UNIVERSITY of
SOUTH FLORIDA

Board of Trustees
Academics and Campus Environment Committee

Tuesday, August 20, 2024

Trustees: Chair Oscar Horton; Suryakanth Prasad Gottipati,
Lauran Monbarren, Rick Piccolo, Melissa Seixas, David Simmons
USF Foundation Board Liaison: Debbie Sembler
Provost and Executive Vice President: Prasant Mohapatra

A G E N D A

I.	Call to Order and Opening Remarks	Chair Horton
II.	Public Comments Subject to USF Procedure	Chair Horton
III.	New Business – Action Items	
	a. Approval of Previous Minutes for May 21, 2024	Chair Horton
	b. Tenure as a Condition of Employment	Provost Prasant Mohapatra Senior Associate Vice President Javier Cuevas
	c. USF Textbook & Instructional Materials Affordability Annual Report	Dean Todd Chavez Director Alexander Neff
	d. BOG Regulation - Self-supporting and Market Tuition Rate - College-Credit Programs Annual Report	Associate Vice President Christine Brown
	e. BOG Regulation 8.005 – General Education Course Offerings	Assistant Dean Kyna Betancourt
	f. B.S. Design New Degree Program - CIP Code 50.0401	Dean Chris Garvin
	g. Tampa Campus Master Plan Amendment	Vice President Carole Post
IV.	Adjournment	Chair Horton

UNIVERSITY of SOUTH FLORIDA

USF Board of Trustees
Academics and Campus Environment Committee
Tuesday May 21, 2024
Microsoft Teams Meeting

Minutes

Trustees: Chair Oscar Horton; Suryakanth Prasad Gottipati,
Jenifer Jasinski Schneider, Lauran Monbarren, Rick Piccolo, Melissa Seixas

Chair Oscar Horton welcomed everyone and convened the ACE Committee Meeting.

Trustee Suryakanth Prasad Gottipati
Trustee Oscar Horton
Trustee Lauran Monbarren
Trustee Melissa Seixas – Did not participate.
Trustee Jenifer Jasinski Schneider
Trustee Rick Piccolo

A quorum was confirmed for the committee meeting.

Having no public comments, Chair Horton proceeded on with the meeting.

New Business – Action Items

Approval of Minutes

February 27, 2024, Minutes
April 18, 2024, Minutes

Chair Horton requested a motion to approve the February 27, 2024, and the April 18, 2024, minutes. The motion was given by Trustee Piccolo, seconded by Trustee Jasinski Schneider and approved.

Faculty Nominations for Tenure

Chair Horton asked Provost Prasant Mohapatra to provide an update on the list of faculty nominations for tenure.

Provost Mohapatra presented the list of faculty nominations for tenure for review and approval by the USF Board of Trustees.

President Rhea Law has certified that the nominations for tenure have met the requirements and conditions contained in USF Regulations, Policies, and
Procedures. She is satisfied that the nominees will make a significant professional contribution to USF and the academic community in general. If approved, tenure will be awarded effective August 7, 2024.

Provost Mohapatra reported that this was the culmination of a yearlong process. The tenure review process is rigorous and comprehensive, involving multiple levels of assessment, feedback and evaluation of candidate's achievement and contributions to their field and institutions by peers, Department Chairs and Deans.

 A list of the diverse pool of faculty nominees for tenure for 2023-2024, effective 2024-2025 was presented. There were 39 faculty nominations including 10 from USF Health. The Provost reported that out of 42 faculty who applied, there were 2 denials and 1 withdrawal.

Please refer to the BOT ACE Committee archives for the list of nominees for Tenure.

Chair Horton had a question concerning monetary awards for being selected for tenure.
He questioned if plans for the awards were calculated in advance.

 The Provost acknowledged that the award is a promotion which includes a 9% increase, $5000 when a faculty member goes from assistant to associate and $7000 when they reach full professor. Faculty members who are only granted Tenure do not receive any type of monetary award. There is a strategic funding calculation of approximately $1.5 to $2 million for promoting and rewarding the good work of our faculty.

Chair Horton requested a motion for the Board to approve the faculty nominations for tenure. The motion was given by Trustee Piccolo, seconded by Trustee Monbarren and approved.

Tenure Nominations as a Condition of Employment

Provost Prasant Mohapatra and Dr. Hayward Brown presented. The Provost provided a brief overview of 5 of the Academic Affairs candidates and their biographies.

Administrators such as the President, Provost, Deans, Chairs and senior faculty who are recruited to USF are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to USF. To attract them, USF must provide a package that is competitive with other nationally and internationally ranked institutions.

The Provost provided a list of 6 highly qualified faculty nominees for tenure as a condition of employment. Five of the nominees are from Academic Affairs and one nominee is from the USF Health.

Sr. Associate Vice President Hayward Brown of USF Health provided a brief overview of the Health Sciences nominee and her biography.

Please refer to the to the BOT ACE Committee archives for the list of faculty nominees for tenure as a condition of employment.

Chair Horton acknowledged concerns of individuals not wanting to come to USF because of the issues surrounding our DEI.

Provost Mohapatra reported that there was a large recruitment of faculty. The quality and quantity of applications for faculty positions this year has been higher than in the past.

Sr. Associate Vice President Brown spoke from the health sciences perspective as it relates to recruitment. There are major searches currently underway, and there has been an unbelievable pool of diverse candidates including two National Academy members.

Chair Horton thanked Provost Mohapatra and Sr. Associate Vice President Brown for their excellent presentations and requested a motion to approve the list of nominees for tenure as a condition of employment. The motion was given by Trustee Piccolo, seconded by Trustee Monbarren and approved.

New Business – Information Items

Academic Degree Programs Anticipated for AY2024- 25(BOG Reg 8.011)

Vice Provost Terry Chisolm presented.

The SUS Board of Governors Regulation 8.011, Authorization of New Academic Programs and Other Curricular Offerings, requires universities to provide the Board office with a list of the new academic degree programs that will be considered by the university's board of trustees for the upcoming academic year. The university's BOT must review this list as an information item before submission. The list is provided as an information item and does not require a vote. USF's BOT must review the list for AY 2024-25 prior to submission to the Board office by June 28, 2024. The combined list from all SUS institutions will be shared with the Council of Academic Vice Presidents (CAVP) and the CAVP Coordinating Group to discuss program duplication and system coordination.

A power point presentation was provided which highlighted the following:

- New Academic Degree Programs - Anticipated for AY 2024 - 25
- Authority to Approve New Degree Programs
- Degree Program Definition

- Process Steps
- Anticipated New Degree Programs AY 2024-25

Chair Horton commented on the elaborate process of getting new degree programs.

The Vice Provost commented on the importance of creating new degree programs that meet student demands and workforce needs.

Chair Horton thanked Vice Provost Chisolm for her presentation. Having no further business, Chair Horton adjourned the meeting.

Agenda Item: III.b

USF Board of Trustees
September 10, 2024

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment

Executive Summary:

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to USF. In order to attract them, USF must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment for qualified candidates, among other things, is a term and condition of the employment package that makes USF an institution of choice.

Financial Impact:

Strategic Goal(s) Item Supports:
USF Strategic Plan 2022-2027, Goal II
Workgroup Review Date:
Academic and Campus Environment Work Group **– August 20, 2024**
Supporting Documentation Online (*please circle*): (Yes) No
- Memorandum to William Weatherford, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

USF System or Institution specific: USF
Prepared by: Prasant Mohapatra, Provost and Executive Vice President

UNIVERSITY of SOUTH FLORIDA

<u>MEMORANDUM</u>

DATE: September 10, 2024

TO: William Weatherford, Chair

FROM: Rhea Law, President

SUBJECT: Tenure as a Condition of Employment Nominations

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nominations at USF. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominee will make a significant professional contribution to USF and the academic community.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment
USF Board of Trustees Meeting – September 10, 2024

College	Name	Rank	Department/School	Degree of Effort	Previous Institution	Tenure at Previous Institution
Muma College of Business	David Blackwell	Professor	Kate Tiedemann School of Business and Finance	1.0	University of Kentucky	Yes
College of The Arts	Ron Dulaney, Jr.	Professor	School of Architecture & Community Design	1.0	West Virginia University	Yes
College of The Arts	Andrew Scott Ross	Professor	School of Art & Art History	1.0	East Tennessee University	Yes
College of Arts & Sciences	Elizabeth Spiller	Professor	English	1.0	University of Nebraska, Lincoln	Yes
Muma College of Business	Tingting Zhang	Associate Professor	School of Hospitality & Tourism Management	1.0	University of Central Florida	Yes
Morsani College of Medicine	Robert Gallo	Distinguished Professor	Internal Medicine	1.0	University of Maryland School of Medicine	Yes

University of South Florida
Tenure as a Condition of Employment

Muma College of Business

Dr. David Blackwell, Ph.D.

Dr. Blackwell has joined the Muma College of Business as the Lynn Pippenger Dean and Professor in the Kate Tiedemann School of Business and Finance.

Dr. Blackwell graduated in 1986 from the University of Tennessee-Knoxville with a Ph.D. in Finance (major) and Economics – Industrial Organization and Econometrics (minor). Dr. Blackwell has held numerous academic leadership positions, including Associate Dean for Professional Graduate Programs at the Gatton College of Business and Economics, University of Kentucky; Provost at the University of Kentucky; Dean and Professor of Finance at the Gatton College of Business & Economics; and Associate Dean for Graduate Programs and James W. Aston/Republic Bank Professor of Finance at the Mays Business School, Texas A&M University. He has also held faculty positions with tenure at other respected business schools, including the Goizueta Business School at Emory University, the College of Business Administration at the University of Houston, and the Terry College of Business at the University of Georgia.

Dr. Blackwell's research interests include finance theory, financial institutions and markets, corporate financial policy, and commercial real estate. His work has been published in respected financial and accounting journals, including the *Quarterly Journal of Finance and Accounting*, *Review of Quantitative Finance and Accounting*, *Journal of Accounting Research*, *Journal of Financial Research*, *Journal of Accounting and Economics*, and *Journal of Finance*. His publication in the *Journal of Accounting Research* won the award for "The Most Notable Contribution to the Auditing Literature, 1995-2000."

Dr. Blackwell has extensive teaching experience across multiple educational levels, including undergraduate, MBA, MS in Finance, Ph.D., and executive education. At the Ph.D. level, he has taught Finance Theory, Research Methods, and Corporate Financial Policy. His MBA courses include Corporate Financial Policy, Financial Institutions and Markets, and Commercial Banking. For the MS in Finance program, he has taught Commercial Real Estate, while his undergraduate courses encompass Corporate Financial Policy, Commercial Real Estate, Financial Institutions and Markets, Working Capital Management, Commercial Banking, and Portfolio Analysis. In the realm of executive education, Dr. Blackwell has developed and delivered specialized programs such as the Commercialization Pathways Workshop at the University of Kentucky, Long-Term Investment Decisions and Value Creation at Halliburton, the New CEO Academy for the Georgia Bankers Association, and several other programs for organizations like Kaiser-Permanente, IBM, Southwire Company, and Emory University, to mention a few.

University of South Florida
Tenure Nomination as a Condition of Employment

<div style="border:1px solid black; padding:10px;">

College of The Arts

</div>

Ron Dulaney, M. Arch

Ron Dulaney has joined the College of The Arts as Professor and Director for the School of Architecture & Community Design, leading the school into its next exciting era. He will collaboratively champion further development of the School of Architecture & Community Design, its students, staff, faculty, alumni, partners, and the communities it serves.

Dulaney earned his bachelor's degree in studio fine arts at Furman University and his Master of Architecture at Virginia Tech. He holds a Florida architecture license and the LEED AP BD+C credential. Dulaney joins us from the School of Design and Community Development at West Virginia University where he earned tenure and held several academic leadership positions. At WVU, he was recognized as his school's outstanding teacher multiple times. Additionally, he was recognized with his college's Outstanding Service Award for his architectural work that contributed to securing a $6.7 million gift for a new university equine center and by the ACSA with a service award for co-organizing an ACSA Southeast Regional Conference. Dulaney has effectively served communities within and beyond the universities associated with his faculty appointments. Examples include leading a WV AIA Livable Communities Committee to the completion of a Complete Streets study for the City of Parkersburg, WV and facilitating a community visioning project for Osage, WV. He has served on various city and regional boards, commissions, and elected roles as a Morgantown, WV City Councilor and a Mayor. Main Street Morgantown recognized his contributions to downtown redevelopment and revitalization by naming him their Local Public Official of the Year in 2018. Prior to WVU, Dulaney held architecture faculty appointments at Virginia Tech, USF, and Louisiana Tech.

Dulaney's scholarship explores the history of and designs for workforce housing in the U.S.; design and representation through drawing and photography; and design pedagogies and methodologies. Dulaney practiced architecture with Bohlin Cywinski Jackson (Pittsburg, PA), Smith Dalia Architects (Atlanta, GA), Ray Huff Architects (Charleston, SC), and others. His scholarly and practice works have been disseminated in numerous regional, national, and international juried venues provided by the American Institute of Architects (AIA), Society of American Registered Architect (SARA), Association of Collegiate Schools of Architecture (ACSA), the Architecture Research Centers Consortium (ARCC), the Architectural Humanities Research Association (AHRA), the Urban History Association (UHA), and others. As an educator, Dulaney applies student-centered pedagogies and often conducts community-engaged projects. His students have earned regional, national, and international design recognition for competition projects completed under his guidance, and he has led studies to successful completion of multiple community projects, including the Franciscan Center's Riverside Pavilion, recognized by AIA Tampa Bay in 2009.

Dulaney has published extensively on topics such as affordable housing, architectural drawing, design education, and cultural heritage. His peer-reviewed publications include articles in leading journals such as *The International Journal of Design Education*, *International Journal of Design in Society,* and *The ARCC Journal of Architectural Research,* as well as two book chapters, conference proceedings, exhibition catalogs, and posters in various national and international venues. He has also contributed to non-peer-reviewed publications such as research reports, design competitions, and news articles. He has collaborated with other researchers and practitioners in the fields of architecture, interior design, merchandising, and urban planning.

University of South Florida
Tenure Nomination as a Condition of Employment

<div style="border:1px solid black; padding:8px;">

College of The Arts

</div>

<u>Andrew Scott Ross, M.F.A.</u>

Andrew Scott Ross has joined the College of The Arts as Professor and Director of the School of Art and Art History. This begins an exciting new chapter in the college.

Andrew Scott Ross received his BFA from the Atlanta College of Art and his MFA at the School of the Art Institute of Chicago. An accomplished artist and educator, Ross possesses over a decade of administrative experience at East Tennessee State University, where he earned tenure and held roles as the Foundations Coordinator and head of Drawing within the Department of Art and Design. As an administrator, Ross significantly impacted the program, transforming its first-year curriculum with courses that weave contemporary themes, critical inquiry, and programming that featured a roster of internationally recognized artists.

His visual art-based research centers on the language of museums; investigating the cultural dynamics surrounding object presentation and their underlying socio- and psycho-cultural frameworks. Ross's related installations, drawings, videos, and sculptures have been included in prestigious institutions globally, including the Museum of Arts and Design in New York, the Building for Contemporary Art in Geneva, Switzerland, the Museum of Contemporary Art of Georgia, the Solomon R. Guggenheim Museum, the Ben Gurion Airport, and the Hunter Museum of American Art. His installation Century Zoo 10 was commissioned for the Southern Voices / Global Visions exhibit, organized by South Arts and ArtFields in 2023. In the summer of 2024, Ross's wax drawings will be part of the Delta Triennial at the Arkansas Museum of Fine Arts.

Ross has been honored with a series of significant awards. These include a Joan Mitchell Fellowship, a fellowship from the Center for Excellence in the Creative Arts at APSU, the South Arts Fellowship for the state of Tennessee, and a 2022 Current Art Fund grant through Tri-Star Arts funded by the Andy Warhol Foundation. His work has also been recognized in notable publications such as Artforum Magazine, Art in America, The New York Times, The New Yorker, Sculpture Magazine, and Artsy.

University of South Florida
Tenure as a Condition of Employment

College of Arts & Sciences

Dr. Elizabeth Spiller, Ph.D.

Dr. Spiller has joined the College of Arts & Sciences as the Dean and Professor in the Department of English. Dr. Spiller earned her bachelor's in English literature from Amherst College as well as an M.A. and a Ph.D. in English and American Language and Literature from Harvard University.

Dr. Spiller is experienced in boosting student access and success while managing multi-site academic programs at top 25 and AAU research institutions, facilitating interdisciplinary research partnerships and undertaking successful fundraising initiatives across the arts and sciences. As a distinguished scholar of English, her work intersects the disciplines of Renaissance literature, the history of science, and the history of reading, reflecting a range of academic interests and expertise that aligns with the disciplinary scope of the College of Arts and Sciences.

Dr. Spiller served most recently as the executive vice chancellor and chief academic officer at the University of Nebraska-Lincoln. Before her tenure at the University of Nebraska-Lincoln, she spent three years as dean of the College of Letters and Science at the University of California, Davis, which like USF, is a member of the prestigious AAU. Spiller has also held leadership positions at Virginia Tech and Florida State University where she oversaw academic programs, enrollment management, faculty affairs, budget management, and strategic planning.

Dr. Spiller is the author of two scholarly books – *Science, Reading, and Renaissance Literature: The Art of Making Knowledge, 1580-1670* (2004) and *Reading and the History of Race in the Renaissance* (2011), both published by Cambridge University Press. She is the editor of a two-volume edition of sixteenth and seventeenth century medicinal and culinary recipe books, themselves part of the larger intellectual shift that led to the development of modern experimental science. She has published numerous scholarly articles and book chapters in leading journals on writers such as Shakespeare, Milton, Galileo, Cervantes, and Thomas Hobbes. Dr. Spiller is the recipient of numerous academic recognitions and prizes, including highly prestigious year-long fellowships from the Andrew W. Mellon Foundation, the Fulbright Foundation, and twice from the National Endowment for the Humanities. She is currently working on two scholarly projects, one on how atomism and other early modern theories about physical matter changed how art and literature worked, the other a study of the long history of reading, artificial intelligence, and the human brain.

University of South Florida
Tenure Nomination as a Condition of Employment

Muma College of Business

Tingting Zhang, Ph.D.

Dr. Zhang will join the Muma College of Business as an Associate Professor in the School of Hospitality & Management. She earned a Ph.D. in Consumer Sciences, specializing in hospitality technologies, at The Ohio State University. Honored with a Presidential Dissertation fellowship, she earned her doctorate in 2016. Dr. Zhang joins us from the University of Central Florida where she earned tenure and has served as Associate Professor at the UCF Rosen College of Hospitality Management.

Dr. Zhang is a researcher, teacher, and service provider in the field of hospitality and tourism, with a focus on the intersection of technology and business. She is a leader who champions collaboration, innovation, and professional organizations such as HFTP, ICHRIE, and IAAPA. She has published 66 peer-reviewed articles, one FT50 journal article, one textbook, 12 book chapters, one book review, and an encyclopedia entry. Her work has been cited 6,518 times. She has received four "Highly Commended Paper Awards" from international journals such as the *Journal of Hospitality and Tourism Management, International Journal of Contemporary Hospitality*, and the *Journal of Service Management*; two best paper awards at conferences; won first place in the Johnson & Wales Case Study competition from JHTC (*Journal of Hospitality & Tourism Cases*); and was awarded the "Best Reviewer Award" by JHTC. In addition, she serves on the Editorial Board of four academic journals and is an Associate Editor for JHTT (*Journal of Hospitality and Tourism Technology*).

She has won several accolades at UCF, including the Excellence in Research award, Research Incentive Award, and multiple top research publication awards. Her successful grant writing is reflected in securing nine grants as a Principal Investigator or Co-Principal Investigator. This includes a $50,000 federal project on anti-human trafficking awarded by the U.S. Department of Health and Human Services. As a summer research fellow at USF Muma College of Business, she collaborated with USF colleagues and submitted two external grant applications totaling $3,200,000. She has taught various courses in marketing, management, and technologies, developed three courses, and created a Hospitality Information Technology Certificate (both master's and undergraduate levels). Her HFT 3444 Hospitality Information Technology course is recognized as a High Impact Practice Research Intensive Designation course and has earned the Quality Course Designation for online courses. She has chaired three honors thesis committees and two Ph.D. dissertation committees and has served on three additional Ph.D. dissertation committees. Furthermore, she has mentored 15 undergraduate research projects, co-authored 32 articles with graduate students, delivered numerous guest lectures, received an Excellence in Faculty Academic Advising award, and was nominated for Undergraduate Research Mentor of the Year at UCF.

University of South Florida – Tenure Nomination as a Condition of Employment

> ### MORSANI COLLEGE OF MEDICINE

Robert C. Gallo, MD

Dr. Gallo joined USF Health, Morsani College of Medicine (MCOM) on July 8, 2024, as Distinguished Professor with the Department of Internal Medicine. He serves as the James A. Cullison Endowed Professor, and Chair of the Scientific Leadership Board of the Global Virus Network, that will be housed at USF. Dr. Gallo is a world-class scholar specializing in infectious diseases. Dr. Gallo is the co-discover of the HIV virus and is the only person to win two Lasker Awards – the American version of the Nobel Prize. His work influences HIV prevention, HIV vaccines, innovative HIV therapies, human T cell leukemia virus (HTLV), human retroviruses, and viral oncology research. He holds more than 35 honorary degrees, roughly 50 patents, and close to 1,000 peer-reviewed publications. Dr. Gallo comes to USF from the University of Maryland School of Medicine where he served as Distinguished Professor, and Special Advisor to the Dean at the Institute of Human Virology, where he served as Co-Founder and Chair of the Global Virus Scientific Leadership Board. He earned a MD degree from Jefferson Medical College in 1963. He completed a clinical clerkship at Yale University School of Medicine in 1963, and internship and residency at University of Chicago in 1965. Dr. Gallo has held numerous academic leadership positions with the National Institute of Health. He serves on numerous national and international honorary societies such as the International AIDS Society, and Institute of Medicine of the National Academy of Sciences. Dr. Gallo has served on numerous editorial boards on high impact journals such as *Blood* and *Journal of Human Virology*, and scientific advisory boards. In addition, Dr. Gallo is the recipient of 106 national and international scientific awards. The department APT Committee; Dr. Harry van Loveren, Interim Department Chair; the MCOM APT Committee; Dr. Haywood Brown, MCOM Vice-Dean; Dr. Charles Lockwood, Executive VP for USF Health; and President Rhea Law all concur to recommend Dr. Gallo for tenure at the rank of Distinguished Professor.

