241	1,155,280	
Polk Community College	768,673	768,623		768,623	(5)
St. Johns River Community College	533,105	519,437	13,668	533,105	
St. Petersburg College	1,847,703	1,836,377	11,326	1,847,703	
Santa Fe Community College	2,907,850	2,716,669	191,181	2,907,850	
Seminole Community College	1,045,062	1,041,081	3,981	1,045,062	
South Florida Community College	314,930	307,363	7,567	314,930	
Tallahassee Community College	1,138,800	1,130,366	8,434	1,138,800	
Valencia Community College	2,695,074	2,628,338	66,736	2,695,074	
Total Public Community Colleges	30,100,859	29,420,439	680,370	30,100,809	
Total	$ 271,764,851	$ 269,313,416	$ 2,470,980	$ 271,784,396	

Notes: (1) Amounts reported by the institution as of December 31, 2006.
(2) As discussed in finding No. 4, the institution refunded $32,709 more to DOE than it should have.
(3) The institution owed $12,376 to DOE as of December 31, 2006, and subsequently returned to DOE $10,335 on March 8, 2007, $1,055 on April 19, 2007, and $986 on May 31, 2007.
(4) The institution owed $738 to DOE as of December 31, 2006, and subsequently returned this amount on January 11, 2007.
(5) The $50 of advances not yet returned to DOE as of December 31, 2006, does not represent an untimely return of funds. Rather, it represents the cumulative amount of awards pending final resolution as of December 31, 2006.

APPENDIX B
MANAGEMENT RESPONSE

Ocala Campus
352/ 237-2111

Citrus County Campus
352/ 746-6721

Levy County Center
352/ 493-9533

Hampton Center
352/ 732-7753

www.cfcc.cc.fl.us

Vision Statement

Energetic, purposeful, creative Central Florida Community College promotes learning in an open, caring, inclusive environment which encourages individual and community development inspired by shared values of integrity, service, responsibility and dignity.

June 20, 2007

William O. Monroe, CPA
Auditor General
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Re: Response to Preliminary and Tentative Findings for the Florida Bright Futures Scholarship Program for the Fiscal Year Ended June 30, 2006

Dear Mr. Monroe:

Please find below Central Florida Community College's statement of explanation and corrective action in response to the June 18, 2007 report of Preliminary and Tentative Findings regarding the Florida Bright Futures Scholarship Program for the fiscal year ended June 30, 2006.

Finding No. 2: Over-awards

Response: The auditor's test of the College's Florida Bright Future Program examined the records of 30 students disclosing that 3 were over-awarded. Subsequent to the auditor's inquiry, the College identified an additional 93 students that were over-awarded. The total amount of over-awarded dollars for these 96 students was $2,196. The College immediately made this remittance to the Department of Education.

These over-awards occurred in the spring 2006 semester only as the result of a computer program error that permitted the billing of certain laboratory fees twice. This error was corrected via a modification to the computer program.

Action: The College has corrected the computer programming error and has remitted all funds to the Department of Education. The College will continue to ensure that all required refunds are made to the Department of Education on a timely basis.

Sincerely,

James D. Harvey
Vice President, Administration and Finance

JDH/ke

c: Charles Dassance
Steve Ash

Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307

July 13, 2007

OFFICE OF THE VICE PRESIDENT
FOR COMPLIANCE & AUDIT

TELEPHONE: (850) 412-5480
FAX: (850) 561-2079

Mr. William O. Monroe, CPA
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Monroe:

This letter is in response to your correspondence of June 18, 2007 concerning the Florida Bright Futures Scholarship Program for the fiscal year ended June 30, 2006. Pursuant to your request, the corrective action plan for addressing the operational audit findings is listed below:

Finding No. 3: Credit Hours Enrolled and Earned Reporting

Condition: Florida Agricultural and Mechanical University was 32 days late in submitting the Disbursement Eligibility Report to DOE for the fall 2005 term.

Recommendation: The institution should ensure that credit hours enrolled and earned are reported accurately and timely to DOE.

Response: In accordance with the Florida Statute Section 1009.53 (5)(a), the Associate Director of Student Financial Aid and Scholarships (PeopleSoft systems coordinator) will be responsible for submitting the disbursement eligibility report on or before 30 days from the last day of drop/add. To ensure compliance, the Associate Director will present the Director of Financial Aid and Scholarships with a copy of the report's transmittal to the Florida Department of Education. An electronic copy of the data transmitted will be maintained on the university's network drive.

Finding No. 4: Reconciliation of Program Funds

Condition: Florida Agricultural and Mechanical University did not reconcile its scholarship awards disbursement records (accounting records and financial aid records) with disbursements reported to DOE.

Recommendation: FAMU should improve its effort to account for program funds by timely reconciling scholarship awards disbursement records with disbursements reported to DOE. FAMU should also attempt to recover the $32,709 to DOE in error.

Mr. William O. Monroe
July 13, 2007
Page 2

Response: The institution will conduct monthly audits to ensure that funds and resources are used and reported in accordance with the appropriate methods prescribed by the Florida Office of Student Financial Assistance. The Associate Director of Student Financial Aid and Scholarships will serve as the administrative officer responsible for directing the monthly audit activities. By the fifth day of each month, the Office of Fiscal Affairs will provide the Office of Student Financial Aid and Scholarships with a general ledger report that will consist of all journal entries posted up to the last day of each month. At the end of each month, the Office of Student Financial Aid and Scholarships will process a report of all the expenditures posted to the student information system (PEOPLESOFT). The Assistant Director of State Scholarships will reconcile both reports and resolve any discrepancies. The Director of Student Financial Aid and Scholarships and the Controller will sign the final reconciliation report and submit it to the appropriate university personnel. The Director of Student Financial Aid and Scholarships will forward a written request for the return of $32,709, which was inadvertently remitted to the Florida Department of Education on June 27, 2006.

Finding No. 5: Return of Undisbursed Advances

Condition: Florida Agricultural and Mechanical University did not return undisbursed program funds in a timely manner.

Recommendation: The institution should ensure that undisbursed program funds are returned to DOE within the time frame provided by law.

Response: In accordance with the Florida Statute Section 1009.53 (5)(b), the institution will conduct monthly audits based on the Florida Department of Education's annual calendar, and the Director of Student Financial Aid and Scholarships will return all undisbursed advances within 60 days after the end of regular registration. An annual calendar was developed by the Office of Student Financial Aid and Scholarships and has been incorporated into the official Policies and Procedures Manual.

If there are any questions, please contact me at (850) 412-5479.

Sincerely,

Charles D. O'Duor
Vice President for Audit and Compliance

c: Dr. James H. Ammons, President
Mr. Roland Gaines, Vice President for Student Affairs
Ms. Marcia D. Boyd, Director of Financial Aid and Scholarships

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

July 18, 2007

William O. Monroe, CPA
Auditor General
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Monroe:

Florida Community College at Jacksonville is providing this letter in response to the preliminary and tentative findings of your operational audit of the Florida Bright Futures Scholarship Program for the Fiscal Year ended June 30, 2006.

Finding No. 1: Residency Requirements

Four institutions, for a total of 32 students, did not document, of record, that the students (or their mother, father, or legal guardian, if applicable) had been issued two of the three specific documents required to evidence Florida residency for students classified as "All Florida" residents. For two institutions, 6 students classified as an independent person were under 24 years of age, contrary to SBE Rule 6A-10.044(6)(a), Florida Administrative Code.

Response

Florida Community College at Jacksonville is in the process of implementing all the residency rule guidelines for fall term 2007. Initial residency classification will be determined based on at least two of the prescribed documents. Affidavits will be signed either through the online electronic signature or a signed hard copy affidavit. Students classified as independent will be at least 24 years old.

Sincerely,

Steven P. Bowers
Vice President of Administrative Services

SB/lw

cc: John Duffy, Audit Supervisor
Dave Ward, Audit Supervisor
Peter J. Biegel, Executive Director, Student Success & Services
Yvonne Horner, Associate Vice President, Financial Services
Joel Friedman, Director, Student Aid

FCCJ Foundation Inc. | 501 West State Street | Jacksonville, FL 32202-4078 | Phone 904.632.3357 | Fax 904.632.3134

FIU FLORIDA INTERNATIONAL UNIVERSITY

Hope, Knowledge, and Opportunity

July 16, 2007

William O. Monroe C.P.A.
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Monroe,

Finding No. 5: Return of Undisbursed Advances.

The "Appeal to Drop/Withdraw with Refund" processing procedures required consultation between the Records Office and the Financial Aid Office to determine if the student would be required to repay any financial aid funds they may have received directly. Additionally, if the student would need to repay funds, the student was given additional time to repay funds before a tuition refund would be issued. This process could cause delay beyond the 60 day timeline for return of undisbursed Bright Futures funds.

Florida International University has revised the procedures to process Appeals to Drop/Withdraw with Refund. Students are notified in advance that if an appeal is approved, they may be required to repay funds. All approved appeals are now forwarded to the Financial Aid Office immediately upon approval. For those students who have aid (Bright Futures included), the Financial Aid Office initiates and completes any required return of funds to the appropriate program within required deadlines.

* Update to footnote 3 of Appendix A of the Preliminary and Tentative Findings. The $2,041 in undisbursed funds was returned to the State on April 19, 2007 and May 31, 2007.