Agenda Item: III.c

USF Board of Trustees
(September 10th, 2024)

Issue: USF System Textbook & Instructional Materials Affordability and Transparency Annual Report

Proposed action:
Requires BOT approval and submission to the BOG by September 29, 2024

Executive Summary: The State University System of Florida "Textbook & Instructional Materials Affordability and Transparency Annual Report" documents USF; 1) compliance with the 45-day textbook adoption requirement; 2) compliance with five-year, rotating syllabi and textbook lists; 3) institutional policies relevant to the issue; and 4) efforts to reduce costs to students.

Financial Impact:

_____

Strategic Goal(s) Item Supports: Goal 1
BOT Committee Review Date: August 20th, 2024
Supporting Documentation Online (*please circle*):   Yes   X   No
Prepared by: Alexander Neff, Director of USF Libraries Data Analytics and Textbook Affordability

Textbook & Instructional Material Affordability & Transparency Report

Academics & Campus Environment Committee
University of South Florida Board of Trustees

Dr. Steven Tauber, Vice Provost for Faculty Administration

Todd Chavez, Dean of the USF Libraries

Alexander Neff, Director of USF Libraries Data Analytics and Textbook Affordability

1

UNIVERSITY OF SOUTH FLORIDA

DATA HIGHLIGHTS – USF

$21.12

COST PER CREDIT HOUR

UNIVERSITY OF SOUTH FLORIDA

SPRING 2024

$34.44

COST PER CREDIT HOUR

NATIONAL AVERAGE
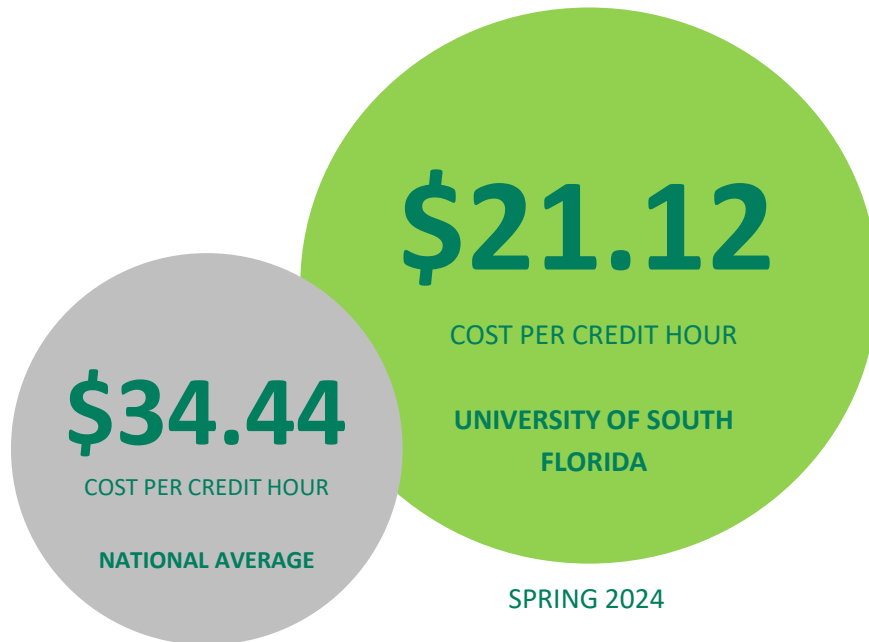
2023-24 Data Provided by The College Board

USF TEXTBOOK ADOPTION COMPLIANCE

FALL 2023: 95.2%

SPRING 2024: 95.7%

(95% Compliance Requirement)

2

UNIVERSITY OF SOUTH FLORIDA

Benefits of Buy-In from Faculty

CCH for College of Engineering

CCH by Department (Spring 2024)

TAP's achievement in maintaining low textbook costs for students highlights the vital collaborative efforts of units across all OneUSF campuses, including academic departments, faculty, university leadership, the bookstore, and the TAP team.
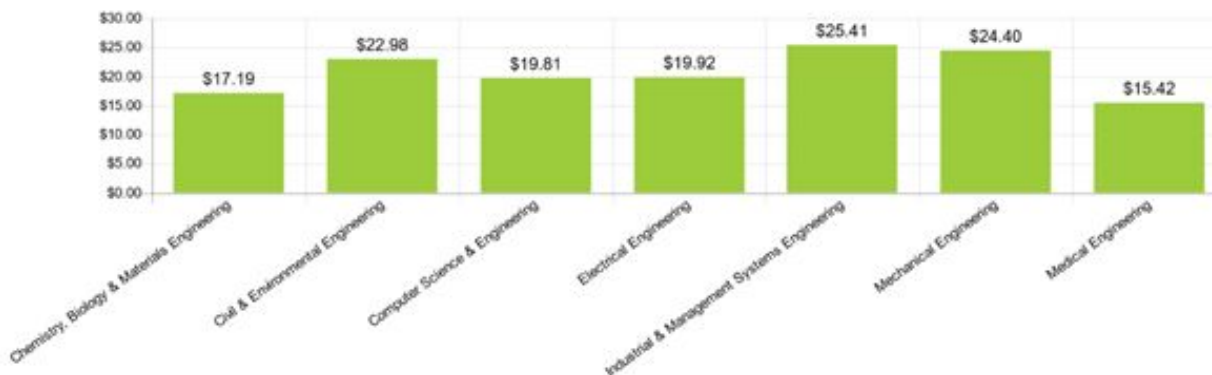
OneUSF Average Textbook Cost Per Credit Hour Changes

Fall 2022-2023:   2% increase

Spring 2023-2024: 2.5% increase

3

UNIVERSITY OF SOUTH FLORIDA

$43,833,806

CUMULATIVE SAVINGS 2010 TO DATE

- Adopting Ebooks or the Lowest-cost Format of a Book

- Open Educational Resources

- Bookstore Cooperation and Inclusive Access

- Library Resources

4

UPDATES & INITIATIVES

- Analyze Data and Create Additional Dashboards

- Ebooks for the Classroom+ Enhancements

- Statewide FLVC Library License Purchase Agreements

- Improved Open Educational Resource Tracking

UNIVERSITY OF SOUTH FLORIDA

A PREEMINENT RESEARCH UNIVERSITY

TEXTBOOK AFFORDABILITY project

5

6

Textbook and Instructional Materials Affordability Annual Report

Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.
   Do not edit the content of the template. Expand the response space as needed.

2. Statutory due date is September 30, 2024.

3. If there are questions, contact Erica Vander Meer, Director of Academic and Student Affairs, at Erica.VanderMeer@flbog.edu

4. Include the university contact name and email for the staff who completed the report below:

5. Please note some cells are auto-calculated and do not require you to enter a figure. These cells are green.

University Contact Name and Email:

Textbook and Instructional Materials Affordability Annual Report Fall 2023 and Spring 2024
University Submitting Report:
Date Approved by the University Board of Trustees:
Signature of Chair, University Board of Trustees:
Signature of President:

Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses (*n=*). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		Total Number of Course Sections (n =)	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
AMH2020	American History II	22	Combination of the Above	
BSC2010	Bio I - Cellular Processes	8	Combination of the Above	
BSC2085	Anatomy Phys I for Hlth Prof	6	Combination of the Above	
BUL3320	Law & Business I	13	Combination of the Above	
CGS2100	Computers In Business	15	Combination of the Above	
CHM2045	General Chemistry I	13	Combination of the Above	
ECO2023	Microeconomic Principles	5	Combination of the Above	
ENC1101	Composition I	117	Combination of the Above	
ENC1102	Composition II	88	Combination of the Above	
ENC3250	Professional Writing	53	Combination of the Above	
EVR2001	Intro to Environmental Science	5	Combination of the Above	
HUM1020	Introduction to Humanities	25	Combination of the Above	
MAC1105	College Algebra	17	Combination of the Above	
MAC1147	Precalc Algebra/Trigonometry	13	Combination of the Above	
MAC2233	Business Calculus	9	Combination of the Above	
PHY2053	General Physics I	9	Combination of the Above	
POS2041	American National Government	23	Combination of the Above	
PSY2012	Intro to Psychological Science	19	Combination of the Above	
SPC2608	Public Speaking	52	Combination of the Above	
STA2023	Introductory Statistics I	17	Combination of the Above	
SYG2000	Introduction to Sociology	16	Combination of the Above	

Course Sections with No Cost for Textbooks/Instructional Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2023	
Total Number of Course Sections Offered (Including Exceptions)	7934
Total Number of Course Sections Offered with No Cost Materials	3708
Percent of Course Sections with No Cost Materials (Auto-Calculated)	47%

Spring 2024	
Total Number of Course Sections Offered (Including Exceptions)	8314
Total Number of Course Sections Offered with No Cost Materials	3306
Percent of Course Sections with No Cost Materials (Auto-Calculated)	40%

Board Action Plan - Low Cost Course Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for $20 or less per credit hour (e.g., $60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2023	
Total Number of Course Sections Offered (Including Exceptions)	7934
Total Number of Course Sections Offered with the Cost of Materials at $20 or less per credit hour	3856
Percent of Course Sections Offered with the Cost of Materials at $20 or less per credit hour (Auto-Calculated)	49%

Spring 2024	
Total Number of Course Sections Offered (Including Exceptions)	8314
Total Number of Course Sections Offered with the Cost of Materials at $20 or less per credit hour	3393
Percent of Course Sections Offered with the Cost of Materials at $20 or less per credit hour (Auto-Calculated)	41%

Textbook & Instructional Materials Affordability Initiatives

Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

Textbook Affordability Project (http://tap.usf.edu)

The Textbook Affordability Project initiative has been an affordability advocate and resource for University of South Florida (USF) students since 2010. TAP analyzed adoption trends and implemented strategies to raise awareness about and reduce high textbook costs by fostering faculty and student engagement. This included etextbook pilots, surveys, student and faculty interviews, affordability initiatives, state textbook adoption compliance, outreach events, affordability summit presentations, state committees, cost per credit hour report cards for academic departments, and a website dedicated to sharing a wide range of affordability resources and information.

In 2017, TAP became the official USF source for student support on textbook affordability issues and a distinct unit within the USF Libraries. TAP expanded to develop new cost-saving initiatives; conduct social media campaigns to raise awareness; track and ensure University compliance with Florida's textbook affordability laws; represent USF at the state-level on textbook affordability issues; work with the USF bookstore to find affordable solutions; establish connections and trust with faculty; review all adopted instructional materials at the departmental level to assist faculty that wanted to reduce their students' costs; prepare and present affordability reports to University and state leadership; complete statewide affordability surveys for the University; and disseminate information about policies, guidelines, and best practices to faculty for reference during textbook adoptions.

In 2022, TAP became a part of the USF Libraries Data Analytics and Textbook Affordability unit, and the TAP website continues to remain as a comprehensive resource for faculty, students, and policy makers who are working to reduce the costs of textbooks and instructional materials. Consistently among the top Google search returns for "textbook affordability," the website serves as a central access point for all of USF's textbook affordability initiatives, such as the TAP Toolbox, Textbook Recommendation Service, Ebooks in the Classroom+, TAP Course Reserves, Affordability Counts, and Open Educational Resources.

In Spring 2024, new data dashboards were launched on the TAP website to improve the accessibility and presentation of cost per credit hour and TAP initiatives data. More dashboards are planned for deployment in the upcoming year.

Since TAP's inception in 2010, the program has saved students over an estimated $43.7 million dollars through all of the various pilots, strategies, partnerships, and initiatives conducted by the program.

TAP Toolbox

In Spring 2018, the TAP Toolbox was added to the TAP website to provide essential textbook affordability information to USF Faculty and foster awareness about affordability issues. The information is routinely updated and provides a general overview of the current textbook affordability issues; a guide of best practices for faculty to follow in order to make the highest impact; a checklist of required steps for deans, department chairs/textbook coordinators, and instructors to complete; a guide to affordable ebooks; textbook cost data with "report cards," including cost per credit hour at the department-level to clarify the textbook environment at USF; a glossary of technical terms used frequently; and a collection of Florida statutes, Florida Board of Governors regulations, and USF regulations regarding textbook affordability.

a collection of Florida statutes, Florida Board of Governors regulations, and USF regulations regarding textbook affordability.

Print Textbooks on TAP Course Reserve

Each year, TAP is allocated $30,000 through USF Auxiliary Funds to purchase reserve copies of required textbooks for courses with high enrollments. These materials are placed in the TAP Course Reserve, in addition and separate from the normal USF Libraries Course Reserve, and made available for students to checkout for three-hour loans.

In the Fall 2023 semester, a total of 349 items were placed on TAP Course Reserve at the USF Libraries. The total number of items placed on reserve was representative of textbook adoptions for 401 individual course sections with cumulative enrollments of 39,031 students.

In the Spring 2024 semester, a total of 323 items were placed on TAP Course Reserve at the USF Libraries. The total number of items placed on reserve was representative of textbook adoptions for 383 individual course sections with cumulative enrollments of 34,742 students.

In the Summer 2024 semester, a total of 75 items were placed on TAP Course Reserve at the USF Libraries. The total number of items placed on reserve was representative of textbook adoptions for 132 individual course sections with cumulative enrollments of more than 8,227 students.

Open Access Textbook Adoptions

TAP's Textbook Recommendation Service supported open access textbook adoptions at USF by researching and promoting Open Education Resources (OERs) and open access textbooks for faculty to review.

In Fall 2018, the USF Chemistry department switched all of their General Chemistry I & II courses to the OpenStax Chemistry open access textbook after attending a Textbook Affordability Days event hosted by TAP. With the previous textbook costing over $300, this change was an immediate and substantial cost reduction for students in this highly enrolled course which continued to save students each semester.

Furthermore, in Fall 2019, the department started using OER courseware and further decreased the costs to students. Since Fall 2018 and through Spring 2024, the Chemistry department saved their students over $12.5 million in learning material costs by utilizing open access materials.

For the 2023-2024 academic year, tracked USF faculty usage of all open access textbooks in courses resulted in a collective savings of $2.4 million for 10,200 students.

Affordable General Education Proposals

USF Libraries Dean, Todd Chavez, worked with the USF General Education Council to implement textbook affordability language on all general education course proposals. Since Fall 2018, new course proposals for General Education courses include a textbook affordability component. It refers to the Textbook Affordability Project (TAP) website as a resource and requires confirmation that the submitter strongly considered textbook affordability as part of the proposal process. They are required to answer questions about the textbook or reading lists they are planning to use, such as the textbook's title and cost. In addition, they are asked if the textbook is more than $20 per credit hour and provided affordability guidance that a textbook in a three-credit course should cost no more than $60. At the end of the textbook affordability section of the proposal, they are asked to provide a comment on the necessity of the textbook they chose and if they have investigated using ebooks, open access textbooks, or library resources as an alternative. The USF Libraries has been added to the course proposal workflow as well to confirm the textbook affordability information submitted and provide library resource support.

Affordability Counts

,

Affordability Counts was an initiative created by the Florida International University to recognize faculty who actively take steps to lower student cost of course materials and share affordable options among universities and instructors. The goal was to establish and archive a Florida-wide database of affordable courses along with a list of the affordable materials instructors adopted for their courses. This encouraged instructors with similar courses to review and share affordable materials used in their peers' courses across many Florida institutions. The initiative was opened for other schools in Florida to participate, and TAP joined the Affordability Counts Steering Committee to assist in the initiative's direction and growth.

The initiative focused on faculty whose total course material costs were at or less than $20 per credit hour. If faculty believed their course was eligible or they were contacted proactively by TAP, they could submit their low-cost course for review by the TAP team. TAP reviewed the submissions and confirmed the information through syllabi and bookstore adoptions to determine if a course met the requirement. Faculty with courses approved received the Affordability Counts medallion to display on their syllabus or Canvas course, and their courses were included in the state-wide database of low-cost courses.

Textbook Affordability Report Cards

Since Fall 2017, TAP has created a series of report cards to track the textbook costs of academic departments for each Fall and Spring semester. These reports show the cost per credit hour at the University, college, and department levels. The reports are shared with department chairs in order to help them manage rising textbook costs by providing information tailored specifically to their departments and the required textbooks adopted. Detailed reports for department chairs are located behind the access-restricted portion of the Faculty Toolbox on Canvas.

USF Digital Commons

USF Digital Commons is a service of the USF Libraries, a virtual showcase for USF's research and creative energies. The USF academic community are encouraged to contribute any completed scholarship for long-term preservation and open access, which includes, open access journals, open access textbooks, graduate theses and dissertations, and conferences hosted by Digital Commons. The publications within Digital Commons are search engine optimized as well, meaning they can be found through a web search.

By definition, the USF Libraries' open access textbook collection is available at no cost to the global academic community. At present, the USF Libraries host 13 open access textbooks on our institutional repository with over 3.2 million downloads and views of this content. Of those open access textbooks, eight were authored by USF faculty. The Social Science Research: Principles, Methods, and Practices textbook, written by USF faculty Dr. Anol Bhattacherjee, is the most downloaded publication on Digital Commons with 2.9 million global downloads.

The newest addition to the collection is the project called "The Modernization of Digital Information Technology" which is a collaboration between USF, Hillsborough and Pinellas County public schools, and industry experts. The intent is to provide freely available resources to assist Florida teachers and students required to execute the Florida Department of Education student performance standards curriculum for Digital Information Technology (DIT).

Ebooks for the Classroom+ (http://ebplus.lib.usf.edu)

Initially launched in 2009, the Ebooks for the Classroom Program acquires ebooks requested by faculty for their courses. Available at no cost to students, these ebooks are either required or recommended readings for a course. Materials purchased by this USF Libraries program are accessible to students at all University of South Florida campuses. In April 2017, this program was incorporated into the Ebooks for the Classroom+ database tool for enhanced content and usability. The database provides access to over 700,000 ebooks and allows faculty to easily select a library-supplied ebook with little to no restrictions on use (printing, downloading, simultaneous usage) in lieu of a traditional textbook. The result is zero cost to the students with instant access to materials.

For Summer 2023, the USF Libraries spent $1,358* on unlimited access ebook licenses with a total cost benefit of $125,470 for 1,581 students.

For Fall 2023, the USF Libraries spent $6,908* on unlimited access ebook licenses with a total cost benefit of $857,937 for 13,307 students.

For Spring 2024, the USF Libraries spent $6,531* on unlimited access ebook licenses with a total cost benefit of $408,236 for 7,461 students.

Overall for the past year, the Ebooks in the Classroom+ program was able to save 22,349 students a total of $1,391,644 for a cost basis of $14,797*.

*Material and eboook licenses purchased in previous years are kept in perpetuity and not included in the cost basis for the current year.

Textbook Recommendation Service

For Fall 2023 and Spring 2024, TAP continued to review undergraduate textbook adoptions submitted to the USF Bookstore from the previous Fall 2022 and Spring 2023 semesters. The initial goal of assisting academic departments and their library liaisons by recommending more affordable options based on their previous textbook selections shifted to identifying eligible courses for the USF Libraries' Ebooks in the Classroom+. TAP still builds faculty awareness around digital versions of titles, the bookstore's Inclusive Access program, library resources, and open educational resources, though the majority of the recommendations are for our Ebooks in the Classroom+ program due to its

effectiveness.
USF Bookstore Affordability Initiatives

The close relationship between TAP and the Follett bookstore facilitates a strong support system for faculty regarding textbook affordability, historical textbook ordering, cost data, and adoption compliance. With the goal of bringing more affordable digital content to students through Follett's Opt-In Inclusive Access program, TAP shares information about this bookstore program and course eligibility to USF faculty through general communications and the Textbook Recommendation Service.

The major incentives of the Inclusive Access program were the affordable pricing of the content, an Opt-In purchasing model, simplified use of varying digital platforms by using a single sign-on through Canvas, and ability to access the content anywhere with an internet connection. Students also had the option to purchase a reduced-cost print version from the bookstore if they did not want the digital version.

The following Inclusive Access student savings information was provided by the Follett USF Bookstore for all USF campuses:

Summer 2023
- Total Course Sections: 363
- Total Students: 6,220
- Average Savings Per Student: $85
- Total Student Savings: $526,606

Fall 2023
- Total Course Sections: 892
- Total Students: 18,906
- Average Savings Per Student: $83
- Total Student Savings: $1,565,472

Spring 2024
- Total Course Sections: 1,096
- Total Students: 21,044
- Average Savings Per Student: $88
- Total Student Savings: $1,845,854

2023-2024
- Total Savings (Summer, Fall, Spring): 3,937,932

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has this had on student savings, if any.

Yes, TAP and the Follett USF Bookstore cooperated to implement an Opt-In Inclusive Access program at USF and successfully reached out to faculty to participate. We held meetings and instructional sessions with faculty to raise awareness about the program and included inclusive access information in TAP's Textbook Recommendation Service. The program has steadily grown and saved students an estimated $3.9 million in the last year.

Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has this had on student savings, if any.

No, the Opt-Out provision has not been implemented at our institution.

University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

Section B2 of University of South Florida regulation 3.029 Textbook Adoption & Affordability specifies that textbook and instructional materials adoptions must be submitted "no later than forty-five (45) days prior to the first day of classes for each term." Adoptions are publicly posted on the USF Bookstore website (operated by Follett). The bookstore website is open to the public and supports searching for required and recommended textbooks by course and section. The listing presents pricing options, including new, used, rental, digital new, and digital rental costs.

Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

The University has maintained its aggressive practice of reminding faculty members about their textbook submission obligation; the practice adopted since Fall 2017 is to ensure that instructors of record receive up to four email notices from their chairs/directors in advance of the state-mandated deadline indicating that a submission is due. These email notices contain textbook adoption reports signaling to the chair and faculty which courses in their department did not have orders submitted. In addition, TAP continues constant contact with faculty and leadership throughout the year to provide support by answering material ordering questions, providing compliance information, and sharing future deadlines.

Failure to comply results in faculty members receiving a "letter of counsel" as per conditions of the faculty Collective Bargaining Agreement. Receipt of multiple letters of counsel may result in more serious disciplinary action. Our experience has shown this approach increased compliance and many faculty proactively work towards not appearing on the email notice reports ahead of the ordering deadline.

Over the next year, we plan on reviewing our processes to increase our compliance with more targeted faculty engagement in cooperation with the USF Follett Bookstore.

Published List of Required and Recommended Textbooks and Instructional Materials

Please use the drop-down options to confirm the published list of required and recommended textbooks and instructional materials includes the following information.

Information Required	Affirm Information is Included
International Standard Book Number (ISBN) or Other Identifying Information	Included
Title	Included
All Authors Listed	Included
Publishers	Included
Edition Number	Included
Copyright Date	Included
Published Date	Not Included
Searchable by Course Subject, Course Number, Course Title, Name of Instructor, Title of Material, and Author(s) of Material	Included
Material Information is Easily Downloadable by Current and Prospective Student	Included

Published Course Syllabus Requirements

Please use the drop-down options to confirm the course syllabus of the general education core course options identified pursuant to section 1007.25, Florida Statutes include the following information.

Information Required	Affirm Information is Included
Course Curriculum	Included
Goals, Objectives, and Student Expectations of the Course	Included
How Student Performance will be Measured	Included

Link to Published List of Required and Recommended Textbooks and Instructional Materials

Please provide a link to the webpage housing the information listed under "Published List of Required and Recommended Textbooks and Instructional Materials.". If each course section has its own website link, please provide one example link.

Please Provide Link Below

https://www.usf.edu/registrar/register/textbook-and-instructional-material-afforda

Link to Published List of Course Syllabi for General Education Courses

Please provide links to the webpages housing the information under "Published Course Syllabus Requirements."

Please Provide Links Below

Communication	https://cloud.usf.edu/syllabuslisting
Humanities	https://cloud.usf.edu/syllabuslisting
Mathematics	https://cloud.usf.edu/syllabuslisting
Natural Sciences	https://cloud.usf.edu/syllabuslisting
Social Sciences	https://cloud.usf.edu/syllabuslisting

Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2023				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
7767	167	7934	2%	Inclusive Access partic

Spring 2024				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
8009	305	8314	4%	Inclusive Access partic

University Requirements for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement. Include any courses canceled within 45 days of the first day of class in the total number of course sections.

Fall 2023					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
7,767	7,392	95.2%	82	375	4.83%

Spring 2024					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
8,009	7,668	95.74%	135	341	4.26%

**Note: Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Agenda Item:

USF Board of Trustees
August 20, 2024

Issue: Fiscal Year 2023-2024 Self-Supporting and Market Tuition Rate Report
_____

Proposed action: Board Regulation 8.002(4)(c) stipulates that the annual report must be approved by each institution's board of trustees prior to submission to the Board of Governors (BOG) by October 1, 2024.
_____

Executive Summary:

Board of Governors Regulation 8.002 requires universities to provide an annual report on self-supporting and market tuition rate college-credit programs. Regulation 8.002 provides the definitions and requirements for all self-supporting and market tuition rate college-credit programs. The board office provides a template outlining the information requested for all self-supporting and market tuition rate college-credit programs.

Financial Impact:

The template provided in the supporting documentation provides FY23-24 revenue and expenses by program.

_____

Strategic Goal(s) Item Supports: USF Strategic Plan 2022-2027, Goals 2 and 5
BOT Committee Review Date: August 20, 2024
Supporting Documentation Online (*please circle*): (Yes)   No
Prepared by: Christine Brown, Associate Vice President, USF Innovative Education

Self-supporting and Market Tuition Rate College-Credit Programs Annual Report

Fiscal Year 2023-24

Prepared by USF Innovative Education

in collaboration with USF Colleges and Office of Decision Support

UNIVERSITY of
SOUTH FLORIDA

Overview of the Annual Report

- Self-supporting Programs: Tuition & fees must be sufficient to offset the full instructional cost of serving the student and shall not exceed the existing approved tuition and out-of-state fees for similar level courses.

- Market Tuition Rate Programs: Tuition rates are competitively aligned with comparable programs offered by public or private institutions located both in-state and out-of-state.

- The Florida Board of Governors (BOG) office collects data on self-supporting and market tuition rate college-credit programs annually.

- The current BOG regulation 8.002 requires approval by each institution's Board of Trustees (BOT) prior to submission.

- The information is collected by SUS institutions in a standardized template provided by the BOG.

- The data includes all USF non-E&G self-supporting and market rate college credit programs for all program levels including certificates.

- The timeframe requested for this year's submission is fiscal year 2023-24.

2

UNIVERSITY of
SOUTH FLORIDA

Self-Supporting & Market Rate Programs
Data Collection and Reporting Process

- USF Innovative Education (InEd) is the unit responsible for reporting and audit oversight of the self-supporting and market rate programs for the university.

- InEd works with the Office of Decision Support (ODS) through the External Data Request (EDR) process to pre-populate student information including enrollments and graduation data.

- InEd works with ODS to confirm program-related information including confirmation of comparable E&G programs.

- A draft version of the completed template is provided to each college for their verification of the data.

- The final version is presented to ACE and BOT for approval.

- Upon BOT approval, the report is uploaded to the FLBOG.

3

UNIVERSITY of SOUTH FLORIDA

Self-Supporting & Market Rate Programs
Number of Active Programs by Degree Type

Program Type	Degree	FY 2023-24
Market Rate	Doctoral	1
Self-supporting	Doctoral	1
Self-supporting	Master's	10
Self-supporting	Certificate	9
Total		**21**

4

UNIVERSITY of
SOUTH FLORIDA

Self-Supporting & Market Rate Programs
Enrollments by Program/Degree Type

Program Type	Degree	FY 2023-2024	
		Resident	Non-resident
Market Rate	Doctoral	52	58
Self-supporting	Doctoral	11	212
Self-supporting	Master's	869	540
Self-supporting	Certificate	55	58
Total		**987**	**868**

5

UNIVERSITY of SOUTH FLORIDA

Self-Supporting & Market Rate Programs
Degree/Program Completions by Program/Degree Type

Program Type	Degree	FY 2023-2024
Market Rate	Doctoral	15
Self-supporting	Doctoral	53
Self-supporting	Master's	432
Self-supporting	Certificate	26
Total		**526**

Summer 2024 completion data will not be available until September but will be updated prior to upload to the BOG

6

UNIVERSITY of
SOUTH FLORIDA

Self-Supporting & Market Rate Programs
Revenues & Expenditures by Program/Degree Type ($M)

Program Type	Degree	FY 2023-2024	
		Revenues	Expenditures
Market Rate	Doctoral	2.1	2.2
Self-supporting	Doctoral	6.6	9.0
Self-supporting	Master's	10.9	10.6
Self-supporting	Certificate	0.7	0.9
Total		**$ 20.3**	**$ 22.7**

7

Questions?

UNIVERSITY of
SOUTH FLORIDA

Column Definitions	
Instructions: Institutions are required to provide the information below for all non-E&G college-credit programs, including sponsored credit, certificate, and degree programs at all levels and any majors or tracks that exist under an approved degree program. Do not combine cells or alter the template in any way when reporting the data.	
CIP Code	CIP code for the approved degree program as listed in the State University System approved degree inventory. Please report the complete 6-digit CIP code in the following format: XX.XXXX.
Program Name (in inventory)	All non-E&G college-credit programs must be reported, including sponsored credit, certificate, and degree programs at all levels. Use the program name as listed in the approved State University System degree inventory for degree programs.
Program Level	Indicate whether the program is offered at the undergraduate or graduate-level.
Program Type	Select the program type for the program - select certificate, bachelor's, master's, specialist, or doctoral.
Local Program Name (if different from inventory name)	If the local program name differs from what is listed in the approved degree inventory, please provide the name used within the university.
Major or Track Name (if different)	Please list each major/track in the degree program as defined in Regulation 8.002 in a separate row.
Program Length	Total minimum number of credit hours required to complete the program.
Tuition Type	Select market rate, self-supporting, or sponsored credit (explain or provide more detail if needed in comments).
Mode of Delivery	Delivery method for program - select face-to-face, hybrid, or online
UBOT Tuition Approval Date	Date program's tuition rate was approved by the University Board of Trustees.
BOG Tuition Approval Date	Date program's tuition rate was approved by the Board of Governors, if applicable
Program Start Date	List the term and year the program began enrolling students - select fall, spring, or summer and input the year using four digits
Tuition Rate Per Credit Hour - Resident	Tuition per credit hour including fees for resident/in-state students.
Tuition Rate Per Credit Hour - Non-Resident	Tuition per credit hour including fees for non-resident/out-of-state students.

Additional Program Fees - Resident	Any required fees specific to the program not included in the tuition per credit hour rate for resident/in-state students, if applicable.
Additional Program Fees - Non-Resident	Any required fees specific to the program not included in the tuition per credit hour rate for non-resident/out-of-state students, if applicable.
Resident Enrollment	Unique headcount of resident students for the academic year most closely aligned with the fiscal year being reported.
Non-Resident Enrollment	Unique headcount of non-resident students for the academic year most closely aligned with the fiscal year being reported.
Degree/Program Completions	Degree or program completions for the academic year most closely aligned with the fiscal year to the one being reported.
Revenues	Total revenues from tuition and fees collected by each program for the fiscal year being reported. If there is any additional revenue source, such as a corporate sponsorship, please identify each source in the comments.
Expenditures	Total expenditures associated with each program for the fiscal year being reported.
Comparable E&G Program	Does the program have a comparable E&G approved program with the same CIP code (yes/no)?
Comparable E&G Program - Name	Identify the program name of the comparable E&G program, if one exists.
Comparable E&G Program - Level	Identify the Degree Level for the comparable E&G program, if one exists
Comparable E&G Program - CIP	Identify the CIP Code for the comparable E&G program, if one exists
Additional Comments	Any additional information or clarification the institution wishes to provide on a specific program.

Due date:	**10/1/2024**

Include the university contact name and email for the staff that completed and approved this file.	
Data provided by:	

Name:		E-Mail:	

Data approved by:

Name:		E-Mail:	

Date Approved by the Board of Trustees*:	

*Submit documentation of Board of Trustees approval in the DRS along with this completed file.

Fiscal Year 2023-2024 Self-Supporting and Market Tuition Rate Report

CIP Code (XX.XXXX)	Program Name (in inventory)	Program Level	Program Type	Local Program Name (if different from inventory name)
52.0201	Business Administration and Management, General	Graduate	Doctoral	Business Administration
52.0201	Business Administration and Management, General	Graduate	Master's	Business Administration
11.0501	Computer Systems Analysis/Analyst	Graduate	Master's	Business Analytics and Information Systems (Global)
42.2814	Applied Behavior Analysis	Graduate	Master's	Applied Behavior Analysis
45.0401	Criminology	Graduate	Master's	Cybercrime
44.0701	Social Work	Graduate	Master's	Social Work
44.0701	Social Work	Graduate	Master's	Social Work (Non-Advanced Standing)
51.2310	Vocational Rehabilitation Counseling/Counselor	Graduate	Master's	Rehabilitation Counseling and Disability Sciences
14.3501	Industrial Engineering	Graduate	Master's	Data Intelligence
11.0701	Computer Science	Graduate	Certificate	Pathway to Computing
11.0102	Artificial Intelligence	Graduate	Certificate	Artificial Intelligence
14.1001	Electrical and Electronics Engineering	Graduate	Certificate	Semiconductor Technology and Manufacturing
51.1201	Medicine	Graduate	Doctoral	Medicine (M.D.)
51.2706	Medical Informatics	Graduate	Master's	Health Informatics
51.2706	Medical Informatics	Graduate	Master's	Health Informatics
51.2706	Medical Informatics	Graduate	Certificate	Health Informatics
51.2706	Medical Informatics	Graduate	Certificate	Healthcare Analytics
51.2201	Public Health, General	Graduate	Master's	Public Health
51.2201	Public Health, General	Graduate	Master's	Public Health
51.2201	Public Health, General	Graduate	Master's	Public Health
51.2201	Public Health, General	Graduate	Master's	Public Health
51.2201	Public Health, General	Graduate	Master's	Public Health
51.2201	Public Health, General	Graduate	Master's	Public Health
51.2201	Public Health, General	Graduate	Master's	Public Health
51.2201	Public Health, General	Graduate	Certificate	Infection Control
51.2201	Public Health, General	Graduate	Certificate	Public Health Generalist
51.2201	Public Health, General	Graduate	Certificate	Toxicology
51.2201	Public Health, General	Graduate	Certificate	Epidemiology of Infectious Diseases

Major or Track Name (if different)	Program Length (in credit hours)	Tuition Type	Mode of Delivery	UBOT Tuition Approval Date	BOG Tuition Approval Date	Program Sta... Term
	72	Market Rate	Hybrid	09/2015	09/2015	Spring
	33	Self-supporting	Online			Spring
	33	Self-supporting	Hybrid			Spring
	41	Self-supporting	Online			Fall
	30	Self-supporting	Online			Fall
	35	Self-supporting	Online			Summer
	60	Self-supporting	Online			Spring
	60	Self-supporting	Online			Fall
	30	Self-supporting	Online			Fall
	15	Self-supporting	Online			Fall
	12	Self-supporting	Online			Spring
	15	Self-supporting	Online			Spring
	168	Self-supporting	Face-to-Face			Fall
	32	Self-supporting	Online			Fall
Healthcare Analytics	32	Self-supporting	Online			Spring
	12	Self-supporting	Online			Fall
	12	Self-supporting	Online			Spring
Epidemiology	42	Self-supporting	Online			Summer
Global Disaster Management, Humanitarian Relief and Homeland Security	42	Self-supporting	Online			Fall
Health, Safety and Environment	42	Self-supporting	Online			Summer
Infection Control	42	Self-supporting	Online			Summer
Public Health Practice Program	42	Self-supporting	Online			Fall
Social Marketing	42	Self-supporting	Online			Fall
	42	Self-supporting	Online			Fall
	12	Self-supporting	Online			Summer
	12	Self-supporting	Online			Summer
	14	Self-supporting	Online			Summer
	12	Self-supporting	Online			Summer

art Date									
Year	Tuition Rate Per Credit Hour - Resident	Tuition Rate Per Credit Hour - Non-Resident	Program Fees - Resident	Program Fees - Non-Resident	Resident Enrollment	Non-Resident Enrollment	Degree/Program Completions	Revenues	Expenditures
2016	$ 1,250.00	$ 1,250.00			52	58	15	$2,090,513.47	$2,213,218.64
2017	$ 750.00	$ 750.00			284	58	114	$2,598,252.83	$2,106,139.43
2022	$ 525.00	$ 525.00			58	19	28	$520,351.12	$534,216.69
2016	$ 600.00	$ 600.00			87	24	44	$1,111,538.08	$1,431,178.92
2018	$ 575.00	$ 575.00			80	23	34	$736,896.61	$747,705.48
2017	$ 550.00	$ 550.00			93	15	42	$703,542.15	$693,948.63
2020	$ 550.00	$ 550.00			197	40	61	$1,942,653.81	$1,177,687.48
2022	$ 600.00	$ 600.00			31	10	4	$411,812.66	$389,263.73
2023	$ 650.00	$ 650.00			5	21	0	$171,419.35	$558,167.51
2022	$ 640.00	$ 640.00			34	11	15	$287,825.22	$408,726.08
2023	$ 625.00	$ 625.00			20	4	3	$69,412.45	$200,007.76
2024	$ 620.00	$ 620.00			1	1	0	$46,554.05	$30,743.79
2011	$ 1,307.51	$ 1,307.51			11	212	53	$6,565,357.92	$8,965,970.25
2013	$ 907.00	$ 907.00			29	177	45	$1,668,519.58	$1,655,369.22
2018	$ 907.00	$ 907.00			5	63	21	$550,773.45	$546,432.56
2013	$ 907.00	$ 907.00			0	25	7	$202,490.24	$200,894.32
2018	$ 907.00	$ 907.00			0	12	0	$97,195.32	$96,429.28
2013	$ 525.00	$ 525.00			0	27	12	$156,202.50	$234,468.99
2011	$ 525.00	$ 525.00			0	21	13	$121,490.83	$182,364.77
2013	$ 525.00	$ 525.00			0	7	1	$40,496.94	$60,788.26
2013	$ 525.00	$ 525.00			0	20	9	$115,705.55	$173,680.73
2011	$ 525.00	$ 525.00			0	11	3	$63,638.05	$95,524.40
2011	$ 525.00	$ 525.00			0	3	1	$17,355.83	$26,052.11
2011	$ 525.00	$ 525.00			0	1	0	$5,785.29	$8,684.04
2014	$ 525.00	$ 525.00			0	1	0	$3,069.61	$3,615.74
2014	$ 525.00	$ 525.00			0	2	1	$6,139.22	$7,231.48
2014	$ 525.00	$ 525.00			0	1	0	$3,069.61	$3,615.74
2014	$ 525.00	$ 525.00			0	1	0	$3,069.60	$3,615.73

	Comparable E&G Program		
Comparable E&G Program?	Program Name	Degree/Program Level	CIP Code (XX.XXXX)
Yes	Business Administration	Doctoral	52.0201
Yes	Business Administration	Masters	52.0201
Yes	Business Analytics and Information Systems	Masters	11.0501
Yes	Applied Behavior Analysis	Masters	42.2814
Yes	Criminology	Masters	45.0401
Yes	Social Work	Masters	44.0701
Yes	Social Work (Non-Advanced Standing)	Masters	44.0701
Yes	Clinical Rehabilitation and Mental Health Counseling	Masters	51.2310
Yes	Industrial Engineering	Masters	14.3501
No			
No			
No			
Yes	Medicine (M.D.)	Doctoral	51.1201
No			
No			
Yes	Health Informatics	Certificate	51.2706
Yes	Healthcare Analytics	Certificate	51.2706
Yes	Public Health - Epidemiology	Masters	51.2201
Yes	Public Health - Global Disaster Management, Humanitarian Relief, and Homeland Security	Masters	51.2201
Yes	Public Health - Health, Safety and Environment	Masters	51.2201
Yes	Public Health - Infection Control	Masters	51.2201
Yes	Public Health - Public Health Practice Program	Masters	51.2201
Yes	Public Health - Social Marketing	Masters	51.2201
No			
Yes	Infection Control	Certificate	51.2201
Yes	Public Health Generalist	Certificate	51.2201
Yes	Toxicology	Certificate	51.2201
Yes	Epidemiology of Infectious Diseases	Certificate	51.2201

Additional Comments (if any)

Agenda Item: III.e

USF Board of Trustees
date

Issue: BOG Regulation 8.005, General Education Course List

_____

Proposed action: Approval of courses offered by USF that meet the general education course requirements in accordance with sections 1007.24, 1007.25 and 1007.55, Florida Statutes.

_____

Executive Summary:

Per BOG Reg. 8.005, "Each State University System institution's board of trustees and president must annually review and approve, at a public meeting, the courses offered by the institution that meet general education course requirements in accordance with sections 1007.24, 1007.25 and 1007.55, Florida Statutes."

At the ACE meeting, we will present the list of general education courses offered at the University of South Florida as approved by the Provost and President. This list of courses must be voted on during the August 27, 2024, BOT meeting in preparation for submission to the BOG Articulation Coordinating Committee (ACC) and then the full BOG.

Per BOG Reg. 8.005 "If an institution does not have a list of general education courses approved by the Board of Governos prior to the Board of Governors awarding performance-based funding for the next fiscal year, the Board of Governors may withhold performance funding until a list of general education courses meets the requirements and is approved by the Board of Governors."