Sincerely,

Francisco Valines
Director of Financial Aid

FLORIDA KEYS COMMUNITY COLLEGE

DR. WILLIAM A. SEEKER
PRESIDENT

July 19, 2007

William O. Monroe, CPA
Auditor General
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Subject: Preliminary Audit Findings

Dear Mr. Monroe:

In response to your request, and pursuant to the provisions of Section 11.45(4)(d), Florida Statutes, the enclosed response to your tentative and preliminary audit findings is being forwarded.

We appreciate your comments and recommendations. Should you require any additional information, please let us know.

Sincerely,

William A. Seeker

WAS/wjm

Cc: District Board of Trustees

Enclosure

Bcc: Maureen Crowley, Jean Mauk, Sharon Toppino

KEY WEST
WILLIAM A. SEEKER CAMPUS
COLLEGE ROAD • KEY WEST, FL 33040
305-296-9081

MIDDLE KEYS CENTER
P.O. BOX 501178 • 900 SOMBRERO BEACH ROAD
MARATHON, FL 33050
305-743-2133

UPPER KEYS CENTER
P.O. DRAWER 600 • 89951 U.S. HIG
TAVERNIER, FL 33070
305-852-8007

FLORIDA KEYS COMMUNITY COLLEGE
FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM
PRELIMINARY AND TENTATIVE FINDINGS RESPONSE
JULY 2007

Finding No. 3: Credit Hours Enrolled and Earned Reporting

Recommendation: The institutions noted above (Florida Keys Community College) should ensure that credit hours enrolled and earned are reported accurately and timely to DOE.

Six students at the College were reported with the incorrect number of credit hours earned on the Grade and Hours Report (GRHR). The hours reported included credits for courses transferred during the fiscal year another institution. FKCC has corrected its internal software reporting system responsible for creating the GRHR and has revised its internal review process to ensure a more comprehensive review of the reporting.

HILLSBOROUGH
Community College

P.O. Box 31127 • Tampa, FL 33631
(813) 253-7050 • FAX (813) 253-7193
e-mail: Stephensong@hcc.cc.fl.us

OFFICE OF THE PRESIDENT
Gwendolyn W. Stephenson, Ph.D.

June 26, 2007

Mr. William O. Monroe, CPA
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Mr. Monroe:

Hillsborough Community College is in receipt of the preliminary and tentative findings pertaining to the Florida Bright Futures Scholarship Program for the Fiscal Year Ended June 30, 2006. Pursuant to Section 11.45 (4) (d), Florida Statutes, please accept this written response to the findings.

Section 1009.53 (5) (a), Florida Statutes, provides that an institution must make a refund to DOE if a student who receives an award disbursement terminates enrollment for any reason during an academic term and a refund is permitted by the institution's refund policy. In its review of Bright Futures Scholarship recipients at Hillsborough Community College, the Auditor General's staff identified one (1) student whose enrollment status had changed but whose scholarship had not been refunded to the DOE. As a corrective action, the College has enhanced its processes to recalculate the Florida Academic Scholarship awards the day after the semester's drop/add period, and to verify amounts against the State's edit reports.

Thank you for the opportunity to comment on the preliminary and tentative findings. Please contact me if you have any questions.

Sincerely,

Gwendolyn W. Stephenson, Ph.D.
President

LAKE CITY
COMMUNITY COLLEGE

From the Office of the President

July 18, 2007

William O. Monroe
Auditor General
111 West Madison Street
Tallahassee, Florida 32399

Dear Mr. Monroe:

Please find attached the response from our institution for the Florida Bright Futures Scholarship Program for the fiscal year ended June 30, 2006. If you have any questions, please let me know.

Sincerely,

Charles W. Hall, Ed.D.
President

149 S.E. College Place
Lake City, FL 32025-2007

386-754-4200
386-754-4593 FAX
www.lakecitycc.edu

Audit Response for Florida Bright Futures Scholarship Program for the Fiscal Year Ended June 30, 2006

Finding No. 2: Overawards

Response

The refund requirement for Florida Bright Futures as stated in Florida Statutes, Section 1009.53(5) (a), states that the institution must make a refund to DOE if a student who receives an award disbursement terminates enrollment for any reason during an academic term. In our finding, the student was dropped from the class after financial aid was credited to the student accounts. The Financial Aid Office was not notified and this caused the overaward situation. Subsequently, the institution has implemented the FOCDROPPED Report which is received weekly. This report list the student's campus-wide ID#, their name, course (s) ID, audit OPID, transaction date and primary reason for the transaction.

PALM BEACH COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT

4200 CONGRESS AVENUE
LAKE WORTH, FL 33461-4796

561-868-3500 tel
561-868-3504 fax

July 12, 2007

Mr. William O. Monroe
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Mr. Monroe:

We have received a list of preliminary and tentative findings resulting from your operational audit of the Florida Bright Futures Scholarship Program for the fiscal year ended June 30, 2006. Thank you for your suggestions and recommendations to improve the College's operation.

Our response to the findings is attached. Please contact Mr. Richard A. Becker, vice president of administration and business services, at (561) 868-3137, if additional information is needed.

Sincerely,

Dennis P. Gallon

Dennis P. Gallon, Ph.D.
President

Enclosure

cc: District Board of Trustees
Dr. Quincy L. Moore
Mr. Richard A. Becker

PALM BEACH COMMUNITY COLLEGE
RESPONSE TO AUDIT FINDINGS
FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM
For the Fiscal Year Ended June 30, 2006

Finding No. 5: Return of Undisbursed Advances

The College will enhance internal controls to ensure timely refunds to the Department of Education in the Florida Bright Futures Scholarship Program.

PCC
Polk Community College

Office of the President

999 Avenue H, Northeast • Winter Haven, Florida 33881-4299

Phone: 863.297.1098 • Suncom: 580.1098
Fax: 863.297.1053

July 18, 2007

Mr. William O. Monroe, C.P.A.
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Mr. Monroe:

Below please find our response to the preliminary and tentative findings which may be included in a report to be prepared on your audit of the:

Florida Bright Futures Scholarship Program
For the Fiscal Year Ended June 30, 2007

mailed to us from your office on June 18, 2007. Please feel free to contact us if we can provide further information.

Yours truly,

Eileen Holden

Eileen Holden, Ed.D.
President

Recommendation: The College should ensure that all students classified as "All Florida" residents provide evidence that they (or their mother, father, or legal guardian, if applicable) have been issued two of the three specified documents required to evidence Florida residency, and ensure that such students classified as independent persons are at least 24 years old.

We have reviewed the records of the 8 students identified in this finding and have made appropriate corrections to their records. We have also updated our procedures to ensure that we collect and document the appropriate credentials to support the student's affidavit of residency and updated our procedures and trained our staff to properly classify "All Florida" student's dependency status.

Seminole Community College

E. Ann McGee, President

100 Weldon Boulevard | Sanford, FL 32773-6199 | 407.708.2010 | www.scc-fl.edu

July 2, 2007

Mr. William O. Monroe
Auditor General, State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

RE: Florida Bright Futures Scholarship Program Audit
For the fiscal year ended June 30, 2006

Dear Mr. Monroe:

We have reviewed the referenced document and recognize that Seminole Community College was noted in Finding no. 2: Overawards. The recommendation states, "....the institutions... should ensure that required refunds are made to DOE on a timely basis." The institutional response is as follows:

The students cited in the sample were all students on consortium agreements, with Seminole Community College being the home institution. Seminole Community College has conferred with the Office for Student Financial Assistance for guidance on correct calculation of Bright Futures awards for students who are co-enrolled at two institutions. The directions received have been included in the College's institutional process and procedure to assure correct calculation. All students noted in the sample were corrected and funds returned to the state.

Please contact Mr. Joseph A. Sarnovsky, Vice President for Administrative & Business Services at (407) 328-2001, if additional information is needed. Thank you.

Sincerely,

E. Ann McGee
President

ldc

cc: Joe Sarnovsky
Dr. James Henningsen

District Board of Trustees

Verdell Pugh Horne, Chairman | Richard H. Lee, Vice Chairman | Christopher Dorworth | Dr. Charles W. English | Dede Schaffner | E. Ann McGee, President

Oviedo | Sanford/Lake Mary | Hunt Club

A Diverse Learning Community...An Equal Access/Equal Opportunity College

ST. JOHNS RIVER COMMUNITY COLLEGE
FLORIDA SCHOOL OF THE ARTS
CLAY, PUTNAM AND ST. JOHNS COUNTIES COOPERATING

Community College

DR. R.L. McLENDON, JR.
PRESIDENT

REPLY TO:
PALATKA CAMPUS
5001 ST. JOHNS AVENUE
PALATKA, FLORIDA
32177-3897
PHONE: (386) 312-4113
SUNCOM: 890-4113
FAX: (386) 312 4229
E-MAIL:
drrobertlmclendonjr@sjrcc.edu

ORANGE PARK CAMPUS
283 COLLEGE DRIVE
ORANGE PARK, FLORIDA
32065-7650
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ST. AUGUSTINE CAMPUS
2990 COLLEGE DRIVE
ST. AUGUSTINE, FLORIDA
32084-1197
PHONE: (904) 808-7400

WEBSITE:
www.sjrcc.edu

An Equal Opportunity College

July 18, 2007

Mr. William Monroe
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Mr. Monroe:

On behalf of St. Johns River Community College I submit the following response for Finding No. 2 on the Florida Bright Futures Scholarship Program audit for the year ended June 30, 2006.

As noted in the finding, St. Johns River Community College remitted the amount of the overaward to the Department of Education. Additionally, procedures have been implemented to insure future awards are calculated correctly.

Please let me know if you need additional information.