Financial Impact: n/a

_____

Strategic Goal(s) Item Supports: Goal 1: Student Success at USF and Beyond
BOT Committee Review Date:
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Kyna Betancourt

SB 266 & BOG 8.005 General Education Guidance

Kyna Betancourt, Ph.D.
Assistant Dean of Undergraduate Education
Undergraduate Studies

kbetancourt@usf.edu

UNIVERSITY of SOUTH FLORIDA

UNIVERSITY of
SOUTH FLORIDA

General Relationship

SB 266

- Redefines gen ed core (s. 1007.25)
- Defines institutional gen eds and requires state review of institutional gen eds (s. 1007.55)

BOG 8.005

- Redefines state core courses
- Defines required state review process and refers back to 1007.25 and 1007.55

2

UNIVERSITY of
SOUTH FLORIDA

SB 266 and General Education

- First change to pass; addresses General Education in two areas
  - s. 1007.25 General Education courses; common prerequisites; other degree requirements
    - 3(c): "General education core courses may not distort significant historical events or include a curriculum that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities."
    - 3(d) goes on to define what courses in the five main discipline areas should cover

3

UNIVERSITY of SOUTH FLORIDA

SB 266 and General Education, cont'd

- s. 1007.55 General education course principles, standards, and content
  - (1): "…General education courses should provide broad foundational knowledge to help students develop intellectual skills and habits that enable them to become more effective and lifelong learners. Courses with a curriculum based on unproven, speculative, or exploratory content are best suited as elective or specific program prerequisite credit, not general education credit. General education courses must:
    - (a) Meet the course standards as provided in s. 1007.25…"
  - (2): "Public postsecondary educational institution boards of trustees and presidents are responsible for annually reviewing and approving, at a public meeting, general education course requirements, as authorized and approved in accordance with ss. 1007.24 and 1007.25 and this section…"

4

UNIVERSITY of
SOUTH FLORIDA

BOG 8.005 and General Education

- Amended to account for SB266 changes
  - Section (1) updates the list of approved state core gen eds
  - Section (4) defines the process by which the required gen ed approvals (s. 1007.55) will occur
    - (a) "Each State University System institution's board of trustees and president must annually review and approve, at a public meeting, the courses offered by the institution that meet general education course requirements in accordance with sections 1007.24*, 1007.25 and 1007.55, Florida Statutes."
    - (b) "Each institution must submit its approved list of general education courses to the Articulation Coordinating Committee no later than September 1 of each year by the course prefix and number in the Statewide Course Numbering System, including the institution's course title, the general education distribution area, the course level, and the number of public postsecondary institutions that offer the course…."

* s. 1007.24 did not have any changes; it covers how the statewide course numbering system works and transferability of courses

5

UNIVERSITY of
SOUTH FLORIDA

Current State

- USF has been working closely with the BOG on our list of institutional gen eds.

- A proposed official list was sent on July 22nd, and we are waiting for feedback.

- New requirements were shared by the BOG on August 1st, and we are adjusting our list to meet those new requirements.

- USF official list submission must be September 1, 2024.

6

Kyna Betancourt, Ph.D.
Assistant Dean of Undergraduate Education
Undergraduate Studies

kbetancourt@usf.edu

UNIVERSITY *of*
SOUTH FLORIDA

Agenda Item: **III.f**

USF Board of Trustees
September 10, 2024

Issue: Bachelor of Science in Design, CIP Code 50.0401

_____

Proposed action: Approval

_____

Executive Summary: The proposed Bachelor of Science in Design degree program will instill a participatory design model that focuses on the designer's ability to craft systems and teams that are uniquely adept at including the voices of all constituencies. The proposed curriculum encourages creative problem-solving, critical thinking, data literacy, basic programming, adaptability, and collaboration, all grounded in an interdisciplinary mindset. At the core of the proposed degree program is an investigation into the formative role of design in shaping human values and experiences, conceptualizing digital and physical products, services, brands, and experiences for numerous industries.

Financial Impact: There will be no financial impact because existing faculty and resources will be reallocated for this new degree program.

_____

Strategic Goal(s) Item Supports:
- Goal One: Student Success at USF and Beyond;
- Goal Three Partnerships and Engagement with Local, National, and Global Impact;
- Goal Four: A Diverse and Inclusive Community for Learning and Discovery.

BOT Committee Review Date: August 20, 2024
Supporting Documentation Online (*please circle*): (Yes)   No
Prepared by: Cynthia Brown Hernandez, Director, Deputy Accreditation Officer

STATE UNIVERSITY SYSTEM OF FLORIDA

Request to Offer a New Degree Program
In accordance with Board of Governors Regulation
8.011, Academic Degree Program Coordination and
Approval

University of South Florida	**Spring 2025**
Institution Submitting Proposal	**Proposed Implementation Term**
College of Design, Art, and Performance	**Dean's Office**
Name of College(s) or School(s)	**Name of Department(s)/Division(s)**
Design	**Bachelor of Science in Design**
Academic Specialty or Field	**Complete Name of Degree**
50.0401	
Proposed CIP Code (2020 CIP)	

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

Date Approved by the University Board of Trustees	**President's Signature Date**
Board of Trustees Chair's Date Signature	**Provost's Signature Date**

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	The proposed Bachelor of Science in Design (BSD) degree program will instill a participatory design model that focuses on the designer's ability to craft systems and teams that are uniquely adept at including the voices of all constituencies. The proposed curriculum encourages creative problem-solving, critical thinking, data literacy, basic programming, adaptability, and collaboration, all grounded in an interdisciplinary mindset. At the core of the proposed degree program is an investigation into the formative role of design in shaping human values and experiences, conceptualizing digital and physical products, services, brands, and experiences for numerous industries.
Degree Level(s): B, M, D, M+D, P	B
Majors, Concentrations, Tracks, or Specializations	This proposed degree program will have no associated concentrations, specializations, or tracks.
Total Number of Credit Hours	120
Program Type	☒ **E&G Program** ☐ **Market Tuition Rate Program*** ☐ **Self-Supporting Program*** *Refer to Board Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	The proposed program will uniquely pair a broad study in the arts, information and data literacy, computational thinking, creative problem solving through ideation, iteration, and prototyping, preparing graduates with meaningful employment across a variety of industries. It creates leaders ready to address the challenges that face Florida citizens in the years coming by engaging in multiple marketplaces while enriching the culture through creativity and innovation. Possible career outcomes include Web and Digital Interface Designers, Commercial and Industrial Designers, Graphic Designers, and Set and Exhibit Designers.

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan? **Programs of Strategic Emphasis List**

☐ Yes, it does qualify as a Program of Strategic Emphasis.
☒ No, it does not qualify as a Program of Strategic Emphasis.

Form Pulled from ARTS – April 2024

C. Programs of Strategic Emphasis Waiver *(for baccalaureate programs only)*

Does the program fall under one of the CIP codes listed below?

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education
13.1202	Elementary Teacher Education
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
27.0101	Mathematics
40.0801	Physics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.

☒ No

D. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, prior to enrollment of students to the program?

☒ Yes

☐ No. If not, is there a plan to establish the infrastructure to support the program? Please describe.

II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.
   1. **The State University System's Strategic Plan goals.**
   2. **The institution's strategic plan and goals the program will directly advance.**
   3. **The university's mission.**
   4. **The benefit to the university, the local community, and the state.**

The proposed Bachelor of Science in Design degree program directly supports a number of the State University System's (SUS) strategic planning goals and directly supports the University of South Florida's (USF) mission[1] and strategic plan by serving the needs of Florida and the global community with a high-quality, world-class, in-demand educational program.

The proposed program will produce graduates who are well-educated and highly skilled to connect communities, using visual communication and problem-solving skills to vest them in

---

[1] (https://www.usf.edu/about-usf/mission-vision.aspx) (URL visited 02/16/2024)

sustainable solutions that directly support the Community and Business Engagement Goal for Strategic Priorities for a Knowledge Economy to Increase Community and Business Workforce and indirectly supports Teaching and Learning Goal in Excellence to Strengthen Quality and Reputation of Academic Programs and Universities.

Second, the program directly supports the Community and Business Engagement Goal of Productivity to Increase Community and Business Engagement because the degree program will focus on design as a tool that can help communities find agency in our larger economy and the training of practitioners specializing in this area will help the university contribute in a meaningful way to the Tampa Bay region and beyond. Additionally, the program indirectly supports the Scholarship, Research and Innovation Goal for Strategic Priorities to Increase Commercialization Activity. Third, in direct support of Community Business and Engagement Goal for Strategic Priorities for a Knowledge Economy goal to Increase Community and Business Workforce, this program will create a new offering that will prepare students for well-paying jobs ready to address the challenges that are to come at the local, regional, national, and global levels.

Fourth, this degree will directly address the College's issue with four- and six-year graduation rates, while making better use of excess seat inventory across a variety of our curriculum, directly contributing to Teaching and Learning Goal for Productivity to Increase Degree Productivity and Program Efficiency.

Finally, the proposed BSD program will directly support and contribute to the University of South Florida's mission and strategic plan as outlined below:

USF's mission statement is as follows:

> "Led by outstanding faculty and professional staff, the University of South Florida conducts innovative scholarship, creative activity, and basic and translational research, and delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students. As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future—regionally, nationally, and globally."

The proposed program is focused on developing leaders ready to solve challenges in sustainability and climate, technology, community health and well-being, economy, and place-making that face Florida citizens, the nation, and the world by engaging in multiple marketplaces while enriching the culture through creativity and innovation.

Furthermore, the proposed program directly supports USF's strategic goals as follows:

USF Goal Number and Title	Proposed Program's Support of USF Goal
Goal 1A Increase the Development and Availability of High-Impact Educational Experiences for Student Success	The program will sustain a broad curriculum that aligns with student needs and interests in which students with varying backgrounds will succeed and find meaningful employment in a variety of industries or graduate study upon graduation. The curriculum will support different learning styles and engage students in meaningful assessments through multi-faceted educational experiences, such as industry-integrated learning that develops creative problem-solving skills while enriching the culture through creativity and innovation. Students will

	participate in the following high-impact educational experiences: 1) advanced, comprehensive capstone projects and 2) collaborative research projects.
Goal 1E Prepare Students for Professional and Leadership Success in a Competitive Environment	The proposed program will provide a broad-based design education that will create leaders ready to solve challenges by engaging in multiple marketplaces through industry-integrated learning experiences and real-world projects that develop creative problem solvers skilled in craft, collaboration, research, and strategy to innovate for the future. The proposed program will uniquely pair a broad study in the arts, information and data literacy, computational thinking, creative problem solving through ideation, iteration, and prototyping, preparing graduates with meaningful employment across a variety of industries.
Goal 3D: Enhance USF's Engagement with our Communities through University-Community Partnerships	The proposed program will foster University-community partnerships through industry and professional organization relationships. The B.S. in Design will instill a participatory design model that focuses on the designer's ability to craft systems and teams that are uniquely adept at including the voices of all constituencies. Real world projects and industry partners provide opportunities to engage in participatory design that can help communities find agency in the larger economy.
Goal 4A Recruit and Retain Diverse Faculty, Staff, and Students	The proposed program will uniquely pair a broad study in the arts, information and data literacy, computational thinking, creative problem solving through ideation, iteration, and prototyping, and will be highly desirable to a wide variety of students. The generalist nature of the degree will help add diversity to the student body and will serve as a platform for faculty to produce high-quality and innovative research and creative activities.
Goal 4E: Strengthen the University Community through Shared/ Collaborative Experiences, such as the Arts, Athletics, Sustainability Initiatives, and with Alumni Stakeholders	The proposed program will strengthen the University community through shared collaborative experiences in the arts and sustainability initiatives by continuing successful College of Design, Art, and Performance activities that engage more than 65,000 community members and alumni annually by integrating the design program's student creative activities and real-world project exhibitions.

The proposed program offers many benefits to the University, local community, and beyond through interdisciplinary work, collaboration, teaching, and research. A quote from the Interaction Design Foundation speaks to the importance of design studies in the 21st Century:

> "Twenty-first century design represents a change in not only what designers do but also what they approach and how. Instead of designing great products and experiences, we as designers step back to consider design as a way of thinking. Cognitive science and usability engineering expert Don Norman coined the term as a vital approach to remedy a world plagued by many complex, deep-rooted and interconnected problems. We apply human-centered design or, more precisely, humanity-centered design) via its four principles…"

The B.S. in Design helps to foster an ecosystem that nurtures, prepares, and educates

students to become creative leaders who are dedicated to promoting a more just society, and to elevate the level of inquiry and discourse within and beyond the classroom while they innovate and create new approaches, crafts, methodologies, and skills that change creative practice and arts disciplines as our global context evolves. The courses in the proposed curriculum approach design thinking as human-centered design.

"Humanity-centered design is a practice where designers focus on people's needs not as individuals but as societies with complex, deep-rooted problems. Designers can co-create proper solutions when they work with populations, address the right problems, perform systems analyses and co-design small, simple interventions."[2]

Students in the proposed program will participate in design, creative research, performance, and exhibition projects across the Tampa Bay area, engaging communities through long-standing and new partnerships. For example, the College of Design, Art, and Performance programming and community engagement activities reached more than 65,000 community members during the 2022-2023 academic year. The College features its students, faculty and guest artists in approximately 400 stage productions, concerts, exhibitions, applied research activities, and lectures each year. The College of Design, Art, and Performance has made all events free to the community at-large in order to make design and arts programming more accessible, helping to elevate visibility of these disciplines within the University and state.

The proposed degree program will benefit critical workforce development because it will produce graduates with the ability and skill to practice creative and human-centered design thinking. There is an increasing need for professionals who not only possess solid technical skills in industry standard, computer-based design programs, but who have creative and critical thinking abilities to make use of data, technology, collaboration, and outside-of-the-box strategies that benefit decision-makers, organizations, and society as a whole designers can co-create proper solutions and perform systems analyses and co-design. This will distinguish the B.S. in Design from other related disciplines and provide a clear alternative for USF's students. These new professionals will be ready for well-paying jobs in a variety of industries across the Tampa Bay area, across Florida, and nationally.

Additionally, the B.S. in Design aligns with similar programs offered by more than 20 public AAU peer universities, such as the University of Texas at Austin, the Georgia Institute of Technology and The Ohio State University. These programs focus on using design thinking to solve complex problems including practice in human-centered design and research-driven problem solving. As AAU universities account for more than 64 percent of all federal research dollars, the proposed program can contribute to interdisciplinary teams, which are now sought frequently in federal grant proposals including the National Science Foundation, the U.S. Environmental Protection Agency, and the National Academies of Sciences, Engineering and Medicine.

B. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.

The pre-proposal was presented to the Council of Academic Vice Presidents Academic

---

[2] https://www.interaction-design.org/literature/topics/humanity-centered-design (URL visited 08-06-2024)

Program Coordination group on February 15, 2023, and the CAVP ACG raised no formal concerns about the proposed program.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 50.0401

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2022-30	U.S. 2021-31	FL 2022-30	U.S. 2021-31	FL 2022-30	U.S. 2021-31	
Web and Digital Interface Designers	Not available	16.3	Not available	10,800	Not available	16,600	Bachelor's Degree
Commercial and Industrial Designers	9.9	3.2	162	2,700	151	900	Bachelor's Degree
Set and Exhibit Designers	-5.3	5.2	125	2,700	-81	1,400	Bachelor's Degree
Designers, all other	-5	2.4	138	4,000	-84	1,000	Bachelor's Degree

Sources: Date Retrieved: 02/16/2024
U.S. Bureau of Labor Statistics - https://data.bls.gov/projections/occupationProj
Florida Department of Economic Opportunity - http://www.floridajobs.org/labor-market- information/data-center/statistical-programs/employment-projections

As evidenced above, with data taken from the BOG's Search by CIP-SOC Employment Projections Data tool, the national demand for design-related occupations, particularly Web and Digital Interface Designers is expected to rise a significant 16.3 percent over the next ten years. Occupations in Commercial and Industrial Designers are expected to rise 9.9 percent in the State of Florida and 3.2 percent nationally. These data project percent increases in Florida by 2031, which correspond to nearly 2,200 annual average job openings statewide and 26,700 new jobs nationally by 2031. Set and Exhibit Designers show a 5.2 percent

increase nationally even with a decline of 5.3 percent for the State of Florida. Similarly, Designers and all others show an increase of 2.4 percent between 2022-2031 even with a 5 percent decrease in job openings for the State of Florida. Though the trend for Set and Exhibit Design, and general Design positions anticipate a modest decline in Florida, job growth in these fields is expected nationally based on the data from the Florida Department of Economic Opportunity.

The College of Design, Art, and Performance has received encouragement and recommendations for the proposed program from local industry collaborators, such as Tampa Arts Alliance in partnership with Urban Land Institute (ULI) Tampa Bay Art in Place Initiative. The program is tailored to meet the needs of rapidly growing industries, ensuring that graduates are well-prepared for employment by aligning educational outcomes with industry needs, thereby increasing job opportunities for design degree holders.

Human-centered design, the focus the proposed B.S. in Design degree program, will enable graduates to bridge Real Estate Development and the Arts building connections between creatives and developers that have demonstrated successful economic impacts for development projects throughout Tampa Bay. Art in Place is a global cohort of ULI National and District Councils working to connect artists, developers, and community voices to drive more inclusive and participatory real estate outcomes. ULI Tampa Bay was selected through a highly competitive process to participate in this next step in ULI's ongoing commitment to Creative Placemaking."[3]

The Tampa Bay Businesses for Culture and the Arts encouraged the proposed program as the organization recognizes the strategic value of championing and supporting arts and culture as vital economic drivers and essential contributors to quality of life. The advocacy of these industry leaders continues to further the growth in fields that will need qualified design graduates. TBBCA represents nearly 200 businesses, corporations, institutions, organizations, and individuals. The TBBCA notably hosts the Culturepreneur Leadership Intern Program which offers post-graduate, college, and high school students mentoring and real-world business experience in an entrepreneurial setting.

In addition, recent calls for proposals from federal agencies as well as private organizations and foundations have had an increase request for interdisciplinary teams that are able to ideate and deliver innovative processes and outcomes through a human-focused approach responsive to community conditions. The proposed degree program emphasizes human-centered design through ideation and iterative processes which fulfills this specific need within current research agendas, namely the National Science Foundation (NSF) and the National Academies of Sciences, Engineering and Medicine, the U.S. Environmental Protection Agency (EPA), the Kresge Foundation, and others. Incorporating human-centered design thinking within traditional scientific fields provides an advantage to research outputs and ultimately, the communities served.

Example job and research postings for the State of Florida and BLS include the following:
- Digital Designer, Predator Group[4]
- Design Manager, AdventHealth Tampa[5]

---

[3] ULI Tampa Bay Art in Place Kickoff | ULI Tampa Bay (https://tampabay.uli.org/events/detail/88B03789-543E-4576-AD1F-C45DDF7B23DA/; URL visited 08-06-2024)

[4] https://www.salary.com/job/predator-group/digital-designer/j202404121409314013994 (URL visited 08/13/2024)

[5] https://www.indeed.com/viewjob?jk=38d1581b53a328f8&from=comp-individual-job

- Creative Director, Guardian Healthcare[6]
- Associate Director Experience Design, Verizon[7]
- Creative and Design Lead, Gopuff[8]
- HI Design Produce, Apple[9]
- Visual Designer, Apple[10]
- Associate Art Director, Clutch Creative[11]
- Associate Creative Director, Snow Companies[12]

B. **If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.**

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
N/A	N/A	N/A

Please note: The current CIP-SOC crosswalk provided by the Florida Department of Education and Florida Board of Governors lists the following SOC codes associated with a bachelor's degree in CIP Code 50.0401, which is a comprehensive list. Consequently, the above table was intentionally left blank.

C. **Describe the student demand for the proposed program. The response should, at a minimum, include the following.**

1. **Projected headcount for Year 1 through Year 5.**

2. **Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.**

Due to the program's approval timeline, in the first year of the program, the College of Design, Art, and Performance anticipates that students from other majors within the University will change their major to the proposed B.S. in Design with "new" FTICs and transfers beginning in Fall 2025. By the second year the College conservatively anticipates six more internal USF

---

[6] https://www.indeed.com/viewjob?jk=239e31bad63bd422&tk=1i53ivt1shaon801&from=company&xpse=_SoAd67l39juKrOS2NJ0LbzkdCdPP&xfps=7c69921a-02ed-4b88-bd96-0d9e799dc269 (URL visited 08/13/2024)

[7] https://mycareer.verizon.com/jobs/r-1040268/associate-director-experience-design/?source=jb-indeed (URL visited 08/13/2024)

[8] https://jobs.lever.co/gopuff/c9ae1d92-fc4c-4003-820e-330456afed64?lever-source=Indeed&lever-source=Indeed (URL visited 08/13/2024)

[9] https://jobs.apple.com/en-us/details/200490457/hi-design-producer?team=DESGN (URL visited 08/13/2024)

[10] https://jobs.apple.com/en-us/details/200560320/visual-designer?team=DESGN (URL visited 08/13/2024)

[11] https://clutchnow.com/wp-content/plugins/bullhorn-oscp/#/jobs/4748; (URL visited 08/13/2024)

[12] https://snow-companies.com/jobs/art-director/ (URL visited 08/13/2024)

transfers (after a 10 percent attrition estimated based on a typical four year college, 60 percent graduation rate or roughly 10 percent attrition/year), ten new FTIC, and two new transfers from other institutions. Through an active recruiting and marketing campaign, the College conservatively anticipates increasing new FTIC to 29 for year three.

The College anticipates a significant portion of the internal transfers will represent a success in University retention as some College of Design, Art, and Performance students whom entered the University through the School or Architecture and Community Design, School of Art and Art History, and the School of Theatre and Dance with a concentration in Design may be seeking to shift their ambitions to the B.S. in Design. There will be no impact to programs in Architecture, Graphics Arts, or Theater as these students would either not accelerate or be accepted into the programs. The proposed degree will help to retain students who might otherwise leave the College or University.

Within the College of Design, Art, and Performance both the School of Architecture and Community Design (SACD) and the School of Art and Art History (SAAH) have seen an increase in the majors' headcount in the five-year trend (Fall 2018-Fall 2023). As the graphic below illustrates, the SACD has seen an increase in undergraduate majors from 183 to 315, which is more than a 72 percent increase. The SAAH undergraduate enrollment has gone from 383 undergraduates to 641, an increase of more than 67 percent. With each of these increases, there has been typical attrition as students look to other majors to fulfill their creative ambitions.