Most sincerely,

R. L. McLendon, Jr., Ph.D.
President

St. Petersburg College

Office of the President
(727) 341-3241
Fax: (727) 341-3318

July 17, 2007

William O. Monroe, CPA
Auditor General, State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, FL 32399-1450

Dear Mr. Monroe:

In response to the preliminary and tentative findings related to the audit of the Florida Bright Futures Scholarship Program for the Fiscal Year Ended June 30, 2006, we submit the following response to your recommendation.

Your report states in Finding No. 1: Residency Requirements

Recommendation: The institution should ensure that all students classified as "All Florida" residents provide evidence that they (or their mother, father, or legal guardian, if applicable) have been issued two of the three specified documents required to evidence Florida residency, and ensure that such students classified as independent persons are at least 24 years old.

College Response: At the time these students applied for admission to St. Petersburg College, the Central Records department was not collecting the admissions application for Dual Credit and Collegiate high school students. Five of the six students in this finding were Dual Credit students and the remaining student was a Collegiate high school student. In May of 2005, the College Registrar changed the college operational procedures by notifying the administrators of these programs that Central Records needed the admission application and residency affidavit for the students in these programs. Since that time, the Central Records office has been receiving this documentation. At the time, these six students were brought to our attention, a letter was sent to them indicating that the College needed the residency affidavit to be completed and returned to the College. Two students responded to this request and returned the residency affidavit. The residency status for the remaining four students was changed to non-resident.

St. Petersburg College wishes to express its appreciation to the representatives of the Office of the auditor General for their courtesies and assistance while conducting the audit.

Sincerely,

Carl M. Kuttler, Jr.
President

Mailing Address:
Post Office Box 13489
St. Petersburg, FL 33733-3489

An Equal Access/Equal Opportunity institution

444 Appleyard Drive
Tallahassee Florida 32304-2895
850.201.6200 | *www.tcc.fl.edu*

July 16, 2007

William O. Monroe, CPA
Auditor General
111 West Madison Street
Tallahassee, Florida 32399-1450

Re: Audit of Florida Bright Futures Scholarship Program

Dear Mr. Monroe:

In response to the preliminary and tentative audit findings related to your audit of the Florida Bright Futures Scholarship Program for the fiscal year ended June 30, 2006, we submit the attached statements of explanation and corrective action.

We wish to express our appreciation to your staff for the professional and helpful manner in which they conducted the audit.

If I can be of further assistance, please do not hesitate to call me.

Sincerely,

William D. Law, Jr.
President

Tallahassee Community College
Bright Futures Audit Response

Finding No. 1 Residency Requirements

TCC concurs with the finding on residency. Our computer system did not properly flag student who transitioned from dual enrollment to degree seeking. This problem has now been corrected

Finding No. 2: Over-awards

TCC agrees the two students cited were over-awarded. The errors occurred when the awards were recalculated manually. TCC has developed an automated process to eliminate manual calculations, which should eliminate future errors. The funds cited have been returned to the State of Florida and all other students who had manual calculations have been reviewed for accuracy.

Finding No. 3: Credit Hours Enrolled and Earned Reporting

TCC agrees that the student cited had the wrong hours reported. Because this is a program managed by our software provider, we have reported the error and expect to have the problem resolved by the next reporting cycle. In the interim we have reviewed all students for accuracy and made changes where appropriate. The Financial Aid Office will ensure the needed changes are made to the computer program so the correct hours are reported in the future.

USF
UNIVERSITY OF
SOUTH FLORIDA

July 17, 2007

William O. Monroe, CPA
Auditor General
State of Florida
G74 Claude Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

Dear Mr. Monroe,

Please see below the University of South Florida's response to the one Audit Finding related to the University that is included in the 2005-2006 audit of the Florida Bright Futures Scholarship Program.

- The University of South Florida has adopted procedures to ensure that undisbursed program funds are returned to DOE within the time frame provided by law.

- Implementation Date: April 15, 2007

If you have any questions or require additional information, please contact me at 813-974-6061.

Sincerely,

Nick J. Trivunovich
University Controller

cc: Dr. Judy Genshaft
Dr. Carl P. Carlucci
Trudie Frecker
Debra Gula
Dr. Leellen Brigman
Maureen Johnston

NJT:lw

UNIVERSITY CONTROLLER'S OFFICE
University of South Florida • 4202 East Fowler Avenue, ADM 147 • Tampa, Florida 33620-5800
(813) 974-2711 • FAX (813) 974-4485

Part III, Section 14

Appendix 8

Florida Opportunity Scholar Program
Policy and Procedure Manual

Purpose

This Policy and Procedure manual was developed by the 2009-2010 Florida Opportunity Scholarship Coordinating team. The purpose of this manual is to share information about how to run this program at The University of Florida.

A special thanks to those that contributed to this manual:

Karen Fooks, Student Financial Affairs
Ron Anderson, Student Financial Affairs
Leslie Hahn, FOS Program
Dana Peterson, AIM Program
Vince Roberts, Housing & Residence Education
Shari Robinson, University Counseling Center
Paige Crandall, Dean of Students Office
Sara Mock, Academic Advising Center
Kathy Rex, Academic Advising Center
Heather White, Career Resource Center
Jan'et Glover, Career Resource Center

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Awarding Scholarship & Monitoring Procedures

The Director of Financial Affairs along with his/her staff determine which students are eligible and thereby awarded the FOS scholarship. Along with initial awards, the Director monitors student progress at the end of each Spring semester to determine continued eligibility. The following is a timeline of important procedures in each month.

January

Initial Applicants

- Once the federal ISIR process is turned on in January, ask the systems area to begin running the weekly report (FA79EDEP). This is a listing of new EDE records for first generation in college FTICs with parent income < $40,000, and Admissions first gen flag =Y or parents education levels ≠ 3 or 4 on the EDE record.
- Each name on the report should be evaluated for initial eligibility. Eliminate any students where parent assets are > $35,000 or otherwise appear ineligible such as students whose residency status =N or duplicate records.
- Review the ISIR data on needs analysis screen to determine if anything appears questionable such as unusually low income (means of support) or incomes within $3,000 below the $40,000 income limit. Mark these students and needing verification/discrepancy follow up. Once the verification programs are up and running send the name and UFID and reason for follow up to Verification section to select them for verification. In verifying the income, you would be looking for situations where through the tax code the family appears "poor" but in may have substantial income deductions. This is particularly true for business income.
- Review the student's home address on GoogleEarth and zillow.com. Make an assessment of home value and apparent family standard of living. Consider verifying income for families living in homes > $250,000. Factors to consider include age of the home and date last sold (on zillow.com) and other neighborhood homes. Generally, students with family home value > $300,000 will probably not be considered eligible for FOS.
- If either parent's education level is blank, 3 or 4, send an email enclosing the parent's educational level certification form to the student using the email address on the admissions file. Do not use the UFL.EDU address until late in the spring since this address is usually not activated until the student attends Preview.
- Create a new Excel spreadsheet to track the students. Create on tab for awarded students, a tab for potentially eligible students and a tab for canceled awards.
- Add a record on the potentially eligible spreadsheet for any student with a P on the tracking FOS flag and include any comments about why not ready to award. These comments could include admit status (still pending), residency flag ≠ F or R, parent's education follow up, verification.
- No further action can be taken, other than periodic reviews until Admissions sends out office notice of admissions.
- Prepare weekly reports for VPSA comparing current year applicant pool and demographics to same data in prior years at similar point in time.

Current Recipients (current year)

- Resolve eligibility problems as they arise. Cancel spring awards for students who graduated in December or who do not re-enroll.

Current Recipients (next year)

- Ask systems to set FOS flag =R in upcoming year's track file for all current year recipients.

February

Initial applicants

- Continue January eligibility determination processes.
- Once a student has been admitted, (usually late February) review the file again to make sure that the student continues to meet eligibility requirements (residency = F or R), parents education ≠ 3,4, blank or student has returned the education form confirming they are first gen, admit status = B (first-time freshman), and is not selected for verification/discrepancy checking.
- If the student is ready to award, set a Y in the FOS flag on tracking and send a letter to the student advising them of their selection as a scholar and include the estimated financial need from the award screen in the letter. Include two copies of the FOS certification form with the letter.
- Once the packaging program starts running, packaging will automatically make a FOS award to all students with a Y in the FOS field on tracking if they have not already been awarded.
- When student has been awarded, move the student record from the Excel pending sheet to the awarded sheet.
- The packaging program will not award FOS to any student with a FOS flag = P on tracking. It will, however, package all other grant assistance that the student is eligible for up to the 60% gift aid percentage. The remainder of the need (normally the loan/work portion of an aid package) will remain unmet waiting for FOS final decision. Packaging will not send an award letter and the award will be masked from the student on ISIS until it is complete (FOS flag = Y).
- As time goes on, students may send duplicate FAFSAs or FAFSA corrections. If a FOS flag or P or Y has already been set, the new record may be a duplicate, but the data may have changed so review again for student eligibility.
- Continue weekly status reports for VPSA.

Current Recipients (current year)

- Resolve eligibility problems as they arise. Make study abroad awards for eligible students (06-07 and 07-08 cohorts only). If student is studying abroad in summer, remaining need should be met with Turner Grant.
- Check degree file for students who have applied to graduate in May and send list to the FOS Program Director.

Current Recipients (next year)

- No action necessary.

March

Initial applicants

- Continue February awarding processes.
- Send second follow up to students who did not respond to parents' education follow up letter.
- Continue weekly status reports for VPSA.

Current Recipients (current year)

- Resolve eligibility problems as they arise. Make study abroad awards for eligible students (06-07 and 07-08 cohorts only). If student is studying abroad in summer, remaining need should be met with Turner Grant.

Current Recipients (next year)

- Send reminder email to current year recipients who have not yet submitted FAFSA for next year.

April

Initial Applicants

- Cancel production of potential eligibility reports. Only students who applied by March 15 will normally be considered eligible but keep production through the end of March as back up in case on time apps are sent by fed processor late or a decision is made to extend deadline.
- Notify verification section of all FOS=P students who need additional follow-up for tax returns or other documentation to confirm eligibility.
- Begin weekly production of reports of FOS = Y and need is undermet, overmet, income > $40,000, activity status = I and no returned certification form (FA59FOSR). Resolve issues as appropriate.
- Continue weekly status reports for VPSA.

Current Recipients (current year)

- Resolve eligibility problems as they arise. Make study abroad awards for eligible students (06-07 and 07-08 cohorts only). If student is studying abroad in summer, remaining need should be met with Turner Grant.

Current Recipients (next year)

- No action necessary.

May

Initial Applicants

- Continue awarding as student problems are resolved. Let automated packaging produce final awards until it stops running. After automated packaging is shut down for the year, awards will need to be made manually.
- Check summer admits for current year summer aid application and meet remaining need with Turner Grant. If summer admit student has not applied for summer aid, send reminder to complete current year FAFSA.
- Continue weekly status reports for VPSA.

Current Recipients (current year)

- Resolve eligibility problems as they arise. Make study abroad awards for eligible students (06-07 and 07-08 cohorts only). If student is studying abroad in summer, remaining need should be met with Turner Grant.
- Send list of students who graduated to FOS Program Director and Student Affairs Director of External Relations.

- Update graduate sheet with newly graduated students as necessary.

Current Recipients (next year)

- Check grades and hours for the fall & spring semesters of current recipients (plus the previous summer for students admitted as entering freshmen during that term). If student meets renewal requirements, and all other eligibility requirements (applied for aid, undergraduate, FL resident, income < $40,000 + $4000 margin for each year on program) change FOS flag to Y and let automated packaging make an award.
- If student does not meet academic or other eligibility requirements, send email letter advising of ineligibility and options for reinstating/appealing. Make regular financial aid award.
- Get lists of first year recipients who did not complete literacy workshop, did not enroll in First Year Florida or who did not participate with peer mentor and send email letter that student is not eligible to renew for upcoming year. Make regular financial aid award.
- Get list of second year recipients who did not complete career workshop and send email letter that student is not eligible to renew for upcoming year. Make regular financial aid award.
- Update Excel spreadsheet with new sheets for renewed students for upcoming year, students not renewed.

June

Initial Applicants

- Continue awarding as student problems are resolved. Let automated packaging produce final awards until it stops running. After automated packaging is shut down for the year, awards will need to be made manually.
- Continue weekly production reports and resolve issues as appropriate.
- Continue weekly status reports for VPSA.
- Attend FOS orientation for summer admits and review program requirements with students.

Current Recipients (current year)

- Resolve eligibility problems as they arise. Make study abroad awards for eligible students (06-07 and 07-08 cohorts only). If student is studying abroad in summer, remaining need should be met with Turner Grant.
- Check degree file for students who have applied to graduate in August and send list to the FOS Program Director.

Current Recipients (next year)

- Check Summer A grades/hrs. If summer grades bring the student up to meeting academic renewal requirements and the student is otherwise eligible, continue to make awards. Review petitions as they are submitted.
- Continue weekly production reports and resolve issues as appropriate.

July

Initial Students

- Continue awarding as student problems are resolved. Let automated packaging produce final awards until it stops running. After automated packaging is shut down for the year, awards will

need to be made manually. Stop awarding when number of recipients reaches the maximum number established by the president (usually around 400)
- Continue working weekly production reports and resolve issues as appropriate.
- Continue weekly status reports for VPSA.

Current Recipients (current year)
- Resolve eligibility problems as they arise. Make study abroad awards for eligible students (06-07 and 07-08 cohorts only). If student is studying abroad in summer, remaining need should be met with Turner Grant.

Current Recipients (next year)
- Continue awarding as student problems are resolved. Let automated packaging produce final awards until it stops running. After automated packaging is shut down for the year, awards will need to be made manually.
- Continue weekly production reports and resolve issues as appropriate.

August
Initial Applicants
- Continue awarding as student problems are resolved. Stop awarding when number of recipients reaches the maximum number established by the president (usually around 400)
- Continue weekly production reports and resolve issues as appropriate.
- Continue weekly status reports for VPSA.
- Attend FOS orientation for fall admits and review program requirements with students.

Current Recipients (current year)
- Send list of students who graduated to FOS Program Director and Student Affairs Director of External Relations.

Current Recipients (next year)
- Check Summer B/C and Florida CC/SUS grades/hrs. If summer grades bring the student up to meeting academic renewal requirements and the student is otherwise eligible, continue to make awards. Review petitions as they are submitted.
- Continue awarding as student problems are resolved.
- Continue weekly production and resolve issues as indicated.
- Estimate total funds needed to pay all Fall commitments (returning and new recipients). Check scholarship cash balance, draw down FOS money in UFF accounts and notify VPSA of additional funds needed, if any, to meet Fall commitments.

September
All Recipients
- Continue awarding as student problems are resolved.
- Continue weekly production reports and resolve issues as appropriate.
- Make final determination of freshman yield rate (% students who were offered FOS prior to May 1 admissions accept deadline who actually enrolled.

- Check degree file for students who have applied to graduate in December and send list to the FOS Program Director.
- Reconcile all prior year awards and disbursements with SFA funds management and prepare annual report.

October

All Recipients

- Continue working weekly production reports and resolve issues as appropriate.
- Discuss possible changes in awarding/eligibility criteria for next year with FOS Program Director.

November

All Recipients

- Continue working weekly production reports and resolve issues as appropriate.

December

All Recipients

- Check and post grades and hours for the Fall semester. Cancel spring award for any students suspended, graduated or otherwise indicated as not returning. Make spring awards to any students offered only a Fall award with spring aid conditional on meeting requirements as established at the time of petitioning.
- Get lists of first year recipients who did not complete literacy workshop, did not register for First Year Florida or who did not participate with peer mentor and put spring FOS aid on hold until students complies with requirements.
- Get list of second year recipients who did not complete career workshop and put spring FOS aid on hold until students complies with requirements.
- Estimate total funds needed to pay Spring commitments. Check scholarship cash balance, draw down FOS money in UFF accounts and notify VPSA of additional funds needed, if any, to meet commitments.
- Send reminder email to students about academic renewal requirements and need to complete FAFSA for upcoming year.

FOS Orientation

The purpose of the FOS Orientation is to bring all of the incoming first-year FOS students together to receive all of the information they need about the FOS program. Members from the FOS committee are there representing at least Housing and Financial Aid. This is also where the mentees meet their mentors for the first time.

- Summer B Orientation: Sunday before classes begin (5:30-7:30pm)
- Fall Orientation: Sunday before classes begin (5:30-7:30pm)
- Prior to Orientation, it's advisable to meet with the Mentors (3:30pm) for a pre-semester meeting
- Meeting agenda is as follows:
    - 5:30-5:35 Welcome by an FOS committee member
    - 5:35-6:00 Scholarship Details
    - 6:00-6:45 Financial Literacy Session

  - 6:45-7:15 Mentor Program Requirements and Mentor/Mentee Meeting
- Location for this meeting is either Flint Hall Room 50 or Chemistry Lab Bldg C130

Peer Mentoring

The Director of the Florida Opportunity Scholarship is the main contact and coordinator for the Peer Mentor program. He/she oversees this timeline, sends out the information within it, and can amend it as they see appropriate.

Mentoring Program Selection Timeline

- Mid-January, host information session for those interested in learning about position
- February 1, Mentor Applications available (both returning and new)
- March 4, Mentor Applications due
- Application Review during Spring Break
- Interviews last week of March
  - Interviews conducted with FOS Committee member and peer mentor
  - Aim to select 60 total (returning + new)
- Use binders to keep track of completed applications
- Create an Excel file of data from applications (Name, UF ID, Phone #, Email, etc)
- Online interview sign-up is preferred; IT person can help with this
- Mid-April, Training Retreat for New Mentors at Lake Wauburg. Invite a few returning mentors to retreat to share expertise.

Assigning Mentor Groups

- After the Director of Student Financial Affairs determines the list of scholars, it is time to assign mentors
- First, determine your ratio of scholars to mentors
- Sort the spreadsheet by UF ID (to ensure that you have a random list of scholars)
- Assign Mentors; give each mentor the names and email addresses of their scholars
  - Be sure to assign scholars that are registered for FOS sections of First-Year Florida to the mentor that is co-teaching that section
- Be sure these assignments are made the week prior to FOS orientation
  - That way, mentors can contact their scholars prior to orientation to remind them
- Mentors will meet scholars at FOS orientation (either prior to Summer B or Fall term)
- Please note: Mentors who are teaching a section of First-Year Florida will have larger mentee groups.