Form Pulled from ARTS – April 2024

71
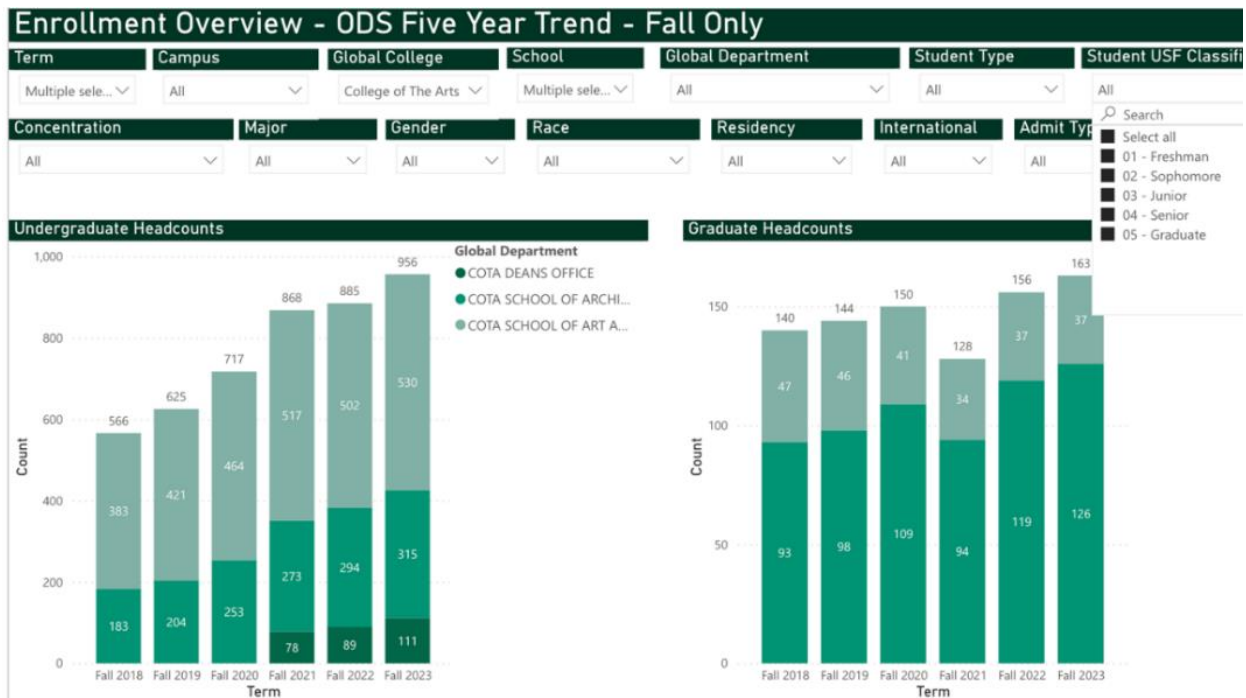
USF College of Design, Art, and Performance, Enrollment Overview, February 2024; report created by the Office of Decision Support.

Since 2020, a number of well recognized journals and media sources (Harvard Business School Online[13], Science Direct[14], Forbes[15], Boston Consulting Group[16], Bentley University[17]) have reported on the importance and value of human-centered design and design thinking as a component to "revolutionize your career," as noted by Florida Tech.[18] We anticipate a significant portion of the internal transfers will represent a success in university retention as we anticipate students who have entered the university through the School or Architecture & Community Design, School of Art & Art History, and the School of Theatre & Dance with a concentration in Design may be seeking a shift in their design ambitions.

IV.   Duplication of Existing Programs

A. If the program duplicates another degree program at a private or public state

---

[13]What is Human-Centered Design? (https://online.hbs.edu/blog/post/what-is-human-centered-design; URL visited March 19, 2024)

[14] Human-centered design as a tool to improve employee experience: The case of a US plant-based food manufacturer (https://www.sciencedirect.com/science/article/abs/pii/S0160791X23000532; URL visited March 19, 2024)

[15] Design Thinking: The New Core Skill Every HR Professional Should Learn (https://www.forbes.com/sites/forbeshumanresourcescouncil/2023/11/21/design-thinking-the-new-core-skill-every-hr-professional-should-learn/?sh=388877d376f0; URL visited March 19, 2024).

[16] Human-Centered Design Is More Important Than Ever (https://www.bcg.com/publications/2020/the-importance-of-human-centered-design; URL visited March 19, 2024)

[17] Careers of the Future: Human-Centered Design Is Putting Innovative Insights Into Action (https://www.bentley.edu/news/careers-future-human-centered-design-putting-innovative-insights-action; URL visited March 19, 2024)

[18] Using Design Thinking to Revolutionize Your Career | Florida Tech (https://www.fit.edu/your-college-decision/using-design-thinking-to-revolutionize-your-career/; URL visited March 19, 2024)

university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

As shown in the table below, no SUS institutions currently offer an undergraduate program in CIP Code 50.0401. However, two private institutions in Florida offer programs in CIP Code 50.0401.

CIP Code	CIP Code Title	Florida Institution
50.0401	Design and Visual Communications, General	1. Full Sail University Winter Park, FL 2. University of Tampa Tampa, FL

Timothy Oliver, Department Chair, Digital Arts and Design, Full Sail University and Chris Valle, Department Chair, Professor, Art and Design, University of Tampa, have been notified of the proposed degree program and offered an opportunity to ask questions, discuss impacts, or collaborate in the future. After initial and follow-up communication, no response has been received from either institution.

USF's proposed B.S. in Design is distinct from the programs listed below that are offered by SUS institutions, because their programs are specific to interior and graphic design, which is out of the scope of USF's proposed program. At the core of USF's proposed program is an investigation into the formative role of design in shaping human values and experiences and using design thinking to solve complex problems including practice in human-centered design and research-driven problem solving. No communication to the SUS institutions was provided due to their programs are specific to interior and graphic design.

CIP Code	CIP Code Title	Florida Institution
50.0408	Interior Design	1. Florida State University, Tallahassee, FL 2. University of Florida, Gainesville, FL
50.0409	Graphic Design	1. Florida A&M University, Tallahassee, FL 2. University of Florida Gainesville, FL 3. University of North Florida Jacksonville, FL 4. University of South Florida Tampa, FL

B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

Form Pulled from ARTS – April 2024

The proposed B.S. in Design (CIP Code 50.0401) does not duplicate a current undergraduate program at Florida Agricultural and Mechanical University because FAMU's program is specific to graphic design (CIP Code 50.0409), which is out of the scope of USF's proposed program, as noted in Section III.E. above.

V.   Curriculum

A. **If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.**

Status	Yes	No	If yes, complete the following
Common Prerequisites	X		Appendix C
Exception to 120 Credits		X	Appendix D
Specialized Admissions		X	Appendix E

B. **Describe the admissions criteria and graduation requirements for the program.**

University Admissions:
Students applying to the University of South Florida are expected to meet the University's admissions standards as follows:

First Time in College (FTIC) Requirements:
- A diploma from a public or accredited high school or the state-approved General Education Development (GED) diploma is required for freshman admission.
- For freshman applicants earning a high school diploma, the following college preparatory academic units (year-long courses or equivalents) normally offered in grades nine through twelve are required:
  o Four (4) units of English;
  o Four (4) units of Mathematics;
  o Three (3) units of Natural Sciences;
  o Three (3) units of Social Sciences;
  o Two (2) units of the same Foreign Language; and
  o Two (2) additional units of academic electives.

Transfer Requirements:
Lower-Level (LL) Transfer = 12-29 hours of transferable credit including in-progress
- Applicants are required to have successfully completed a minimum of 67 percent of all credit hours attempted at currently and previously enrolled institutions.
- Transfer post-secondary GPA ≥ 2.5
- High school GPA ≥ 2.5
- High school units:
  o Four (4) units of English;
  o Four (4) units of Mathematics;
  o Three (3) units of Natural Sciences;
  o Three (3) units of Social Sciences; and
  o Two (2) units of the same Foreign Language.

- Test score requirements:
  - SAT overall: 1100
  - SAT Reading ≥ 24, SAT Writing ≥ 25, SAT Math ≥ 24, OR
  - ACT overall: 22
  - ACT Reading ≥ 19, ACT English ≥ 17, ACT Math ≥ 19

Mid-Level (ML) Transfer = 30-59 hours of transferable credit including in-progress:
- Applicants are required to have successfully completed a minimum of 67 percent of all credit hours attempted at currently and previously enrolled institutions.
- Transfer GPA ≥ 2.5
- Two years of foreign language in high school and/or two semesters at the collegiate level
- C or better in college-level English composition course
- C or better in college-level math course

Upper-Level (UL) Transfer = 60+ hours of transferable credit including in-progress:
- Applicants are required to have successfully completed a minimum of 67% of all credit hours attempted at currently and previously enrolled institutions.
- With an Associate of Arts (AA) from a Florida College System institution
  - Transfer GPA ≥ 2.0
- Without an Associate of Arts (AA) from a Florida College System institution
  - Transfer GPA ≥ 2.3

All applications must submit the following items, based on the admission type:

Item	FITC	LL Transfer	ML Transfer	UL Transfer
USF Application	✓	✓	✓	✓
Application Fee	✓	✓	✓	✓
Official High School Transcripts	✓	✓	✓	
Official College Transcripts	✓	✓	✓	✓
Official SAT or ACT Scores	✓	✓		

Graduation Requirements:
Satisfactory completion of the following requirements:
- General Education Program (36 credit hours), including State Core General Education Requirements;
- State Computation (6 credit hours)
- State Communication (6 credit hours, in addition to ENC 1101 and ENC 1102)
- Minimum of 120 unduplicated credit hours
- A minimum adjusted grade point average (GPA) of 2.0 on all coursework taken at USF and an overall 2.0 GPA average on all college-level coursework
- Major and college requirements in a chosen degree program
- Nine credit hours of coursework taken during the summer term(s) (if entered USF with less than 60 credit hours)
- Registration and successful completion at USF of at least thirty (30) of the last sixty (60) credit hours
- 42 credit hours of upper-level coursework
- Civics Literacy
- Career Readiness

C. **If the proposed program is an AS-to-BS capstone, provide evidence that it**

adheres to the guidelines for such programs, as outlined in State Board of Education Rule 6A-10.024. List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

☒ Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
General Education -36 Credit Hours:				
State Core Coursework	--	Required	15	--
USF Enhanced General Education Coursework	--	Required	21	--
Common Course Prerequisites – 15 Credit Hours:				
*ART 2201C	Concepts and Practices I	Required	3	Introduce students to diverse art studio practices and concepts where topics include forms of communication, sourcing inspiration, and critical theory. Studio projects are augmented by lecture, discussion, reading, writing and critical analysis.
*ARH 2000	Art and Culture	Required	3	This course offers students an enhanced appreciation and understanding of art. Student will critically evaluate a broad range of imagery, media, artists, movements and historical periods in the visual arts.
*GRA 2109	Graphic Design Theory and Culture	Required	3	A course that focuses on the historical and contemporary impact of Graphic Design as a field on culture, industry, philosophy, and communication media. Students will examine the practice of Graphic Designers, Graphic Design Theory, and the process in which contemporary discourse in Graphic Design has evolved with culture.
*ARC 2211	Introduction to Architecture	Required	3	An introduction to the analysis and interpretation of the architecture and urban design of various cultures.
ART 2602	Digital Imaging	Required	3	This course explores the fundamentals of graphic design;

				students develop an understanding to the industry and design principles through projects emphasizing the process of design, exposure to contemporary designers and methods of investigation.
Major Required Foundational Courses – 19 Credit Hours:				
CGS 2060	Introduction to Computers and Computer Programming	Required	3	Introduction to computer programming using a modern high-level language and the application of computational methods to problem solving. Overview of computer systems and their application and role in society.
*IDS 2378	Critical Thinking: Foundations of Interdisciplinary Knowledge and Inquiry	Required	3	This course provides an overview of five major domains of knowledge and inquiry: STEM, Social Sciences, Health, Business, and Humanities/Arts. Through applied critical thinking, students in this course will examine social problems.
*SPC 2608	Public Speaking	Required	3	The nature and basic principles of human communication; emphasis on improving speaking and listening skills common to all forms of oral communication through a variety of experiences in public discourse.
*MUC 2301	Introduction to Electronic Music	Required	3	History and repertory of electronic music; standard sound studio techniques; basic electronics as applied in electronic sound synthesis; mathematics for music, composition and electronic music.
ARC 2112L	Freehand Drawing Methods	Required	4	This course provides an introduction to basic freehand drawing with an emphasis on observational drawing, mapping, gesture, and drawing as a means of orientation. The student is introduced to a wide range of drawing methods, media and concepts.
ART 2611C	Beginning Film and Video	Required	3	An introductory exploration of the use of film, video, and sound as media for making contemporary art. Emphasis is on all levels of production, concept development, and the history and theory of media, moving image and sound.
Major Required Courses – 42 Credit Hours:				
Major Practice – 15 Credit Hours:				

Form Pulled from ARTS – April 2024

*VIC 3001	Visual Literacy	Required	3	In this course, learners will journey from looking to seeing in order to identify, critique and discern meaning in visual communication within a cultural, ethical, aesthetic, intellectual and technological context.
*EDE 4223	Creative Experiences: Using Arts-Based Inquiry and Design Thinking for Problem-Based Learning	Required	3	Students will have opportunities to use techniques from creative industries to develop arts-based inquiry strategies that can be used to foster design thinking and creative approaches to solving authentic problems across a variety of contexts and spaces.
*EGN 3000L	Foundations of Engineering Lab	Required	3	Introduction to Engineering and its disciplines incorporating examples of tools and techniques used in design and presentation. Laboratory exercises will include computer tools, engineering design, team projects, and oral and written communication skills.
LIS 4800	Introduction to Data Science	Required	3	Introduction to Data Science will provide an overview of an up-and-coming field in the information sciences working with large amounts of data as it pertains to the collection, organization, analysis, visualization and preservation of that data.
TPA 3007C	Introduction to Entertainment Design	Required	3	An introductory Theatre and Entertainment Design course, covering Costume, Scenic, Lighting and Sound Design. This course will include lectures, demonstrations, individual student presentations, and group projects.
Major Theory – 9 Credit Hours:				
*MUL 3001	Issues in Music	Required	3	This class offers a unique opportunity to address and critically analyze current and historical trends within the popular music recording and publishing industry. The course will also emphasize the importance of consumer awareness and responsibility.
DIG 3081	Contemporary Issues in Design	Required	3	Contemporary Issues in Design is a course that explores the dynamic and ever-evolving landscape of design, broadly. This course delves into the

				multifaceted dimensions of design, considering not only its aesthetic elements but also its social, cultural, ethical, and environmental implications. Through a combination of lectures, guest lectures from experts in various fields, group discussions, readings, case studies, and hands-on projects, students will gain a comprehensive understanding of the role of design in shaping culture, society, and the environment. Assessments will be based on case study contributions, design analysis reflections and group discussions, ideation and prototyping challenges, and a final group design research project and presentation.
LDR 4204	Ethics and Power in Leadership	Required	3	This course addresses the possibility of ethical leadership. Challenges to ethical leadership are explored and responses from leadership and moral theories and from moral psychology are reviewed. Personal moral development is emphasized.
Major Storytelling – 3 Credit Hours				
*IDS 4171	Playing With Words, Images, and Sounds: Multimodal Composing and Thinking	Required	3	Students will develop creative thinking strategies by engaging in composing processes borrowed from different fields to construct multimodal texts.
Major Capstone – 3 Credit Hours				
DIG 4972	Design Studies Capstone	Required	3	This capstone course culminates the interdisciplinary journey of Design Studies. Students will undertake an exploration that challenges them to investigate and address real-world challenges through design. The course places an emphasis on human-centered design, sustainability, and the deep interconnections of various fields in shaping user experiences.
Major Elective – 12 Credit Hours from the courses listed below:				
TPA 3008	Introduction to Design II	Elective	3	This course will include lectures, demonstrations, individual student presentations, and studio activities. The course work will provide an introduction to the various aspects of design including: two- and three-dimensional design, basic

				presentation and visual communication skills, research, and project analysis/organization.
DIG 3465C	Visual Storytelling	Elective	3	This is an intermediate course focused on digital storytelling for animation and film. Students explore story development, storyboarding, and the creation of animatics. Includes study of pre-production and conventions of cinematography.
SPC 3710	Communication and Cultural Diversity	Elective	3	Examination of communication and cultural diversity within the United States. Cultural groups include gender, racial and ethnic (e.g., African American, Latino American, Asian American), social class, age and generation, religious (e.g. Jewish) and physical ability.
ARH 4724	History of Graphic Design	Elective	3	This course surveys the design profession and the graphic design discipline. Students will explore graphic styles from the turn of the century to contemporary works, highlighting the innovations of influential designers throughout history.
GRA 4179	Social Design	Elective	3	This course will explore the purpose of graphic design for social change outside the scope of advertising. Students will investigate societal issues, and the relevance of design for pro-bono and non-client-based causes.
FIL 4870	Film, Sound, and Music	Elective	3	This course provides an overview of sound and music in film history, including both aesthetic and technological aspects. In addition to a historical survey, this course covers important concepts and theories for the analysis of sound and music in cinema.
ARC 4784	The City	Elective	3	This course examines the history of the city, as both an idea and reality, with a particular focus on Western cities, and the 20th century.
ARC 4884	Sustainable Neighborhood Development	Elective	3	This course will focus on understanding and evaluating sustainable neighborhood development strategies, using multiple concepts, practices and approaches.

Form Pulled from ARTS – April 2024

IDS 4377	Community-Based Arts Practice	Elective	3	This course provides an overview of interdisciplinary socially-engaged arts practices. Methodologies learned in class will be applied through partnerships with community organizations, including events off-campus, and analyzed through class reflection.
ARC 4931	Selective Topics in Architecture and Community Design	Elective	1-3	Variable topics course.
Graduation Requirement 3 Credit Hours:				
State Civics Literacy	--	Required	3	--
General (Non-Restrictive) Electives – 5 Credit Hours:				
General Elective	--	Required	3	Student takes give credit hours of coursework to meet the 120-credit hour requirement.
* Course meets a general education requirement				

E. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

☐ Yes
☒ No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

The College's administration and faculty have collaborated with professional organizations and industry-based alliances including the Tampa Bay Business Committee for the Arts, the Tampa Bay Arts Alliance, and the American Institute of Architects Tampa Bay on this proposed program. Their input was critical when developing the curriculum. These professional organizations will continue to serve in an advisory capacity to ensure academic workforce alignment.

F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

Both employer-driven and industry-driven competencies were identified through collaboration with professional organizations and industry-based alliances including the Tampa Bay Business Committee for the Arts, the Tampa Bay Arts Alliance, and the American Institute of Architects Tampa Bay. These professional organizations will continue to serve in an advisory capacity to ensure academic workforce alignment. Additionally, professionals from these organizations are invited to serve on student reviews, presentations, and exhibitions. Feedback from these practices will be used to inform the curriculum.

This collaboration and feedback help to shape the program's assessment plan that will be

used to improve student learning and development. The program will undergo regular academic program reviews where program specific information is reviewed for relevancy.

G. Does the proposed curriculum align with [Section 1001.706 (5)(a), Florida Statutes](#)?
☐ Yes
☒ No

H. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in [Section](#) [1004.08, Florida Statutes.](#)

For teacher preparation programs, identify the courses with the competencies required in [Section 1004.04, Florida Statutes.](#)

☒ Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. Select the anticipated mode of delivery for the proposed program.
☒ Face-to-Face
☐ Hybrid
☐ Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

J. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

The broad and interdisciplinary curriculum of the proposed program increases the need for Design majors to have access to courses outside of the College of Design, Art, and Performance for required and elective courses. Letters of support are provided from the colleges/office that offer the included courses that are outside of the College of Design, Art, and Performance in Appendix B. The following courses have been discussed with academic leadership within each collaborating college and office to ensure the impact is reasonable and can be managed. It is not anticipated that the general education and common prerequisite courses will be significantly impacted due to the proposed program as indicated in the letters of support.

College of Engineering
- CGS 2060 Introduction to Computers and Computer Programming
- EGN 3000L Foundations of Engineering Lab

Office of Undergraduate Studies

Form Pulled from ARTS – April 2024

- IDS 2378 Critical Thinking: Foundations of Interdisciplinary Knowledge and Inquiry
- LDR 4204 Ethics and Power in Leadership

College of Arts and Sciences
- VIC 3001 Visual Literacy
- SPC 2608 Public Speaking
- LIS 4800 Introduction to Data Science

College of Education
- IDS 4171 Playing with Words, Images, and Sounds: Multimodal Composing as Creative Thinking
- EDE 4223 Creative Experiences: Using Arts-Based Inquiry & Design Thinking for Problem Based Learning

The College offers all of the common prerequisite courses and many of the required major courses. Sections of these course have capacity to absorb the additional registration from students in the BSD program.

K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

☒ Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The proposed B.S. in Design will be offered face-to-face on USF's Tampa campus.

M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations.

If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix G.

The following degree programs in the College of Design, Art, and Performance have accreditations related to the proposed program as the proposed program includes courses from each. Below is a summarization of progress made in implementing the recommendations in each related program.