Undergraduate Coordinator (UC) - Student Assistant

- This is a paid position for an undergraduate student chosen by the Director to assist mainly with the mentoring program but also in other duties as assigned that pertain to the scholarship
- If the UC is available during the summer, he/she can help with the program but if not then they start work in fall

- He/she holds eight office hours each week in the Office of the Vice President for Student Affairs
- Meets weekly with the Director to discuss projects, ideas for programs, what they have completed, etc.
- It is also beneficial for the UC to attend FOS Committee Meetings and FOS Budget meetings so they receive a well-rounded view of the scholarship and are able to assist in all projects
- Duties are listed below but not limited to:
    - Holding monthly meetings, corresponding with the mentors directly, planning and coordinating events for the program, assisting mentors with their budget and spending, attending the FOS Sponsored events, attend mentor and mentee orientations, etc.
    - The UC also keeps track of the mentors to ensure they are fulfilling their responsibilities. Attendance at Orientation, monthly meetings, FOS Sponsored events, co-programming, and spending are all tracked in an Excel document.

<u>Tracking of Mentor/Mentee Correspondence (see Appendix 1)</u>

In an attempt to quantify the contact between mentors and their mentees, ensure mentor quality, and keep track of all communication between mentors and their mentees, a tracking sheet has been created. It is an excel spreadsheet where the mentors track all communication with their mentees individually since each mentee has a 'sheet' in the document. If something comes up with a student (i.e. grade issues, personal problems, etc), it is advised to request the tracking sheet from their mentor to see if anything in the sheet can help in the counseling process of that student.

- Explain the tracking sheet (with example) to the new mentors at the Spring retreat
- Send it out over the mentor listserv prior to the start of the summer and fall semesters
- At the pre-semester mentor meeting, go over the tracking sheet again with expectations
- For summer mentors, have their tracking sheets due prior to them leaving for intersession break
- Go over their sheets and give them positive and constructive feedback on what they need to improve on (i.e. more detail, explanations, better list, etc.)
- During the first monthly mentor meeting in summer and fall semesters, ask the mentors how their sheets are coming along
- Have the sheets due for the fall semester in early December and provide feedback again
- At the end of the spring semester, be sure that all mentors submit their tracking sheets electronically
- All data from the sheets are compiled and added in the Annual Report

<u>Monthly Meetings</u>

- Two held each month for mentors to get together, receive information, and brainstorm program ideas
- The Director and UC each hold a meeting on different days of the week in different hours of the day having them fit into the class schedule
- Be sure to have a sign-in sheet, an agenda for both meetings to follow, and snacks if possible
- These are usually held in the Reitz Union so request rooms early in the semester
- All mentors are required to attend one of the meetings each month with class being the only excuse

- If a mentor has a legitimate reason to miss the meeting, the UC meets individually with that mentor the week following the meeting.

Mentor Contracts/Responsibilities (see Appendix 2)

- Mentor contracts are given to the mentors at the Spring retreat
    - They are reviewed and signed by each mentors to ensure they fully understand their responsibilities
- Attend the Mentor Training Retreat and Pre-Semester Meeting (either Summer or Fall depending on when you begin mentoring).
- Attend the FOS Orientation (either Summer or Fall depending on when you begin)
- Attend monthly meetings with program supervisors (Leslie and UC)
- Attend the reception at the President's House
- Attend at least one sponsored FOS event per semester with your scholars in addition to the President's Reception
- Plan 4 activities/programs for your students during the 09-10 year. In doing so, you must fulfill four programming areas:
    - 1) Cultural/Global/Diversity
    - 2) Service/Involvement
    - 3) Academic/Career Planning
    - 4) Personal Wellness
- Co-program with another mentor in the above activities or other activities at least once per semester.
- Spend all money set aside for programming/events and follow proper reimbursement procedures.
- Regularly communicate with your scholars via email, phone, Facebook, group programming and individual meetings, etc.
- Maintain up to date records of your scholars' participation in the mentoring program to be turned in at the end of each semester.
- Be enrolled as a full-time student and maintain at least a 2.0 grade point average

Mentee Contracts (see Appendix 3)

- A contract between the mentor and mentee individually that lays out what they have discussed to be expectations of their relationship and program
- This is given to the mentors are the retreat and pre-semester meeting and they are to complete it with their mentees individually at their earliest convenience
- The mentor keeps this and it is only provided to the student assistant when there is a problem for one of the two parties is not following through with their contract

Mentor Programming Sheets (see Appendix 4)

- Programming sheets are also given to the mentors and discussed during Spring Retreat and monthly meetings

- This sheet is where the mentor is to keep track of four of their programs: Cultural/Global/Diversity, Service/Involvement, Academic/Career Planning, and Personal Wellness
- They also add their co-programming event to this sheet
- At the end of spring, the mentors are to stop by the UC's office hours and stop off the sheet
- The UC then compiles the sheets into a binder and puts them into an electronic file to be sent out and used as ideas for future mentors

Mentor Budget

- This can be changed at the discretion of the Director
- Currently, each mentor received $10 for each mentor in their group (i.e. 3 mentees= $30)
- This is the money that they have for their group for the entire academic year
- They are required to submit a request with information on their event at least 10 days prior to the event to ensure funding, find out how it is going to be paid for, and make sure that the UC and Director approve that spending
- Depending on the location of their event, the company or entity can invoice the Director and it can be paid directly without the mentor having to be reimbursed
- Other times the mentor might have to pay out of pocket and then gets reimbursed afterwards
- It is important to reiterate to the mentors that they are to have an itemized receipt whenever they purchase anything for their mentees and they are not to go out to "food only" events (such as dinner only)
  - Food can accompany another event but cannot stand alone (this is another reason why it is important to have requests well in advance)
  - We are a tax-exempt organization so mentors should not be charged tax for their expenses

Housing and Residence Education

The Department of Housing and Residence Education has agreed to offer and accept Fall/Spring housing contracts from 150 incoming FOS students that do not fall into any other group (i.e. AIM, Partner School Alliance, National Merit, etc.)

Process

- After the incoming Summer B/Fall class is admitted, the Coordinator for Undergraduate Assignments periodically asks the Director of Student Financial Affairs (SFA) for a current list of incoming FOS students starting in April.
- When they receive this list for the first time, Housing staff codes each FOS student's Fall contract screen on the HRE database indicating that the student is an FOS student.
- Upon receipt of subsequent lists, the Coordinator for Undergraduate Assignments runs a report of the FOS coded students and compares this against the new list from SFA.
- Any student on the new list that isn't already coded as FOS at this time is then coded as such.

    - The FOS coding on the HRE database is for one semester only. So consequently, the Coordinator for Undergraduate Assignments periodically runs a report to compare those students coded FOS for Summer B and Fall.
- In order to ensure that the agreement noted above is met annually, HRE performs weekly checks to verify the number of FOS students that do not fall in any other group. Additional contracts are offered (if needed) keeping in mind that there may be additional lists of FOS students coming from SFA at a later date that will increase this number.

First-Year Florida

All first-year FOS students are required to complete (and pass with a D or higher) SLS 1102: First-Year Florida.

- Students in the Honors Program may substitute (with permission from the Director) this requirement for IDH 4905: Professional Development. This course must be taken in the first year (Summer B, Fall or Spring).
- Students may complete any section of SLS1102 and the FOS program teaches 7 sections over the course of the year (2 in Summer B, 4 in Fall, and 1 in Spring). Only FOS students are permitted into these sections.
- It is advisable to work closely with New Student Programs in the Dean of Students Office to coordinate the 7 FOS sections. It is the Director's responsibility to determine the instructors of the FOS sections. The peer leaders should also be FOS mentors.

The Director of FOS should monitor students' enrollment in the course.

- After the Drop/Add period, the Director of FOS checks student transcripts to record who is enrolled in the course.
- After grades post at the completion of the term, the director should verify that the students passed the course with a D or greater.
- Students who have not enrolled in the course should be reminded at least twice in the semester before they should enroll. For example, during the Fall semester, students who have not completed the requirement should receive at least 2 emails reminding them to enroll in the course the following Spring.

Academic Interventions

Like many UF students, FOS students often struggle in the introductory Math and Chemistry courses. To provide support to FOS students, the coordinating committee monitors progress in these courses and contacts students for individual meetings to discuss progress.

- Early in the semester, the director contacts both Math and Chemistry to remind them of the established relationship.
- In the past, Chemistry has permitted the Director access to the E-Learning sites as with instructor access (i.e. grades can be viewed).
- Using the syllabus provided, the Director checks grades following exams.

- Student with a 50% average or lower are distributed among the committee members and contacted for intervention meetings.
- The Academic Advisors in CLAS have agreed to follow-up with the AIM students and the committee divides up the other students.
- Intervention meetings consist of the committee member asking how the student is doing in their adjustment to college. They share resources such as tutoring and counseling and make specific referrals to these offices when needed. Often, they discuss major options as well. They also discuss drop/withdraw deadlines so the student is aware of those options.

Monitoring Math and Chemistry classes proved important but they are not the only indicator of academic success. With that, CLAS advisors also monitor progress at the end of each semester. Specifically, they:

- CLAS advisors run a search to identify FOS students who have earned any combination of two or more of the following: C-, D+, D, D-, E, E0, E1 or W.
- Based on the students' majors, CLAS advisors alert advisors in those corresponding colleges. Each college follows-up with their students in whatever manner they deem appropriate.

Financial Literacy Workshops

All incoming Florida Opportunity Scholars are required to attend 2 financial literacy workshops during their first year at UF. Typically at a minimum 24 workshops are scheduled each semester, allowing for students to sign up for a time that meets their schedule. Student unable to attend a workshop during these times are met with individually or given an alternative assignment in order to meet this requirement. Students who fail to complete this requirement will have holds placed upon their disbursement of FOS scholarship funds for the upcoming semester.

<u>At the Beginning of Each Semester</u>

- Determine workshop dates and coordinate workshop registration page with SFA systems staff
- Send email via list serve to all current year FOS students informing them of workshop requirement and link to registration page
- Conduct workshops
- Send reminder email to students mid-semester
- At the conclusion of all regularly schedule workshops, reconcile workshop attendance
- Place holds on disbursement of FOS scholarship for non-attendees

Career Workshops

All second-year FOS students complete two career workshops during their sophomore year. They are required to complete one in the fall and one in the spring semester. Fall workshops focus on resume writing and spring workshops on career planning (major selection, internships, and resources). Additional helpful information includes:

- 15 hour-long workshops are offered each semester (12 are advertised and 3 are reserved as make-up workshops for those students who did not originally sign-up).
- Financial Affairs hosts the online sign-up/registration site.

- Early each semester, submit the dates and times to Financial Affairs for the sign-up site.
- Plan to collect attendance at each workshop; both electronic and written copies for back up
- Mid-November or Mid-April, contact students who failed to complete requirement and tell them about the make-up assignment:

  Please research two careers that potentially interest you and write a three-page, double-spaced, typewritten paper. You should discuss the educational requirements for those positions, the likely work settings, different ways to work into that field (i.e., internships, volunteering, etc.), and potential entry level salaries.

  There are specific requirements that must be met for this assignment:

  1) ***All sources must be cited and must come from the Career Resource Center library—***no online resources are allowed. The CRC library is open 8-4:30, Monday through Friday until December 23, and will open again on January 5, 2009. You must fully list a minimum of four resources on a separate citation page (this is in addition to the three page requirement).

  2) It must be typewritten, with one-inch margins (left, right, top and bottom) and in 11 point pitch. Be sure to include your name, UFID number and UF email on the cover page (cover page does not count toward your page limit).

  3) All work must be original, unless specifically cited, and all quotation cannot be more than three lines of text. We will be checking for "block and copy" text from the internet.

- Contact the Director with the names of students who do not complete the workshop or the make-up assignment for further follow-up.

Study Abroad

Students who matriculated during 2006 and 2007 are eligible for additional funding for one study abroad program. These students are identified within the grant and scholarship file within the Student Financial Affairs financial aid system. Students eligible are designated with an "E" under the study abroad field.

- Upon presenting themselves to the financial aid office, evaluation is made by the financial aid advisor to determine eligibility.
- Assuming they are eligible the student is given a form to bring to the International Center confirming their status.
- Application is then made with the International Center and a budget is prepared by the International Center for the student and sent to Student Financial Affairs.
- Upon receipt of the budget the student's financial aid file is adjusted to reflect the cost of the program and the necessary increases (not to exceed $10,000 or their financial need) are made to their scholarship and grants.

Disbursement of monies follow the same rules as defined within the policy and procedures for all other financial aid programs.

Alumni Tracking

After the deadline to apply for graduation, it's important to check to see how many FOS students will graduate in any given semester. The Director of Financial Affairs has done this in the past. Those names and UF ID's are then forwarded onto the Foundation so they can be marked in the system as FOS alumni.

Outreach to Families

FOS Newsletter

- This is a newsletter put together by the Director with help from other administration around campus. The UC assists in reviewing the newsletter.
- It is sent out once a semester to the home addresses of the scholars to inform the families about important information such as deadlines, resources for their student, and information about the scholarship.

Family Weekend Receptions

- In the past, the committee has coordinated a small reception for FOS families that come to Family Weekend. This past year the reception was cancelled due to low turnout in the past.

FOS Phone-A-Thon

- In 2006 and 2007, the committee called FOS families as a follow-up to the newsletter. The purpose of the phone call was to ask about the student's transition to UF and answer any questions that the families had about the scholarship and UF.

Celebrations/Big Events

FOS-sponsored events

These are events that are planned by the Director and Undergraduate Coordinator (UC) throughout the school year. They usually occur at least once a month. The purpose of these events is to provide experiences and activities for the mentoring groups that they do not have to pay for out of their budget. Past events include: Museum Nights, performances at the Hippodrome, Women's basketball game in the spring (partnered with University Athletic Association and University Minority Mentor Program), food drives, etc.

- Ideas are usually found through event calendars, word of mouth, and brainstorming during weekly meetings between the Director and UC
- The UC usually makes all of the reservations and contacts to plan the event with help from the director when needed
- It is advisable to try to get group rates whenever possible in order to reduce costs (each event should be around $350 to stay in budget)

- Women's Basketball Game- This event has become a tradition. It is suggested to get in touch with the contact at UAA early in the Fall semester to coordinate with UMMP and UAA on funds, date of the game, etc. The UAA contact is typically the Linda Tealer's intern.
    - This event occurs in the spring semester, typically early-January
    - UAA intern arranges catering but both FOS and UMMP contribute around $500 to the food. It's important to arrange for an invoice to be sent to FOS following the event.
    - An Assistant Basketball Coach is asked to say a few words at the event prior to the game.
    - The UAA contact will arrange for the group to sit together at the game.
    - Bring a camera to this event

President's Reception

- Held within the first two weeks of classes at the President's House on campus hosting the first-year class of FOS scholars as well as donors, administration, etc.
- Typically event is from 5:30-7:00 pm
- President Machen speaks as well as Vice President Patricia Telles- Irvin, Student Government President, a Trustee/FOS Donor, and a FOS student.
- The event is catered and dress is business casual
- FOS shirts are passed out to the scholars at the event and FOS mentors are also in attendance
- The President's Office coordinates the logistics of this event (selecting the date, catering, photographer, entertainment, etc) and the Director of FOS helps with the guest list, speakers, and purchases the t-shirts.
- Peer mentors should arrange with their groups a meeting spot and walk together to the event. Mentors should wear their mentor polo shirts.

End of the Year Reception

- Located at the Harn Museum or the Museum of Natural History- the UC must reserve tentatively in the Fall semester because the locations are used quite regularly
- This event celebrates FOS first-year students who are completing their first year of college
- The event also recognizes the FOS mentors for their dedication and hard work
- Mentors are provided with either a padfolio (first-year mentors) or a business-card holder (second-year mentors). Likely, we will need to determine a token for third-year mentors.
- There are light refreshments, typically cake and punch.
- A graduating FOS scholar speaks about their experiences as well as Dr. Machen and Dr. Telles-Irvin
- The Director is the Emcee and introduces the FOS committee and others in attendance. He/She also recognizes the mentors.

Graduation Celebrations

- Efforts are coordinated with the Alumni Association (primary contact: Brad Crews)
- Occurs prior to Grad Bash (the Alumni Association celebration)
- FOS graduates honored with a small gift that marks their successful completion of a bachelor's degree
- A nice reception in their honor is hosted by FOS and the Alumni Association

Appendix 1: Mentor Tracking Template (Example)

Florida Opportunity Scholars Mentor Program		
FOScholar:	Susie	
FOS Mentor	Jack	
Individual Contacts		
Date	**Type of contact**	**Response**
8/30/09	Face to Face Mtg	Susie adjusting well; dislikes Math
9/15/09	Phone Conversation	Going home this weekend; seeking tutoring for Math
9/23/09	Text	Said got 78% on Math test, better than 1st test
Group Activities		
Date	**Activity**	**Attended/Comments**
9/3/09	Bowling	Susie attended and brought a friend from her hall
10/24/09	Meeting to discuss canned food drive	Attended and brought 3 cans
12/3/09	Finals Group Study	Couldn't attend, class conflict

Appendix 2: Mentor Contract

FOS Mentor 2009-2010 Contract

New Student Programs
Dean of Students Office
University of Florida

Overview of the Mentor – Scholar Relationship

Each Scholar is assigned an upperclass student Mentor who will work with a group of approximately 5 scholars. Regular meetings, sharing common interests, attending relevant events on campus, and other learning opportunities are expected activities. The Mentor assists the Scholar in learning more about UF, becoming exposed to new opportunities, reflecting on their progress to date and assessing their plans to move forward with new ideas, information and directions.

Throughout the Mentor/Scholar relationship the focus is on the student in a learner centered environment to assist with connections to the University and to provide a personal contact for the Scholar. Talented students have differing needs depending on their own level of development, their aspirations, and their unique talents and skills. Through a Mentor/Scholar relationship, the experience of the Mentor, the interactive discussions between Mentor and Scholar, and the personal reflection of Scholar is used as a mechanism to provide guidance to the Scholar. Effective mentoring relationships should promote the pursuit of strong scholarship, involvement, service, and enhanced interpersonal relationships that may last throughout the Scholar's years at UF.

Expectations

- Attend the Mentor Training Retreat and Pre-Semester Meeting (either Summer or Fall depending on when you begin mentoring).
- Attend the FOS Orientation (either Summer or Fall depending on when you begin)
- Attend monthly meetings with program supervisors (Leslie and Undergraduate Coordinator)
- Attend the reception at the President's House (Early Sept, specific date TBA)
- Attend at least one sponsored FOS event per semester with your scholars in addition to the President's Reception
- Plan 4 activities/programs for your students during the 09-10 year. In doing so, you must fulfill four programming areas:
    - 1) Cultural/Global/Diversity
    - 2) Service/Involvement
    - 3) Academic/Career Planning
    - 4) Personal Wellness
- Co-program with another mentor in the above activities or other activities at least once per semester.
- Spend all money set aside for programming/events and follow proper reimbursement procedures.