Accredited Program (Review Date)	Accreditor	Recommendation	Implementation
M.Arch.in Architecture (2017)	National Architecture Accreditation	SACD submitted a five-year Interim Program Report (IPR) in 2022	Human Resources - A sub-committee was formed to identify the IT needs of SACD. USF's IT has committed to

	Board (NAAB)	because the required two-year IPR did not demonstrate that the Condition I.2.2 Physical Resources deficiency in the previous Visiting Team Report had been satisfied.	providing and supporting these needs including one full-time staff member reporting to the SACD Director and dedicated to the complex academic and research missions of the SACD. The department has also added an Assistant Director position beginning FY 2024. Physical Resources - New procedures were developed to improve building maintenance (elevator and flooding issues, specifically). Acquiring and upgrading additional space in the existing building was identified as a goal in the new short-term and long-term vision for the building. As of 2023 additional space in the building has been acquired. Improvements to safety, including ventilation in the wood shop are expected to be completed by the end of December 2024.
B.A. in Theatre (2018)	National Association of Schools of Theatre (NAST)	Revisions to the curriculum; suggested changes to the existing facilities to improve instruction; and need for additional faculty.	Curriculum - The faculty have completed revisions to the curriculum and they have been implemented. Facilities - The faculty have begun a process of making changes to the existing facilities to improve their effectiveness for instruction. Some replacement of equipment has also been accomplished, and other equipment needs are in the process of being prioritized. Faculty/Human Resources - The search for a tenure-eligible position in Theatre Design was successful and that new faculty member started August 2019.
B.A. Studio Art; B.F.A. Studio Art; M.F.A. Art; B.A. Art History; M.A. Art History (2014)	National Association Schools of Art and Design (NASAD)	Suggested changes to the existing facilities to improve instruction; and need for additional faculty.	Facilities – All suggested facility changes have been addressed. The exhibition gallery space is complete and functioning very well. The assignment of the Curator for the facility, is currently in discussion and planning. Faculty/Human Resources - The search for a tenure-eligible position in

       Form Pulled from ARTS – April 2024

			Theatre Design was successful and that new faculty member started August 2019.
B.F.A. Graphic Arts (2022)	National Association Schools of Art and Design (NASAD)	None	N/A

The College of Design, Art, and Performance and the University have worked to address all of the recommendations noted above.

VI. Faculty

A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae (CV) for each identified faculty member in Appendix A.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program	FTE Year 1	FTE Year 5
A	David Williams, Ph.D. Music Education	Professor	Tenure	Fall 2026	1.00	1.00
A	Elizabeth Bourgeois, M.F.A. Design and Performance	Assistant Professor	Tenure Track	Spring 2027	0.75	0.75
A	Shawn Cheatham, M.F.A. Art	Professor of Instruction II	MYA	Spring 2025	1.00	1.00
A	David Watts, M.F.A. Graphic Design	Professor of Instruction	MYA	Fall 2025	0.75	0.75
A	Paul Reller Master of Music Composition	Associate Professor	Tenure	Spring 2026	0.75	0.75
A	Steven Arthur Cooke, M.Arch. Architecture	Associate Professor	Tenure	Spring 2026	1.00	1.00
A	Taryn Sabia M.Arch. Architecture	Assistant Professor	Tenure Track	Spring 2025	0.75	0.75

Form Pulled from ARTS – April 2024

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments
H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

The proposed degree program will be housed within the Dean's Office in the College of Design, Art, and Performance in order to take advantage of the broad curriculum and disciplines offered across the College's schools. The core faculty members in the proposed program, and the capacity of faculty in collaborating units, are productive in the areas of teaching, research, and service, as evidenced by trends over time for average course load, student headcount, degrees granted, outside funding, and community engagement.

Teaching: In regard to teaching, each of the core faculty are responsible for teaching core courses within the B.S. in Design, averaging a 2:2 course load over the last five academic years. The student headcount has remained relatively stable over the last five years, with an average of 3,218 students enrolled in the undergraduate programs in the College of Design, Art, and Performance. Over the last five years, the College granted 1,541[19] undergraduate degrees. College of Design, Art, and Performance faculty have also been successful in attracting external funding to support their creative research activities, exhibitions, research, and publications.

Significant achievements and recognitions include:

- USF's undergraduate Studio Art program is recognized as a program where "work created by students and faculty is routinely World Class" by the National Association of Schools of Art and Design.

- USF's Animation and Digital Modeling concentration in the undergraduate Studio Art program ranked in top-tier (US public university) by Animation Career: "offers a unique

---

19 https://app.powerbi.com/groups/me/apps/e18f3c16-de97-4889-8b07-7fa49ef9ac5a/reports/7b5ae0bb-4f6f-4c36-aa49-6b2e27e716f3/ReportSection5c516dae408a9170b026?ctid=741bf7de-e2e5-46df-8d67-82607df9deaa&experience=power-bi

Form Pulled from ARTS – April 2024

opportunity for artists to pursue a 'cutting edge' approach to Video, 2D and 3D Animation, 3D Modeling, Sound, and Digital Media."

Research: The College of Design, Art, and Performance faculty members are productive scholars who have been successful in obtaining external funding to support their work. In the last three years, College of Design, Art, and Performance faculty across the units that contribute to this interdisciplinary program have been awarded as principal investigators (PIs) and co-PIs on various grants, achieved numerous book and article publications, produced numerous exhibitions and performances of original work, and completed successful Fulbright programs and fellowships. The following are a couple of examples:

- National Academies of Science, Engineering and Medicine – Climate Hazards and At-risk Communities: Heat Resilience Playbook (PI, $300,000).

- National Endowment for the Arts (NEA) Research Labs - The NEA Research Lab at USF examines the effects of cognition and coordination in music education and music interventions across the lifespan (PI, $100,000-$400,000 annually).

- GENERATOR: An expansion of the University of South Florida College of Design, Art, and Performance' Contemporary Art Museum, is an incubator of new ideas and a place for expanded artistic experimentation. Primarily focused on the moving image and time-based contemporary art (PI/Curator).

The College of Design, Art, and Performance faculty's research is published in high quality peer-reviewed journals, book chapters, and exhibition catalogs, as well as numerous exhibitions, performances, gallery shows, digital works, fellowships, and art and health research.

- The Female Monastery of Santa Croce alla Giudecca. Spaces, books and images in Venice between the Middle Ages and Modernity, eds. G. Guidarelli, C. Ponchia, H. K. Szepe, F. Toniolo, Rome: Viella, 2024.

- A music teacher's blended teaching and learning experience during COVID-19: Autoethnography of resilience. S Beirnes, C Randles - International Journal of Music Education, 2023.

- "Imagine Blackness AI" Digital creator M. Freeman and E. Horge-Freeman. A collaborative exploration of Blackness through AI generated images (2023).

- Art History Assistant Professor Esra Akın-Kıvanç wins fellowship from The American Council of Learned Societies (2017) and, a fellowship from the National Endowment for the Humanities (2019).

- Associate Professor Noelle Mason, winner of the South Arts 2017 Southern Prize, "the highest quality artistic work from the American South," – selected for the artistic excellence of: "X-Ray Vision vs. Invisibility" and "Boys on Film, Nothing Much Happened Today."

- USF Dance professor Andrew Carroll is using the arts to help those impacted by it improve their mobility. (2024).[20]

20 https://www.usf.edu/arts/news/2022-23-news/20230426-dance-professor-unites-communities-of-

College of Design, Art, and Performance faculty have also won numerous awards for their research and creative work contributions. Notably, the GRAMMY Awards and the American Institute of Architects. The following URLs provide three years of exceptional creative work, research, exhibitions, research awards, and community engagement.

- https://www.usf.edu/arts/news/2023-24-news/index.aspx; URL visited 08-06-2024
- https://www.usf.edu/arts/news/2022-23-news/index.aspx; URL visited 08-06-2024
- https://www.usf.edu/arts/news/2022/index.aspx; URL visited 08-06-2024

Service: The College of Design, Art, and Performance faculty are active members of the University and professional community, and Tampa Bay community. Faculty routinely contribute both leadership and service, and importantly, engage the greater community. All College faculty have served on a variety of departmental, college, and University committees including Faculty Advisory Committee, Faculty Development Committee, Engagement and Outreach Committee, and Research Council.

Additionally, many of the faculty serve as editors for journals, jurors, critics, and curators.[21] The College of Design, Art, and Performance promotes significant community engagement, and in AY 2022-2023, reached more than 65,000 community members through its programming, performances, exhibitions, special lectures, and workshops. College faculty, students, and staff participate in the more than 400 public facing activities, programs, and open studios. This trend continues to grow as the College focuses on making the arts and design accessible to the public. As the creative center of the University of South Florida, the College of Design, Art, and Performance provides an enriched, creative, and professional environment for tomorrow's leaders in Architecture, Community Design, Art, Art History, Music, Theatre, and Dance.

VII. Estimate of Investment

A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
$211.19 per credit hour	$575.01 per credit hour

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per Board of Governors Regulation 8.002, complete Appendix F, Self-Supporting & Market Rate Tuition.

B. Complete the summary table below.

all-languages-and-abilities.aspx (URL visited 06-26-2024)

21 USF College of Design, Art, and Performance Annual Report 2021-2022 by Karen Frank USF - Issue

1. **Provide projected costs and associated funding sources for Years 1 and 5 of program operation. Include all new costs that will be incurred as a direct result of the new program, such as new faculty and staff hires and graduate assistantships.**

2. **Provide headcount (HC) and full-time equivalent (FTE) estimates of student enrollment for Years 1 through 5.**

3. **Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing the total E&G by FTE. Undergraduate FTE must be calculated based on 30 credit hours per year. Graduate FTE must be calculated based on 24 credit hours per year.**

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	7	6	28,325	$165,232	0	0	$165,232
Year 2	27	23					
Year 3	54	45					
Year 4	79	66					
Year 5	109	91	3,576	$324,823	0	0	$324,823

VIII. Institutional Resources

A. **Describe any additional library resources needed to implement and/or sustain the program through Year 5.**

☒ Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

B. **Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.**

The B.S. in Design will utilize existing design labs and studios already establish within College of Design, Art, and Performance. These labs and studios currently have the capacity to sustain the proposed enrollments Years 1 through 5.

C. **Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.**

☒ Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

D. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority**

list. **If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.**

☒ Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

E. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

☒ Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

☒ Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5

IX. Required Appendices

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Faculty Curriculum Vitae	Any new program		Yes
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	Yes
C	Common Prerequisite Request Form	Bachelor's		Yes
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No

E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	No
G	Consultant's Report and Institutional Response	Doctoral or Professional		No

Table 2. Additional Appendices

Appendix	Appendix Title	Description

Form Pulled from ARTS – April 2024

Appendix A

DAVID WILLIAMS

David Williams	tel: 813-974-2311
Director, Professor of Music Education	fax:
School of Music, College of The Arts	e-mail: davidw@usf.edu
University of South Florida	web:
Tampa, FL 33620	

A. PROFESSIONAL PREPARATION:

Northwestern University	Evanston, IL	Doctor of Philosophy in Music Edu.
State University of West Georgia	Carrollton, GA	Master of Music Education
Morehead State University	Morehead, KY	Bachelor of Music Education

B. APPOINTMENTS:

Title.	Location	Dates
Director	School of Music, College of The Arts, USF	2022-current
Interim Director	School of Music, College of The Arts, USF	2020-2022
Associate Director	School of Music, College of The Arts, USF	2006-2020
Associate Professor of Music Education	School of Music, College of The Arts, USF	2004-present
Coordinator of Auditions	School of Music, College of The Arts, USF	2007-2010
Graduate Advisor	School of Music, College of The Arts, USF	2006-2010
Assistant Professor of Music Education	School of Music, College of The Arts, USF	1998-2004

C. PRODUCTS:

Williams, D. (Accepted for publication by Routledge Press). Behind the Music: Digital Music Instrument Ensembles. In Kladder, J. R. ed., Commercial and Popular Music in Higher Education: Expanding Notions of Musicianship and Pedagogy in Contemporary Education.

Williams, D. (Accepted for publication by Routledge Press). An Instrument in Every Pocket. In Randles, C. ed., Milestones in Music Education.

Williams, D. (2021). The iPad as a Musical Instrument. In Greher, G. R., and Burton, S. L., eds., Creative Music Making at Your Fingertips!: A Mobile Technology Guide for Music Educators. Oxford University Press.

Williams, D. Ed. (2020). Leaner-Centered Teaching in Music Education: The Guitar Class. F-Flat Books. <https://fflat-books.com/product/learner-centered-teaching-in-music-education-the-guitar-class/>

A-1

Williams, D., and Kladder, J. Ed. (2019). The Learner-Centered Music Classroom: Models and Possibilities. Routledge

D. SYNERGISTIC ACTIVITIES:

One is the loneliest number: Forms of musicianship. (Video)
Media Journal in Music Education, Volume 1. www.mjme.net, 2017

Music Education at USF
In Tune Monthly - Best Music Schools Issue, October 2015

Contemporary Media Committee
Florida Music Director, page 28, August 2015

Widen The Circle!
Music Educators Journal (Readers Comment), June 2015

Building a Digital and Electronic Music Program Music in a Minuet, March 2015
(http://www.nafme.org/building-a-digital-and-electronic-music-program/)

E. COLLABORATORS & OTHER AFFILIATIONS:

International Research in Music Education Conference, Online
April 2021
Creative Music Making at Your Fingertips: Embracing Digital Musicianship

College Music Society National Conference, Online
October 2020
From the Student Perspective: Learner-Centered Pedagogy in Music

Future of Education Technology Conference, Miami, Florida
January 2020
iPad Music Making for Any School Subject

Florida Music Educators Association Conference, Tampa, Florida
January 2020
From the Student Perspective: Learner-Centered Pedagogy in Music

National Association for Music Education Conference
November 2019
Digital Ensembles: Performing with Digital Technology in School Settings, Orlando, Florida

European Association for Music in Schools, Malmo, Sweden
May 2019
Teaching for Critical Thinking and Creativity Through Music

A-2

ELIZABETH BOURGEOIS

Assistant Professor, School of Theatre and Dance, University of South Florida

EDUCATION	DEGREE	DATE	FIELD OF STUDY
Western Michigan University, Kalamazoo MI	BA	05/1997	Theatre Design & Performance
New York University, Tisch School of the Arts, NY, NY	MFA	05/2000	Design for Theatre & Film

A. Positions & Appointments

2019-present **Assistant Professor**, School of Theatre and Dance, University of South Florida, COTA, Tampa FL

2019-2022 **Head of Design Concentration**, SOTAD, University of South Florida, COTA, Tampa FL

2011-present **Fashion, Apparel and Uniform Designer**, Team Chipmunk, CLOTH, Columbus OH, Chicago IL

1998-present **Costume and Scenic Designer for Theatre, Opera, Dance, Film, and Television**, New York, Los Angeles, & Regional

1996-present **Director for Theatre, Film, and Multi-media**, New York and Regional

2016-2019 **Assistant Professor**, Theatre, Dance, & Motion Pictures Wright State University, Dayton OH

2015 **Resident Designer**, Theatre Department, Denison University, Granville OH

2012-2013 **Assistant Professor,** Design, Department of Theatre Marymount Manhattan College, New York NY

2005-2008 **Assistant Professor**, Design Head, Department of Theatre, California State Polytechnic University, Pomona CA

2003-2005 **Assistant Professor**, Department of Theatre and Dance University of Michigan-Flint, Flint MI

2015 **Instructor**, Department of Theatre Ohio Wesleyan University, Delaware OH

2002-2003 **Designer**, Theatre Department, Eugene Lang College at The New School, New York, NY

2001 **Artist in Residence**, Costume Design, Yale Dramatic Association, Yale University, New Haven CT

2000 **Designer**, Experimental Theatre Wing, New York University, New York NY

2014-2016 **Retail and Environmental Designer**, CLOTH and Capital Goods, Columbus Ohio

2007-present **Art Director and Design Consultant**, Product Design, Site Design, Artwork, Color/Design Trends (Huffy Bicycles, Spohn Ranch Skate Parks)

1996-2003 **Assistant or Associate Designer for Theatre, Dance, Opera, Film and Television** New York and Regional

B. Awards & Honors:

2022 Emerging Filmmaker Award, Film Florida

2019 Commendation from the Ohio House of Representatives for Meritorious Artistic Achievements and Cultural Contributions to the state of Ohio

2018 Costume Innovation Award from Battelle Research Institute, Highball Columbus Fashion Week

2014 Visiting Artist, Massachusetts Museum of Contemporary Art, MassMOCA

2011 Design Innovator, Team Chipmunk Children's Clothes, Martha Stewart's *Whole Living* Magazine

2007 Official Selection, American Exhibition, Designs for *Orpheus: Club Asphodel,* Prague Quadrennial Expo of Theatre Design and Architecture, Prague Czech Republic

2004 Artist in Residence, Voice and Vision, *Orpheus: Club Asphodel,* Bard College

2000 Seidman Award Winner, Design New York University

1996 National Finalist, Costume Design, Kennedy Center American College Theatre Festival, Washington DC

A-3

C. Significant Products

- The Concert Film, a short form narrative drama 2023
- Flint, MI: Michael and Me, a multi-media live performance work toured Michigan and New York 2004-2005
- Manufactured first nationally marketed line of recycled and upcycled clothing (Team Chipmunk for Zulily 2011)

D. Synergistic Activities and Professional Affiliations

Grants Awarded:
Florida High Tech Corridor Research Initiative, *Undergraduate Research Assistants: Entertainment Design* 2023
COTA Spring Research Grant, *Filming and Post Production for the Concert Film,* USF College of the Arts 2022
USF New Researcher Grant, Office of Sponsored Research, USF Research & Innovation 2022
Film Florida and the Florida Film Fund, *The Concert Film* 2021
COTA Spring Research Grant, *American Girlhood Shorts.* USF College of the Arts 2021
Community Outreach Award, *Collaborative Playwrighting: Media, Stereotype, and Identity in Post-Industrial Flint*
    University of Michigan - Office of Community Outreach, 2005
Course Design Award, THE 392: Collaborative Playwright's Workshop Thompson Center for Learning and Teaching,
    UM-Flint 2004
Faculty Development Grant, *Orpheus: New Play Creation at HERE Arts Center* Research and Creative Activity
    Committee, University of Michigan 2004
Arts of Citizenship Grant, *Collaborative Playwrighting: Flint MI - Media vs. Community identity* University of Michigan
    and State of Michigan Humanities Council 2004

Exhibitions:
The Concert, Official Drama Selection, San Jose International Film Festival, San Jose CA	2023
The Concert, Official Selection, Montreal Women in Film Festival, Montreal QC, Canada	2023
Grapes of Wrath, Lizzie, Orlando, World Stage Design, OISTAT International Conference, Calgary, Canada	2022
Lizzie the Musical &Orlando, USITT Professional Design Exhibition*cancelled due to Covid 19	2020
Orpheus, Prague Quadrennial, American Professional Exhibit, Prague Exhibition Hall, Prague CR	2007

Publication:
"Avatars, Expression, and Identity in the Digital World". The Journal of Russian Fashion Theory; Spring 2022

Select Presentations:
Case Studies in Film Costume Design, New Mexico State University and IATSE Local 408, October 2023
Sustainable Fashion: Adventures in Upcycling with Team Chipmunk. American Theatrical Costume Association (ATCA)
National Conference, "ReDressing the Narrative: Sustainable Practice – Creative Solutions". May 2023
Virtual Dress. International Dress Body Association Conference, November 2020
Paper Wigs in Performance: Museum Display Meets Orlando. USITT National Conference, March 2021
Animating the Sketch: Experiments in Digital Costume. USITT National Conference Poster Presentation, March 2021
Avatars, Expression, and Identity in the Digital World. "Russian Fashion Studies" and Clothing Cultures, March 2021
Virtual Cabaret. USITT National Conference Poster Presentation, Baltimore MD, March 2022

Professional and Scholarly Memberships:
United Scenic Artist - Local USA 829 (New York)
United States Institute of Theatre Technology – USITT
Organisation International of Scenographers and Theatre Technicians - OISTAT
American Theatrical Costume Association
Costume Society of America
Dress Body Association
Film Florida
Women in Film and Television International

A-4

Shawn Matthew Cheatham
2043 Denmark Street, No. 35
Clearwater, Florida 33763
727.354.1869
scheatha@usf.edu

Curriculum Vitae

Education

2024   PhD, Media Studies, Western University (expected 2024)

2010   Master of Library & Information Science, University of South Florida (3.80 GPA)

2007   Master of Fine Arts, University of South Florida (3.98 GPA)

1997   Bachelor of Arts, Interdisciplinary Studies, Film and Media Concentration with High Honors, University of Florida (3.85 GPA)

Selected Teaching Experience

2014-Present, *Associate Professor of Instruction, Fine Arts, University of South Florida*

Responsibilities include instructing undergraduate and graduate art students in classes, directed studies and critiques; curriculum development in the areas of Video and Digital Art and Fine Arts Foundations; designing/implementing online and face-to-face courses in analog/digital media production, fine arts, film theory and history, history of photography, and professional practices; conducting arts-based research.

2011-2012, *Adjunct Instructor of Photography, St. Petersburg College*

Responsibilities included instruction of analog and digital photography courses, developing course content, and digital photography lab management.

2011-2012, *Adjunct Instructor of Photography, University of Tampa*

Responsibilities included instruction of analog photography courses, developing course content, and wet photography lab management.