- Regularly communicate with your scholars via email, phone, Facebook, group programming and individual meetings, etc.
- Maintain up to date records of your scholars' participation in the mentoring program to be turned in at the end of each semester.
- Be enrolled as a full-time student and maintain at least a 2.0 grade point average

I, _____ , understand the above mentioned expectations. Failure to fulfill the above requirements and/or meet the above expectations will be cause for removal from my position.

_____ _____

Signature, FOS Mentor Date

Appendix 3: Mentee Contract

Florida Opportunity Scholars Mentee 2009-2010 Contract

University of Florida

What is the Florida Opportunity Scholarship?

The Florida Opportunity Scholarship Program (FOS) helps eligible first-generation college students meet their financial need through grants and scholarships for their undergraduate degree at the University of Florida.

Advantages of having a Mentor

First-year students experience a transition coming from high school to college. Many may feel overwhelmed by the demands of meeting new people, making the right decisions, attending classes and managing time properly. The FOS Program established the mentoring program in order to ensure the success of first-year FOS students at the University of Florida. Mentors act as a personal contact for mentee's to assist with their transition to UF. Through organized activities and individual meetings, the hope is that first-year FOS students will have a smoother transition to UF as well as begin to understand of all the opportunities that UF has to offer.

What does being a Mentee entail?

In order to renew your Florida Opportunity Scholarship each year, you must **actively** participate in the Peer Mentorship Program.

All first-year FOS students will be assigned a mentor prior to their first semester at UF. It is your responsibility to take advantage of the programming scheduled by your mentor and the guidance they have to offer. Even though it is not mandatory to attend all the activities, it is required that recipients stay in contact with their mentor and participate in as many events as your schedule allows. If you are unable to attend an activity or a scheduled meeting, it is your responsibility to communicate with your mentor.

Expectations of my Mentor:_____	Expectation of my Mentee:_____
(Print Name)	(Print Name)

Remember the mentor is there to assist you. As the mentee, it is your responsibility to take advantage of the mentor's knowledge and the activities they schedule.

I, _____ understand the above mentioned expectations. Failure to fulfill the above requirements and/ or meet the expectations will jeopardize my ability to renew the Florida Opportunity Scholarship.

_____ _____

Mentee Signature Date

_____ _____

Mentor Signature Date

Appendix 4: Mentor Programming Sheet

Cultural/Global/Diversity

Program name:_____

Date:_____

Mentors responsible:_____

_____

#Mentees attended:_____

Program description:_____

_____

How did this program impact your mentees:_____

_____

_____

_____

Service/Involvement

Program name:_____

Date:_____

Mentors responsible:_____

_____

#Mentees attended:_____

Program description:_____

_____

How did this program impact your mentees:_____

_____

_____

_____

Academic/Career Planning

Program name:_____

Date:_____

Mentors responsible:_____

_____

#Mentees attended:_____

Program description:_____

_____

_____

How did this program impact your mentees:_____

_____

Personal Wellness

Program name:_____

Date:_____

Mentors responsible:_____

_____

#Mentees attended:_____

Program description:_____

_____

How did this program impact your mentees:_____

_____

_____

Part IV

Part IV: Additional Report

Part IV is not applicable to the University of Florida.

Because the University of Florida was not requested during its previous review to submit an additional report at the fifth-year period (Part IV), the University of Florida is not required to complete Part IV.

Part V

Part V:
Impact Report of the Quality Enhancement Plan

PART V: Quality Evaluation Plan (QEP)

Global UF Interim Internal Report: Internationalizing the University of Florida

The self-study conducted by the University of Florida, *Global UF: Expanding Our International Perspective, the University of Florida's Plan for Globalizing Education* (April 2003), provided the institution with an opportunity to take a broad look across the campus at international efforts and to set goals for expanding such efforts. By so doing, UF was "ahead of the pack" in the U.S., being one of the first large universities to undertake such a study. As noted by ACE (2008)[1], internationalization cannot be a piecemeal effort; rather, institutions should examine the larger whole by developing an institution-wide internationalization plan. By undertaking the self-study and creating a framework for assessing progress, the university set in place key elements required for internationalizing, raising awareness and obtaining buy-in from administrators and faculty. To be meaningful, an assessment effort must be accepted by the administrators and faculty.

In assessing progress at the mid-term, it is clear that UF is continuing to expand its long tradition of international activities. The number of study abroad programs has increased, the number of courses with international content has increased, and the number of international research grants has increased. Bearing in mind the catastrophic effects of September 11 and of the so-called Great Recession, both of which negatively impacted the university in numerous ways, the steady growth in these important areas is impressive. In the intervening years, UF has developed measures of student learning outcomes through academic compacts and through some measures of global competency, as highlighted by a total undergraduate survey. The impact of the recession has been sorely felt in two areas important to internationalization – language programs and faculty hires. Several language departments were merged into the Department of Languages, Literatures and Cultures and the Department of Spanish and Portuguese. During 2007-2009, there was limited faculty hiring or replacement across the entire campus. Fortunately, in 2009 the state legislature allowed UF to charge differential tuition so that it is anticipated that approximately 100 new faculty will be hired for the 2010-2011 academic year. Nevertheless, the reduction in departments and faculty has had some impact on the number of courses offered, on class sizes and on funding available for travel, conference attendance, and to bring in international experts, all of which were recommended as objectives to strive for and increase in the *Global UF* report.

[1] American Council on Education. 2008. Mapping Internationalization on U.S. campuses: 2008 Edition. ACE, Washington, D.C. 120 pp.

The original goals of the self-study were to:

1. Assess the extent of internationalization that currently exists on campus as it relates to teaching, research, scholarship, and public service.
2. Establish goals for the further internationalization of teaching, research, scholarship, and public service and establish a process for assessing the implementation of those goals.
3. Identify institutional needs to provide incentives to encourage faculty and students to pursue international research, exchange and education initiatives and opportunities.

The intended outcomes of the self-study were to determine whether UF is doing a good job of preparing its students to fully participate in the global community (C. Young letter, Global UF, 2003), to set in place measures for assessing our progress in internationalizing, and to develop and implement plans to enhance the international experience of students, faculty, and staff. This internal report describes where we are now in terms of those outcomes and where we are headed. A separate report on data and measures at the midterm, prepared by the Office of Institutional Research, is available but is not included here.

Where UF now stands

The internationalization vision as outlined in the *Global UF* report has guided development efforts over the past several years. The university's international reputation continues to grow and the experiences of UF students reflect the strong commitment to globalization articulated in the 2003 report.

The continuing budget crises at the state, national, and international levels have had an impact on all higher education institutions in the U.S. and the world. However, at UF, the impact has not been as severe. While we have not achieved the projected goals in the self-study, there was still an increase in international students, general education courses offered with international content, and study abroad courses.

Significant changes and rationale

The measures reported here are subsets of the earlier, numerous measures developed for the self-study by units across campus. This important subset includes measures that can be benchmarked against UF's peer group and can be consistently tracked over time. Some of these measures are new and will be implemented campus-wide. This smaller set of measures includes:

1. International students
2. Fulbright awards
3. Internationalizing the general education curriculum
4. Study abroad

5. Student Experience in the Research University (SERU) survey
6. International grants awarded to faculty
7. Recognition of faculty international activities
8. Visibility

This change in the Global UF QEP is intended to result win measures that are more meaningful, useful, measurable and transparent.

Global UF QEP Impact

1. International Students

The University of Florida hosted 4,228 international students in 2007-2009, representing an increase over the reporting year, 2002-2003. This represents a 19% increase over the number in 2002-2003. International students represent 8.3% of total UF enrollment, compared to 9.3% median of the peer group. UF's large state resident undergraduate enrollment, which is required as a condition of state funding, accounts for some of the gap at the undergraduate level. The international students from 140 countries bring needed diversity and knowledge to UF, providing domestic students with exposure to other points of views and promoting a better learning environment overall.

Recommendation:

- *Continue to monitor, on an annual basis, the number of international students enrolled*

2. Fulbright Awards and other international awards

Fulbright awards for scholars and students are widely recognized international awards available in almost every discipline and covering the three core elements of the university's mission. From 2007-2010, twelve Fulbrights were awarded to UF faculty and staff, just at the median of AAU public peers. In the three years from 2001-04, UF also received the median number of awards (17). The total number of awards to UF and its peers is down since the earlier three year period.

The data on Fulbright awards is collected separately by the Office of Institutional Planning and Research from the data on sabbaticals which are collected by Academic Affairs. For the latter, data is collected only for faculty in the bargaining unit; not all colleges are recorded in the sabbatical tracking. Currently, sabbaticals are not disaggregated by location (i.e., domestic or international) so it is not possible to know whether a faculty member took an international sabbatical. Additionally, other prestigious fellowship or program officer opportunities (e.g., AAAS, NSF, USAID, World Bank) for which faculty may take professional leave, are not

captured in either reporting situation. Finally, due to the budget situation, faculty have not necessarily been able to take leave.

UF hosted fewer Fulbright scholars than its peers (15 vs. a median of 20) in the three year period from 2007-10, also down slightly from the earlier three year period. Again, the median is down as well for UF's peers.

UF had 21 U.S. students who won Fulbright awards in the most recent three year period, compared to a median of 30 for peer institutions. With 118 applications submitted, UF students had an 18% success rate, compared to a median of 24% for students at UF peer institutions. Data for the earlier three year period are not available.

Recommendation:

- *Continue to track Fulbright information of faculty, visiting scholars, and students*
- *Develop additional measures and data sources for tracking faculty international engagement*

Monitor, on an annual basis, the university's performance, alone and in comparison to peers, the numbers of Fulbright awards to faculty and staff, number of visiting Fulbright scholars hosted, and number of student Fulbright awards.

3. Internationalizing the General Education Curriculum

Students at UF have long had to take three credits of any General Education course that combined international and diversity content, labeled I/D. Although the recommendation (Global UF, p. 15) was that students be required to take nine credits of General Education courses with international content, a few colleges were unwilling to accept that recommendation, seeing it as adding additional credits to their required curricula. Instead, the I/D rubric was separated and starting in 2007-08 catalog year, students were required to take at least three credits in courses specifically dealing with international issues.

Between 2002-03 and 2007-08, the number of courses approved by the Faculty Senate as meeting the above international General Education requirement increased from 180 to 198. There were 13,635 students enrolled in these courses, an increase of 6% over 2002-03, generating 58,357 credit hours, an increase of 7%.

The impact of the new international course requirement was highlighted in the SERU survey of 2009 (see below). Seniors, who would have started prior to 2007, were less likely than seniors at peer institutions to have enrolled in a course with an international/global focus (68% vs. 71%).

Freshmen and sophomores, on the other hand, were much more likely than those at peer institutions to have done so (58% vs. 48% and 70% vs. 57%, respectively).

Recommendation:

- *Adopt the new measure of internationalization of the General Education curriculum*

Monitor annually, as a key indicator of internationalization of the curriculum, the number of courses, students and credit hours in subjects designated as "international" in the general education curriculum. Consider extending that monitoring into the graduate curriculum.

4. Study Abroad

The proportion of UF bachelor's degree graduates who had studied abroad was 16% in 2007-08, up from 10% in 2002-03. This is a major increase from a post-9/11 low and an important indicator of one of the most high impact undergraduate international experiences.

Recommendations:

- *Monitor annually the proportion of graduating students who have at least one study abroad entry on their transcripts.*

This is the most reliable method for identifying students who have had a study abroad experience and does not under- or over-count students.

- *Encourage the development of non-European study abroad programs*

It has been observed both from the Open Doors report and the SERU survey (see below) that most undergraduates who study abroad go to programs in Europe. One way that UF is expanding beyond Europe has been through opening offices in Beijing, China and in Hyderabad, India.

- *Internationalization of the curriculum should not rely solely on three credits of a General Education course.*

The federally funded Title VI area studies centers on campus have grown and developed additional courses with international content. Similarly, interest in international and global courses has grown. Stalled efforts (again, due to budget constraints) on an International Studies major, available to all undergraduate students, and a Transnational and Global Studies certificate, available to graduate students, could be restarted. This would significantly ramp up student engagement and learning opportunities in the international arenas. Student learning outcomes could be measured as below or through other means.

5. Student Experience in the Research University (SERU) – Direct Impact on Student Learning

In 2009, UF began participating in the Student Experience in the Research University (SERU) survey. SERU evolved from the University of California (UC) System student survey; it opened to AAU members outside California in 2009. Participating universities (UF, UC Berkeley, University of Minnesota, University of Michigan, University of Pittsburgh, and Rutgers University) were asked to review the survey and make any changes before it was administered in spring of 2009. Participating in the survey provided an opportunity to survey students about global knowledge, skills, and awareness, i.e., global competency. One module in SERU is specific to that topic; UF participated in developing the global competency module.

SERU is administered to all undergraduate students; it is not a sample survey. It focuses on students' experiences at research universities; it provides feedback on colleges and programs and on subpopulations as well as the entire university. UF had a nearly 70% response rate, compared to 26-39% for the other institutions. All students responded to a set of core questions, which included a small number of items related to global knowledge and experience, while 20% of students responded to an extensive set of supplemental questions specifically on global issues and experience in other countries.

The Global Knowledge, Skills and Awareness questions provide UF with further details on background characteristics of students, their goals and priorities, and international travel and study. The latter, for example, indicated that students were more likely to study abroad in Europe as compared to other institutions and more likely to study abroad for shorter lengths of time. Students however did report on a variety of other international experiences that contribute to their global knowledge.

47% of UF students said it was very important in college to "obtain the skills I need to function in the international arena," which compares favorably to other institutions (44%). The selection of a major was also influenced by the desire to engage globally: 48% of juniors and seniors said that they had chosen majors partly because of the international opportunities afforded (compared to 41% at other institutions), while 31% said that study abroad opportunities were one reason for choosing a major compared to 26% at other institutions.

Of UF seniors who studied abroad (a measure we are tracking), 42% did so for a semester or longer.

Among seniors, 71% rated their ability "to appreciate cultural and global diversity" as very good or excellent while only 43% gave those ratings to their abilities prior to entering UF. This represents a 27 point gain.

Students reported on a variety of other experiences that contribute to their global knowledge and awareness. Most students reported at least some academic or cultural experiences with a global focus: 71% had enrolled in a course with a global focus, for example. As more students are subject to the international general education requirement instituted in 2007, the university will likely outpace its peers in total percentage of students who take an internationally focused course, as it already does for freshmen and sophomores.

Recommendation:

- *Continue to use SERU to monitor globalization efforts.*

6. International Grants awarded to faculty

Several recommended measures of assessing faculty's international engagement were related to obtaining funding or support for international opportunities, whether teaching, research or service. As examples, measures such as the amount of dollars for grants, contracts, and other funding with an international focus, the number of grants or contracts with international components, and the number of grants supported by foreign funding were proposed and tracked. The problem with these measures is that they are either counting the same thing or undercounting. Merely identifying grants funded by specific agencies (e.g., Department of State) misses other grants that might appear less likely to fund international work but, in fact, do provide significant funds for international work (e.g., USDA, the Department of Interior, and the Environmental Protection Agency). These dozen or more measures need to be consolidated into a single meaningful measure. The Office of Institutional Planning and Research may be able to provide a check-off on the internal DSR-1 form that is submitted with each grant that would allow faculty to note whether the grant has an international component, i.e., not only whether the grantor is international but whether the work itself will take place in an international context. The DSR-1 already identifies the donor agency; this additional check off would allow tracking of international activities.

Recommendation:

- *Develop a university-wide measure of sponsored research that identifies international components and activities within awarded contracts and grants.*

7. Visibility

Non-academic units

Global UF set out to change the culture of the university in ways that would extend beyond the boundaries of colleges and departments. In addition to the results reported above, some of the most significant internationalization developments have taken place outside of the colleges in offices and units ranging from Admissions, Business Services, the Florida Museum of Natural History, the Harn Museum of Art, the Honors Program, the Office of University Relations, the University Libraries , the University Police Department, Student Affairs Division, Student Health Care Center, the University Athletic Association, the University of Florida Foundation, and the International Center. Developments in these areas fall under three broad rubrics: student services, campus culture, and visibility. These results are difficult to report via a limited set of measures and are best reported qualitatively. Those units working directly with students have developed measures of intercultural competency which require further development (e.g., Honors, Business Services, Student Health Care Center). Some of the units do track public interaction, e.g., via use of their facilities and Web sites (the museums) or media mention (UF News Bureau through tracking mention in international news media such as CNN or BBC).

Recommendation:

- *Work with the non-academic units to develop one to three measures that their peer bodies or units also use.*
- *Continue to use the SERU to measure global knowledge, competency and skills.*

Highlighted here are the efforts undertaken to expand the role and scope of the International Center (UFIC) which was recommended throughout the *Global UF* report. Since the report was released, the UFIC has moved into new facilities in the center of campus and has expanded its staff. One of the first recommendations in the *Global UF* report was for the International Center to develop a strategic plan for itself; this has been modified recently by the provost to consider and include internationalizing UF broadly within the UFIC strategic plan or perhaps separate from it. The current UF strategic work plan (March 2007) notes that internationalization is an important strategy that cuts across the entire university. Two goals underlie the university's internationalization objective: (1) enhance existing and develop new programs to promote international research, teaching, and study abroad and exchange programs and (2) support Title VI centers in making competitive grant applications to secure extramural funding. Many of the recommended measures will assist with tracking progress towards these goals.

The UFIC is currently undertaking a strategic planning process. Key elements of the process echo many of the recommendations in the *Global UF* report. Four priority areas are (1) to strengthen the Center's administrative support services; (2) enhance international learning

opportunities to include a focus on academic aspects of internationalization; (3) promote international discovery opportunities for faculty and staff to be engaged in international activities; and (4) increase visibility, communication and advocacy for international engagement. The UFIC, like many other non-academic units, receives very little recognition for the diversity of its activities across campus and around the world. The UFIC is also uniquely positioned to be an advocate across campus for international engagement.

Recommendation:

- *In addition to the measures already noted above in which the UFIC is involved, and in line with the recommendation to develop measures of visibility based on peer units/offices measure.*

As with the academic college measures, to the extent possible, the best measures would be clearly defined and reproducible, in use elsewhere, significantly different from recommended measures, and credible proxies for the overall visibility of both UF and the UFIC. The issue of visibility of international activities by UF, of all kinds, becomes an important indicator of internationalization at UF.

UF will also become more visible internationally simply by succeeding in its mission as a major research university. In Shanghai Jiao Tong University's "Academic Ranking of World Universities", which *The Chronicle of Higher Education* has called "the world's most watched college rankings," UF has risen from 75th among the world's research universities when the list was first produced in 2003, to 58th in 2009 (http://www.arwu.org/). The university's place on that list reflects the international reputations and publication records of its researchers. While other rankings exist, the Shanghai Jiao Tong University's methodology is agreed to be credible by universities around the world.

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