Selected Grants, Awards and Funding

2022 Best Experimental Short Film, Global Film Festival Awards
2021 Finalist, Europa Film Festival
2021 Finalist, Eurasia International Film Festival
2020 Best Cinematography, Chicago Feedback Film Festival
2020 Best Florida Short Film, Avalonia Film Festival
2018 Nona MacDonald Scholarship, Western University
2014 Best Documentary film (nominated), Toronto Int'l Film and Video Awards
2014 Individual Artist Grant, Hillsborough County Arts Council, Florida
2012 Filmmaker Grant, SouthShore Arts Council, Ruskin, Florida
2006 James Rosenquist Award, USF Student Art Exhibition
2005 CADRE Art Award, Tampa, Florida

A-5

Selected Exhibitions and Screenings

2023 Global Film Festival Awards – Los Angeles, CA

2022 Lantern &Light International Children's Film Festival – Melbourne, Australia

2022 Woods Hole Film Festival – Woods Hole, MA

2022 Jacques Tati Awards – Castillonnes, France

2021 Fort Myers Beach International Film Festival – Ft. Myers, FL

2021 Victoria Film Festival – Victoria, Canada

2021 Cinequest Film Festival – San Jose, CA

2020 Eurasia International Film Festival – Moscow, Russia

2020 Veracruz World Film Festival – Veracruz, Mexico

2020 Chicago Feedback Film Festival – Chicago, IL

2019 Subversive Suburbia, Mindy Solomon Gallery – Miami, FL (G)

2017 Satellite Art Fair (Art Basel) – Miami Beach, FL (G)

2017 New Filmmakers New York – New York, NY

2016 Amplified: Reverberations, Contemporary Art Museum Tampa, FL (G)

2016 Volta Art Fair (Armory Week) – New York, NY

2015 IndieFEST Film Awards – Los Angeles, CA

2014 Minneapolis St. Paul Int'l Film Festival – Minneapolis, MN

2012 Beloit International Film Festival – Beloit, WI

2012 The Greatest, Northern Spark Art Festival – Minneapolis, MN (T)

2012 Viz IT Museum of Science and Industry – Tampa, FL (G)

2012 Midnight Seduction, Pinellas County Center of Arts – St. Petersburg, FL (S)

2011 This is it. The RESTLESS, Triangle Gallery – Brooklyn, NY (T)

2008 Motion Picture, Int'l Gallery of Contemporary Art – Anchorage, AK (T)

2008 Ybor Festival of the Moving Image – Tampa, FL

2008 Weightless, Nanjing Museum – Nanjing, China (G)

2007 Art After Dark, Tampa Museum of Art – Tampa, FL (G)

2007 The Black Black, Vector Gallery – Iasi, Romania (T)

2006 Euroshorts International – Warsaw, Poland

2006 Tromanale Film Festival – Berlin, Germany

2004 New York Short Film Festival – New York, NY

2003 Big Mini DV Festival – Brooklyn, NY

References

Dr. Sharon Sliwinski, PhD, Professor of Media Studies, Western University, London, Ontario N6A 3K7

Professor Wendy Babcox, MFA, Professor of Art, University of South Florida, Tampa, Florida 33620

Professor Wallace Wilson, MFA, Professor Emeritus, University of South Florida, Tampa, Florida 33620

A-6

DAVID WATTS

David Watts   tel: 609-694-2996
Professor of Instruction of Graphic Design
Graphic Arts Program, School of Art and Art History   e-mail: dwatts2@usf.edu
University of South Florida   web: https://www.usf.edu/arts/art/about-us/contact/david-watts.aspx
St. Petersburg, FL 33701

A. PROFESSIONAL PREPARATION:

Cranbrook Academy of Arts	Bloomfield Hills, MI	Graphic Design	MFA
USF St. Petersburg	St. Petersburg, FL	Graphic Design	BFA

B. APPOINTMENTS:

Professor of Instruction   Graphic Arts Program   8/2017-Present

C. PRODUCTS:

(i) Products Most Closely Related to the Proposed Project.

1.   Design and Development of course Advanced Web Design for Graphic Arts Program , 2020
        .
2.   Development of Graphic Design Research Thesis Course, 2021

3.   Development and lead Student Designed Book for Creative Clay, Tampa Bay, 2019

(ii) Other Significant Products.

   N/A

D. SYNERGISTIC ACTIVITIES:

1. Not research faculty – N/A

2.

A-7

3.

4.

5.

E. COLLABORATORS & OTHER AFFILIATIONS:

Not research faculty – N/A

(i) Collaborators and Co-Editors During the Past Four Years - TOTAL = 6

Not research faculty – N/A

(ii) Investigator's Graduate and Postdoctoral Advisors - TOTAL = ?

Elliott Earls

(iii) Thesis Advisor and Postgraduate-Scholar Sponsor- TOTAL = ?
Elliott Earls

A-8

Reller, Paul H

Curriculum Vitae

SCHOOL ADDRESS

Department of School Of Music,
College of Arts,
FAH110 4202 E. Fowler Avenue
Tampa FL 33620

Personal and Contact Information

Work Email : reller@arts.usf.edu
Work Fax :
Work Phone : 813 974-2387

Educational Qualifications

Year	Degree	Major	Institution
1986	Master of Music	Music Composition	The Eastman School of Music
1984	Bachelor of Music	Music Composition	University of Minnesota

Academic Experience

Year		Role
01/1990 - Present	University of South Florida	

Journal Publications

1. "Till Human Voices Wake Us" -- 9:30 electronic recording. Sound's Bounty Records.

Presentations

1. Reller, Paul. *Lunch*. N/a: live processed piano sounds (22 minutes), 2001.
2. Reller, Paul. *Haenyo*. N/a: for six percussionists (11 minutes), 2001.
3. Reller, Paul. *CAReography*. N/a: a dance/theatre piece (17 minutes), 2001.
4. Reller, Paul. *The Ruins*. N/a: a surrealistic musical (2 hours), 2000.
5. Reller, Paul. *Smart Bomb*. N/a: for large symphony band (17 minutes), 2000.
6. Reller, Paul. *Fluffer*. N/a: for large wind ensemble (14 minutes), 1999.

Awards

Year	Description
01/1985	ASCAP Awards
01/1990	ASCAP Awards
01/1987	Bearns Prize

A-9

01/1985	BMI Award
01/1987	Howard Hanson Award

STEVEN ARTHUR COOKE

Steven Arthur Cooke   (813) 454-8234
Interim Director, School of Architecture – Associate Professor
Sam M. Gibbons Chair in Architecture and Urban Design
Markborough Chair in Urban Design and Development

https://www.usf.edu/arts/architecture/about-us/contact-us/steven-cooke.aspx

Department School of Architecture and Community Design –
College of The Arts   cooke@usf.edu
University of South Florida
Tampa, FL 33620

A. PROFESSIONAL PREPARATION:

Virginia Polytechnic Institute	Blacksburg, VA	Architecture	Master of Arch.	1981
University of Florida	Gainesville, FL	Architecture	B. Design	1977

B. APPOINTMENTS:

Associate Professor,	School of Architecture & Community Design University of South Florida (SACD)	1998 – Present
Assistant Professor	School of Architecture & Community Design University of South Florida (SACD)	1990-1997
Adjunct Assist. Professor	School of Architecture & Community Design University of South Florida (SACD)	1986-1990

C. RESEARCH:

The Care of Making, 2004-present, research on design benevolence and critical making - research related to "the care of making" - design benevolence and critical making. He received a USF CoTA Research Grant for this investigation and continues to teach a complementary course with the same name.

Field Architect, Excavations at Sepphoris, Israel – Summer 1999
Responsible for field measurements and CAD documentation of excavation work on the 1st century basilica in Sepphoris, Israel - the ancient Roman capital of Galilee.

Architect/Designer for A New Relocatable Classroom for Florida. A grant funded by the National Endowment for the Arts, Design Arts Program, Individual Grants for Design Innovation -a grant to develop a new prototype for classroom design that is relocatable and related to the Florida environment. 1994-1995.

Principal Investigator for the "Study of the Use of Relocatable Classrooms in the Public School Districts of Florida". A grant from the State of Florida Department of Education to examine the

A-11

learning environment, economic considerations, and the construction technologies of relocatable instructional environments. 1993

Co-principal investigator for the "Rapid Deployment Emergency Shelter - Wind Resistant Modular Buildings in FRP". This was an investigation of emergency shelters for the Office of Naval Research - Center for Disaster Management (CDMHA, USF), with a study of the use of the advanced material FRP (fiber-reinforced polymer). This was a joint study with USF's Department of Civil & Environmental Engineering and the School of Architecture & Community Design.

Project Architect, Electric Vehicle and Renewable Energy Research and Development Program Responsible for architectural design of the first electric vehicle solar charging station and test facility in the United States. University of South Florida, 1992.

D. AWARDS

1. Teaching Awards

USF Outstanding Graduate Faculty Mentor Award, given in recognition to a USF graduate faculty member who demonstrates the highest level of quality in the mentoring of graduate students; the

USF Teaching Incentive Program (TIP) Award, which rewards teaching productivity and excellence; and

Outstanding Professor of Architecture Award, for teaching and mentoring excellence in the USF School of Architecture and Community Design.

2. Design Awards

The Eduardo Garcia Design Award, presented by the Florida Central Chapter of the American Institute of Architects, given to "promote design excellence by recognizing young architects with talent, enthusiasm, and dedication."

Fourth Place Award - President's House Design Competition (State Competition) for the University of South Florida, Tampa, FL (with Timothy Woods),

Citation Award "International Conceptual Furniture Competition"; Chair, published in Progressive Architecture, May 1982. Work exhibited at NEOCON, Chicago.

Honorable mention in the Rosenthal Mathildenhohe Youth Prize -international student competition for his design of a lamp, exhibited in Darmstadt, Germany

E. TEACHING

Graduate level courses only, since 1986 - teaches architectural design, design theory, design benevolence and architectural technology courses.

A-12

T A R Y N   S A B I A

ED.M.   M.ARCH   MUCD

tarynsabia@usf.edu | 813.850.9736 | Tampa, Florida

EXPERTISE

Community Design + Development
Community Engagement

Sustainable Urbanism + Policy
Resiliency + Climate Adaptation

Design Thinking Process
Curriculum Development

BIOSKETCH

Taryn Sabia, Ed.M, M.Arch, MUCD, is Assistant Dean for Research for the College of The Arts and is a Research Associate Professor and Director of the Florida Center for Community and Research at the University of South Florida's School of Architecture and Community Design. Prof. Sabia is an urban design practitioner, researcher, and educator of context-based design anchored by a passion to involve citizens in actively shaping the built environment. Her research is committed to the merging of design and civics, with focus on climate change adaptation, transit modes and public space. She has extensive experience building partnerships between community members, organizations, and government leaders, Professor Sabia has served as a Principal Investigator (PI) or Co-PI on more than 30 projects and advised numerous elected officials and local governments on resilient community development initiatives. Her work has generated over $4 million in research awards. She oversees interdisciplinary faculty, researchers, and graduate students to deliver the Center's mission to assist in creating more livable and sustainable communities through research grants, contracts, and sponsored studios. Prof. Sabia developed the sponsored design studio program in collaboration with the School of Architecture to formally bridge applied research with academic coursework--providing students with experiential learning in engaging the public, community leaders, and real-world challenges. She had developed and taught courses for undergraduate and graduate students, and collaboratively developed the curriculum and degree program proposal for a new B.S. in Design. She has served as Chair for the Regional and Urban Design Committee (RUDC) nationally at the American Institute of Architects (AIA), has participated on several technical assistance projects for AIA Communities by Design and the Urban Land Institute Tampa Bay in addition to service roles for the USF College of The Arts.

EDUCATION

Dec 2011	Master of Urban and Community Design	University of South Florida	Tampa, FL
June 2006	Master of Architecture	Rhode Island School of Design	Providence, RI
June 2002	Master of Education, Arts in Education	Harvard Grad. School of Education	Cambridge, MA
June 2001	Bachelor of Arts in Visual Art	Eckerd College	St. Petersburg, FL

CERTIFICATIONS

June 2006	Charrette Planner Certification	National Charrette Institute	Providence, RI,

A-13

EXPERIENCE

Oct 2022-current   **Assistant Dean for Research**, College of The Arts University of South Florida | Tampa, FL Oversee and expand research capacity and support infrastructure related to research and creative research initiatives college-wide. Promote and foster multidisciplinary collaborations and community partnerships. Developed the College internal grants program and hosted the College Research Symposium.

July 2023-current   **Interim Assistant Director**, School of Architecture and Community Design, College of The Arts University of South Florida | Tampa, FL
Assist the Director in managing the department budget, faculty FTE assignment tracking, general administrative tasks, course planning, faculty and student travel programs, and lecture series continued education.

Aug 2017-current   **Director, Research Associate Professor**, Florida Center for Community Design and Research, School of Architecture and Community Design, College of The Arts, University of South Florida | Tampa, FL
Center management and reporting; Project and grant development as a Principal Investigator; proposal and scope preparations, compliance measures, strategic planning, annual budget projections, project management, project budget oversight, community partnership development, management of faculty, staff, and Graduate Assistantships; coordination of projects and sponsored studio courses with the School of Architecture and Community Design; Teaching responsibilities and course development for Graduate Architecture/Urban Design studios and courses, and Masters Project Chair.

Aug 2015-Aug 2017   **Visiting Research Assistant Professor**, Florida Center for Community Design and Research, School of Architecture and Community Design, College of The Arts, University of South Florida | Tampa, FL
Project and grant development as a Principal Investigator, proposal and scope preparations, compliance measures, strategic planning, annual budgets, project management, project budget oversight, community partnership development, management of Graduate Assistantships, and coordination of projects and sponsored studio courses with the School of Architecture and Community Design. Teaching responsibilities and course development for Graduate Architecture/Urban Design studios and courses, and Masters Project Chair

Jan 2014-Aug 2015   **Visiting Assistant in Research**, Florida Center for Community Design and Research, School of Architecture and Community Design, College of The Arts, University of South Florida | Tampa, FL
Grant writing, project management, project administration, scope development and review.

Aug 2012-Aug 2015   **Adjunct Instructor**, School of Architecture and Community Design, College of The Arts, University of South Florida | Tampa, FL
Developed and taught courses at undergraduate and graduate level: The City (Gorden Rule); The Sustainable City

Jan 2014-Aug 2015   **Visiting Assistant in Research**, Florida Center for Community Design and Research, School of Architecture and Community Design, College of The Arts, University of South Florida | Tampa, FL

A-14

April 2007-current   **Board of Directors, Co-Founder, President of the Board** 2008, 2012
Urban Charrette., Tampa, FL,
Educational outreach, community engagement, charrette planning and facilitation, branding and marketing, grant writing and administration, fundraising

June 2007-Nov 2009 **Architectural Designer/Project Manager**, Atelier Architecture Engineering Construction, Inc. | Tampa, FL
Contributed to all phases of design including schematic design, design development, construction documents, construction administration for project types including historic preservation and adaptive reuse, design-build, new construction, master planning, and coordination of Community Development Block Grants.

Oct 2006-April 2007   **Associate/Architectural Designer**, Wilder Architecture, Inc. | Tampa, FL
Contributed to phases of design including schematic design, design development, construction documents for new construction including traditional and tilt-up construction.

Jan 2005-June 2006 **Graduate Fellow, Teaching Assistant,** City-State: Urban Design Lab, Rhode Island School of Design | Providence, RI
Assisted faculty on research projects and community workshops, and the establishment of the Urban Design Lab.

Jan 2005-Dec 2005   **Senate Fellow**, Senate Policy Office, Rhode Island General Assembly | Providence, RI
Reported to the Senior Policy Advisor to the Rhode Island Senate; Produced policy research for new building and fire code legislation, generated material for the Senate Energy Summit, researched and developed transportation policy reports and presented findings to the Senate Special Commission to Study Transit in Rhode Island for the RI General Assembly.

Sept 2002-Aug 2003 **Program Director,** Girls incorporated | Worcester, MA
Managed after-school arts education programs for girls in K-12. Responsible for the development of curriculum for the Dance Program, management of instructional staff, teaching, and grant writing.

Sept 2001-Jun 2002 **Assistant to the Director**, Arts in Education Program, Harvard Graduate School of Education, Harvard University } Cambridge, MA
Coordinated the Alumni Lecture Series, outreach to perspective students, Graduate Admissions reviewer.

TEACHING

Courses Taught from 2012-current:

ARC4784 / 5931 <u>The City</u> - F 2012, SP 2013, SU 2013, F 2013, SP 2014, SU 2014, F 2014, SP 2015, SU 2015, F 2015, SP 2016, SU 2016, F 2016

ARC2931 <u>The Sustainable City</u> - SP 2013, SP 2014, SP 2015, F 2015, F 2016, SU 2018, SU 2020

ARC6398 <u>Intro to Community Design</u> **-** F 2018, F 2021, F 2022, F 2023

A-15

ARC6930 <u>Design for Social Equity</u> - SP 2021

ARC6930 <u>Urban Design Tools and Strategies</u> - SP 2023

ARC6930 <u>MUCD Research</u> - F 2018

ARC2931 <u>Architecture and Film</u> - SU 2017

ARC5931 <u>Improv Urbanism</u> - SU 2015

ARC5931 <u>Urban Design Studio</u> - SU 2016

ARC5366 <u>Advanced Design C (studio)</u> - SP 2015, SP 2016, SP 2018, F 2018, SP 2022, SP 2023

ARC6373 <u>Community Design Studio</u> - F 2018, SP 2020

ARC6373 <u>Community Design Studio</u> **Innovation Graduate Studio Collaboration**, 4 USF colleges and 6 disciplines - SP 2019

ARC6373 <u>Community Design Studio </u>**Innovation Graduate Studio Collaboration**, 2 USF colleges and 3 disciplines - F 2018

ARC5931 <u>20-Minute Neighborhood</u> - SP 2022

ARC6372 <u>Streets and Blocks</u> - F 2020, F 2021

ARC6974 <u>Master's Project Planning</u> **-** annually 2015-2023

ARC6930 <u>MUCD Masters Studio</u> **-** annually 2015-2023

ARC6976 <u>Terminal Master's Project</u> **-** annually 2015-2023

Curriculum Development:

Bachelor of Science in Design - program proposal pending approval to begin Spring 2025, College of The Arts, University of South Florida

RESEARCH AWARDS

2023-2024	PI with M. Winter (Co-PI) - Hillsborough Community Vulnerability Assessment and Adaptation Action Plan 2024. Hillsborough County ($425,000)
2023-2024	Co-PI with P. Wang (PI) - Community-engaged Design of Climate-resilient Nature-based Solutions along Vulnerable Hillsborough River, Tampa, Florida. Gulf Research Program, National Academies of Science, Engineering and Medicine ($990,008)
2023	PI - Mayors' Institute on City Design Special Session Mayors' Institute on City Design (federal flow through NEA) ($50,000)
2023	PI with M. Winter (Co-PI) - Consultation Services for Plan Development, Veterans Memorial Park. Hillsborough County ($14,000)
2022-2023	PI with M. Winter (Co-PI) - Heat Resiliency Playbook. Gulf Research Program, National Academies of Science, Engineering and Medicine ($299,603)
2022-2023	PI with M. Winter (Co-PI) – Fowler Vision Study. Hillsborough County City-County Planning Commission. Tampa, FL ($26,000)
2022-2023	PI with M. Winter (Co-PI) - Wimauma Implementation Program. Hillsborough County ($110,314)

2022-2023	Co-PI with P. Wang (PI) - Planning for Community-engaged Design of Climate-resilient Nature-based Solutions along Vulnerable Hillsborough River, Tampa, Florida. Gulf Research Program, National Academies of Science, Engineering and Medicine ($100,000)
2021-2022	PI with M. Winter (Co-PI) - Consultation Services for Master Plan Development, Veterans Memorial Park. Hillsborough County ($142,476)
2021	PI with M. Winter (Co-PI) - Consultation Services for Veterans Memorial Park Feasibility Study. Hillsborough County ($15,000)
2019-2022	PI with M. Winter (Co-PI) - Wimauma Community Plan Update. Hillsborough City County Planning Commission ($179,500)
2022-2023	PI with M. Winter (Co-PI) - 20-Minute Neighborhood Pilot Program. Hillsborough County ($150,000)
2020-2022	PI with M. Winter (Co-PI) - Hillsborough County Sustainability Action Plan and Greenhouse Gas Inventory. Hillsborough County ($98,800)
2022	Co-PI with B. Cook (PI) – Palmetto Beach Living Coastline and Community Engagement. City of Tampa and National Fish and Wildlife ($200,000)
2020-2022	PI with M. Winter (Co-P) - City of Tampa Greenhouse Gas Inventory. City of Tampa ($19,000)
2020-2021	Co-PI with B. Cook (PI) - Regulatory Response to Sea Level Rise City of Tampa. City of Tampa ($75,000)
2018-2020	PI with B. Cook, J. Bohn (Co-PI) - Hillsborough Community Vulnerability Study: Designing for Flood. Hillsborough County ($300,000)
2018-2019	PI - Transit Oriented Development and Value Capture: A study of Best Practices for Tampa Bay. Tampa Bay Partnership ($40,245)
2018	PI - AuthentiCITY: Design Tampa's Public Realm Sponsored Studio ($6,665)
2017-2018	PI - Ballpark Location Study. Tampa Bay Rays ($30,000)
2017	PI - Mayors' Institute on City Design Regional Session. Mayors' Institute on City Design (federal flow through NEA) ($50,000)
2016-2018	PI with M. Aries (Co-PI) - City of Tampa Stormwater: Baffle Box Study. City of Tampa ($48,900)
2016-2017	PI with J. Fiebe (Co-PI) - Pinellas Community Health Atlas 2016. Pinellas County Department of Health ($60,000)
2016-2017	PI - Hillsborough County Solid Waste Division Community Outreach Survey. Hillsborough County ($54,000)
2016	PI - City of Oldsmar CRA Master Plan and State Street Area Vision Plan. City of Oldsmar ($75,000)
2015	PI - Hillsborough County Center Vision for Civic Presence. Hillsborough County ($8,000)
2015-2016	PI - Hillsborough Community Atlas. Children's Board of Hillsborough County ($50,000)
2015-2016	PI - Florida Department of Transportation Community Engagement Facilitation for the Tampa Bay Express, Florida Department of Transportation ($212,000)
2015-2016	PI - City of St. Petersburg Urban Lab. City of St. Petersburg ($56,000)
2015	PI - Placemaking in Bradenton. Revitalizing Bradenton ($8,000)
2014-2015	City of Cape Coral Bimini Basin Development and Community Charrette. City of Cape Coral ($68,000)
2014-2015	PI - Hillsborough Community Atlas. Children's Board of Hillsborough County ($50,000)
2013-2014	Co-PI with T. Johnson (PI) - Hillsborough Community Atlas. Children's Board of Hillsborough County ($50,000)
2014	PI - Mayors' Institute on City Design Southeast Regional Session. Mayors' Institute on City Design (federal flow-through, NEA) ($50,000)2008 Connecting Tampa: Tampa's

A-17

Sustainable Design Assessment Team (SDAT) Technical Assistance Grant, AIA Communities by Design. Tampa, FL (value $75,000)

PUBLICATIONS AND RESEARCH PRODUCTS

Sabia, T., M. Winter (2024). *MICD Special Session Summary Report*. Washington DC: Mayors' Institute on City Design. Research report.

Sabia, T., M. Winter (2023). *MICD Special Session 2023 Briefing*. Washington DC: Mayors' Institute on City Design. Research report.

Bednar, A., Gaba, A., Landry, S., LeTourneau, C., Nelson, P., Sabia, T., Smyth, A., Vasquez, D., Vithayathil, J., and M. Winter (2023). Tampa Heat Resilience Playbook. City of Tampa. Action plan report

Sabia, T. and M. Winter (2022). Veterans Memorial Park Master Plan. Hillsborough County. Design document and research report.

Bohn, J. Cook, B. Dunn, E. and Sabia, T. (2021). A Systems Approach To Mitigation Planning: Design And Health For Community Resilience. APHA 2021 Annual Meeting and Expo.

Sabia, T., Winter, M. (2021). Hillsborough Sustainability Action Plan. Hillsborough County, FL: University of South Florida, Florida Center for Community Design and Research. Plan Report.

Sabia, T., Winter, M. (2021) Wimauma Community Plan Update. Hillsborough County City-County Planning Commission. Hillsborough County, FL.

Bohn, J., Cook, B., Sabia, T. (2019). *Hillsborough Community Vulnerability Study and Assessment*. Hillsborough County, FL: University of South Florida, Florida Center for Community Design and Research. Research report.

Sabia, T. (2019). Putting People First in Porto Maravilha-Uniao Carioca . In: Regional and Urban Design Assessment Team (*R/UDAT) Rio de Janeiro, Brazil*. AIA Communities by Design.

Sabia, T. (2018). Strengthening Jeffersonville's Civic Spine-Programming the Public Realm. In: Sustainable Design Assessment Team (*SDAT) Jeffersonville, IN*: AIA Communities by Design.

Sabia, T. (2018). *MICD East Regional Session Summary Report*. Washington DC: Mayors' Institute on City Design. Research report.

Sabia, T. (2017). *MICD East Regional Session 2017 Briefing*. Washington DC: Mayors' Institute on City Design. Research report.

Sabia, T. (2016). *Florida Department of Transportation Tampa Bay Express Community Engagement*. Tampa, FL: University of South Florida, Florida Center for Community Design and Research, research report.

Sabia, T. (2016). *City of Oldsmar CRA Masterplan and State Street Vision*. Tampa, FL: University of South Florida, Florida Center for Community Design and Research, research report and design document.

A-18

Appendix B

Letter of Support

DATE: March 26, 2024

FROM: Associate Dean Barton Lee, College of The Arts
             Assistant Dean Kyna Rhae Betancourt, Undergraduate Studies

SUBJECT: *Letter of Support from Academic Units outside The Arts providing course*
             offerings for the Proposed B.S. Design Studies degree program 50.0401

Table I – Section D
Letters of Support or MOU from Other Academic Units

During a conversation on March 26 with Associate Dean Barton Lee, The Arts, and Assistant
Dean Kyna Rhae Betancourt, Undergraduate Studies, Assistant Dean Betancourt expressed
support for the proposed B.S. in Design through course availability in the following course for
the B.S. in Design student.

College	Department	Prefix & Number	Course Title	Credit Hours
Undergraduate Studies	Leadership Studies	LDR 4204	Ethics and Power in Leadership	3

DocuSigned by:

Barton Lee   3/26/2024 | 17:34 EDT
1DDE497CBBA64ED

DocuSigned by:

Kyna Betancourt 3/27/2024 | 09:22 EDT
8535A06BAD884BB

Barton Lee   Dr. Kyna Rhae Betancourt
Associate Dean   Assistant Dean
College of The Arts   Undergraduate Studies

B-1

<u>Letter of Support</u>

DATE: August 7, 2024

FROM: Chris Garvin, Dean, College of The Arts Dean
Sanjukta Ghanja, Ph.D., Interim Dean, College of
Engineering

SUBJECT: *Letter of Support from Academic Units outside The Arts providing course offerings for the Proposed B.S. Design Studies degree program 50.0401*

Table I – Section D
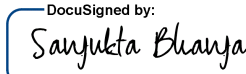Letters of Support or MOU from Other Academic Units
During a conversation on August 7, 2024, with Dean Garvin, The Arts, and interim Dean Sanjukta Bhanja, Engineering, Dean Ghanja expressed support for the proposed B.S. in Design through course availability in the following courses for the B.S. in Design student.

College	Department	Prefix & Number	Course Title	Credit Hours
Engineering	Computer Science and Engineering	CGS 2060	Introduction to Computers and Computer Programming	3
Engineering	Dean's Office	EGN 3000L	Foundations of Engineering Lab	3

DocuSigned by:

Chris Garvin
————————————————————
81369DE47F0F470...

Chris Garvin, Dean
College of The Arts

DocuSigned by:

Sanjukta Bhanja
————————————————————
9AFCC43CD24F4E3...

Dr. Sanjukta Bhanja, Interim Dean
College of Engineering

B-2

Letter of Support

DATE: January 26, 2024

FROM: Dean Chris Garvin, College of The Arts
               Dean Allison Crume, Undergraduate Studies

SUBJECT: *Letter of Support from Academic Units outside The Arts providing course
               offerings for the Proposed B.S. Design Studies degree program 50.0401*

Table I – Section D
Letters of Support or MOU from Other Academic Units

During a conversation on January 26 with Dean Garvin, The Arts, and Dean Allison Crume,
Office of Undergraduate Studies, Dean Crume expressed support for the proposed B.S. in
Design through course availability in the following course for the B.S. in Design student.

College	Department	Prefix & Number	Course Title	Credit Hours
Undergraduate Studies	Dean's Office	IDS 2378	Critical Thinking: Foundations of Interdisciplinary Knowledge and Inquiry	3

DocuSigned by:

Chris Garvin

———————————————
    91360DE47F0F470...

Chris Garvin, Dean
College of The Arts

DocuSigned by:

allison Crume

———————————————
    C2E08D2B18B1498...

Dr. Allison Crume, Dean
Undergraduate Studies

B-3

Letter of Support

DATE: August 7, 2024

FROM: Chris Garvin, Dean, College of The Arts
               Elizabeth Spiller, Ph.D., Dean, College of Arts and Sciences

SUBJECT: *Letter of Support from Academic Units outside The Arts providing course
               offerings for the Proposed B.S. Design Studies degree program
               50.0401*

Table I – Section D
Letters of Support or MOU from Other Academic Units

During a conversation on August 7, 2024 with Dean Garvin, The Arts, and Dean Elizabeth
Spiller, Arts and Sciences, Dean Spiller expressed support for the proposed B.S. in Design
through course availability in the following courses for the B.S. in Design student.

College	Department	Prefix & Number	Course Title	Credit Hours
Arts and Sciences	Advertising and Mass Communications	VIC 3001	Visual Literacy (required)	3
Arts and Sciences	Communication	SPC 2608	Public Speaking (required)	3
Arts and Sciences	Communication	SPC 3710	Communication and Cultural Diversity (elective)	3
Arts and Sciences	Humanities and Cultural Studies	FIL 2000	Film and Culture (elective enhanced general education)	3
Arts and Sciences	Humanities and Cultural Studies	FIL 4870	Film, Sound, and Music (elective)	3
Arts and Sciences	Philosophy	PHI 1600	Introduction to Ethics (elective enhanced general education)	3
Arts and Sciences	School of Information	LIS 4800	Introduction to Data Science (required)	3
Arts and Sciences	School of Information	LIS 2005	Information Literacy (elective enhanced general education)	3

DocuSigned by:

Chris Garvin
81369DE47F0F470...

DocuSigned by:

Elizabeth Spiller
0479CA28CA84492...

Chris Garvin, Dean
College of The Arts

Dr. Elizabeth Spiller, Dean
College of Arts and Sciences

B-4

Letter of Support

DATE: January 26, 2024

FROM: Dean Chris Garvin, College of The Arts
              Dean Anthony Rolle, College of Education

SUBJECT: *Letter of Support from Academic Units outside The Arts providing course*
             offerings for the Proposed B.S. Design Studies degree program 50.0401

Table I – Section D
Letters of Support or MOU from Other Academic Units

During a conversation on January 26 with Dean Garvin, The Arts, and Dean Anthony Rolle, Education, Dean Rolle expressed support for the proposed B.S. in Design through course availability in the following courses for the B.S. in Design student.

College	Department	Prefix & Number	Course Title	Credit Hours
Education	Curriculum, Instruction, and Learning	IDS 4171	Playing With Words, Images, and Sounds: Multimodal Composing as Creative Thinking	3
Education	Language, Literacy, Ed.D., Exceptional Education, and Physical Education	EDE 4223	Creative Experiences: Using Arts-Based Inquiry & Design Thinking for Problem-Based Learning	3

DocuSigned by:

Chris Garvin
————————————————
81369DE47F9F470...

Chris Garvin, Dean
College of The Arts

DocuSigned by:

R Anthony Rolle
————————————————
D0F5264D234F40F...

Dr. R. Anthony Rolle, Dean
College of Education

B-5

Appendix C

Common Prerequisites Manual (CPM) Revision Request

Institution:	University of South Florida (USF)
Institution Liaison:	Allison Crume
Date of Submission:	September 14, 2024
Program/Degree Type:	Bachelor of Science in Design
Program CIP Code:	50.0401
Program Credit Hours:	120

If applicable, please complete the following if you are notifying us of a change to:

Program Credit Hours:	Current Credit Hours: Click or tap here to enter text. New Credit Hours: Click or tap here to enter text. Effective Date: Click or tap here to enter text.
Limited Access Program Status:	☐ Change from open access to limited access ☐ Change from limited access to open access Effective Date: Click or tap here to enter text.
Program CIP Code:	Current CIP code: Click or tap here to enter text. New CIP Code: Click or tap here to enter text. Effective Date: Click or tap here to enter text.
Baccalaureate Program Status:	☐ Notification of a Program Termination – Term/Year Program Should be Removed from the CPM: Click or tap here to enter text. ☒ Notification of New Program – Anticipated Program Implementation Date: Spring 2025 ☐ Notification of Program Name Change – Revised Program Name: Click or tap here to enter text.

C-1

Proposed Revisions(s) to the CPM (check all that apply)

The CIP Code Is Currently in the CPM:

☐ 1. Make curriculum changes to an existing track at proposing institution

☐ 2. Add program to a current track without curriculum changes

☐ 3. Add program to a current track with curriculum changes

☐ 4. Establish a new track without prerequisites

☐ 5. Establish a new track with prerequisites

   6. For numbers 1-5, please provide track information below:

      a. ☐ Track 1　☐ Track 2　☐ Track 3　☐ Track 4　☐ Track 5　☐ Track 6

      b. Track Name: Click or tap here to enter text.

      c. If this is a request to establish a new track, please provide justification as to why a new track is needed: Click or tap here to enter text.

The CIP Code Is Not Currently in the CPM:

☐ 7. Add program to the CPM without prerequisites

☐ 8. Add program to the CPM with prerequisites

Proposed Curriculum Actions:

☐ Add course(s) and/or course alternative(s)

☐ Eliminate course(s) and/or course alternative(s) (delete course from the CPM)

☐ Exempt course(s) and/or course alternative(s) (request exception from course)

☐ Carry over prerequisites from previous CIP without changes (CIP Code change)

☐ Carry over prerequisites from previous CIP with changes (CIP Code change)

☐ Other – please specify Click or tap here to enter text.

Please include the following supporting documentation with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree program at your institution.

If this request is for any of the following, do not complete anything further:

- Add program to a current track without curriculum changes
- Establish a new track without prerequisites
- Add program to the CPM without prerequisites

C-2

If this request is for any of the following, please complete 1-8, where applicable:

- Make curriculum changes to an existing track at proposing institution
- Carry over prerequisites from previous CIP with no changes
- Carry over prerequisites from previous CIP with changes
- Add program to a current track with curriculum changes
- Establish a new track with prerequisites
- Add program to the CPM with prerequisites

1. For required prerequisite course(s) and/or course alternative(s), please list the following information for each course (add rows if necessary).

Course Prefix and Number	Course Title	Course Alternative	Justification for Course(s)	Credits
ART 2201C	Concepts and Practices I	ART X202C; ART X203; ART X205	Provides a general grounding for how design functions in society and within industry	3
ARH 2000	Art and Culture	None (state core gen ed)	Provides an understanding of art and culture, and its differences, as it relates within the realm of design	3
GRA 2109	Graphic Design Theory and Culture	GRA X111 ART X803C	Provides a visual understanding for graphic language and visual representation of ideas and concepts	3
ARC 2211	Introduction to Architecture	ARC X001; ARC X002; ARC X002C; ARC X003; ARC X701	Provides an overall understanding of design within the built environment.	3
ART 2602	Digital Imaging	DIG X0000; GRA X143C; ART X600	Provides a foundational understanding of digital practices and technologies within design fields	3
			Total Credits	**15**

C-3

2. If the course(s) above includes a course(s) that is offered currently at three or fewer FCS or SUS institutions, please provide justification as to why the course is critical for a student's success in the baccalaureate degree program. Please visit the Statewide Course Numbering System to determine the number of institutions that offer the course(s) (add rows if necessary). Click here for instructions on how to navigate the SCNS.

Course(s) Offered at 3 or Less FCS/SUS Institutions	Number of FCS Institutions Currently Offering Course (out of 28)	Number of SUS Institutions Currently Offering Course (out of 12)	Justification for Course(s)
GRA 2109	2	1	This course serves as a basis for student success in later courses, which more deeply addresses the implications of culture and design on society and world challenges.
ARC 2211	0	2	This course serves as a basis for student success in understanding a broad range of design components of the built environment and how people and society interact within that environment addressing challenges to be developed in later courses including the Design Studies Capstone course for the degree program.

3. If the request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses (add rows if necessary).

Course(s) Offered Only at Proposing Institution	Option(s) at Other Institutions	Explanation of Option(s)
Not applicable because none of the courses listed in #1 above are offered only at USF.		

4. If the request includes exemption from or elimination of a prerequisite course(s) and/or course alternative(s), please list the following information for each course that you would like to be exempt from or eliminate (add rows if necessary).

Course Prefix and Number	Course Title	Justification for Course Elimination/Exemption
N/A		

C-4

5. Please provide the college level prerequisite(s) for the common prerequisite course(s) if applicable (add rows if necessary).

Course	College Level Prerequisites	Credits
GRA 2109	ENC 1101	3
	Total	3

6. Please provide the information requested below for the review of common prerequisite completion within 60 credit hours.

Number of Credit Hours for AA degree	60
Subtract the number of credit hours required for common prerequisites	- 15
Subtract the number of credit hours of college-level course prerequisites for common prerequisite courses (if known)	-3
Add the number of credit hours for common prerequisites that are also general education core requirements	+3
Total Credits remaining to complete the rest of the student's general education requirements	= 45

7. If a student does not have enough room in the "Total Credits" above to complete the rest of the general education requirements, please provide justification for requiring more common prerequisite course credit hours than can be accommodated by the student in 60 credit hours.

N/A

8. Other.

N/A

C-5

Agenda Item:

USF Board of Trustees
August 20, 2024

Issue: USF 2020-2030 Tampa Campus Master Plan Amendment

_____

Proposed action: Requesting Approval of the USF 2020-2030 Tampa Campus Master Plan Amendment

_____

Executive Summary

Pursuant to Section 1013.30(3), Florida Statutes, and Florida Board of Governors Regulations, Chapter 21, each university board of trustees shall prepare and adopt a campus master plan for the university to address the development needs for a ten-year span.

This Campus Master Plan Amendment amends the 2020-2030 Campus Master Plan previously adopted by the Board (June 13, 2023) to reflect the addition of the On-Campus Stadium and future development on the former credit union site.

This Amendment continues to build upon the foundation of the USF Strategic Plan 2022-2027 and reinforces the USF Mission and Goals.

Prior / Pending Reviews:
- USF Campus Development Committee: August 12, 2024
- USF ACE Advisory Committee: August 13, 2024
- USF BOT ACE Committee: August 20, 2024
- USF Board of Trustees: December 10, 2024

Financial Impact:

There is no direct financial impact. The 2020-2030 Campus Master Plan Amendment enables future project development only as funding becomes available.

_____

Strategic Goal(s) Item Supports: Goal 1; Goal 2; Goal 3; Goal 4
BOT Committee Review Date: August 20, 2024
Supporting Documentation Online (*please circle*): (Yes) No
USF Institution specific: Tampa Campus
Prepared by: Ray Gonzalez, Director, Land Use and Planning

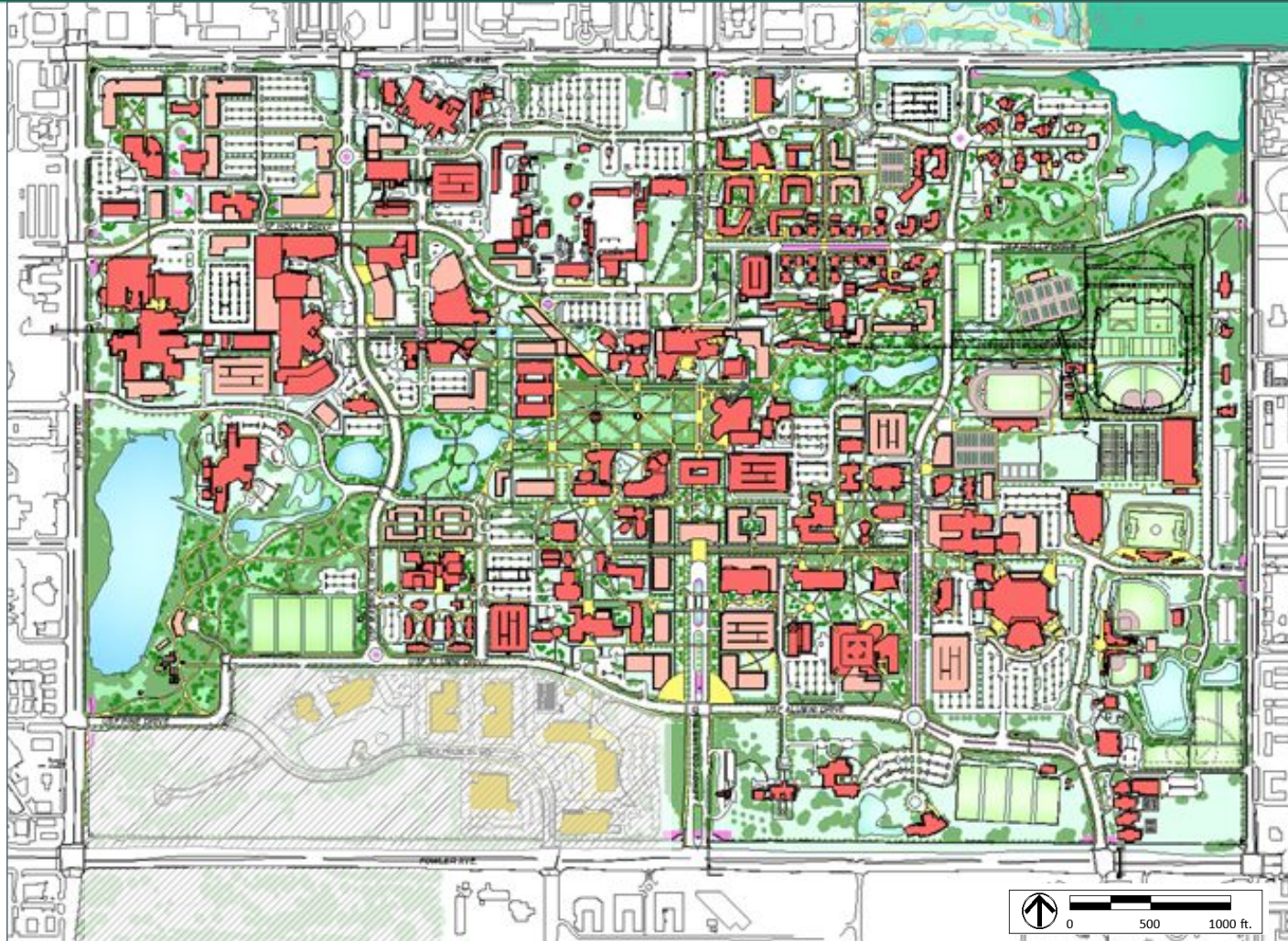# Tampa Campus Master Plan Amendment

BOT ACE Committee: August 20, 2024

UNIVERSITY of **SOUTH FLORIDA**

OVERVIEW

A. **Tampa Campus Master Plan Adopted**

B. **Tampa Campus Master Plan Amendment**

C. **Master Plan Amendment Impacts**
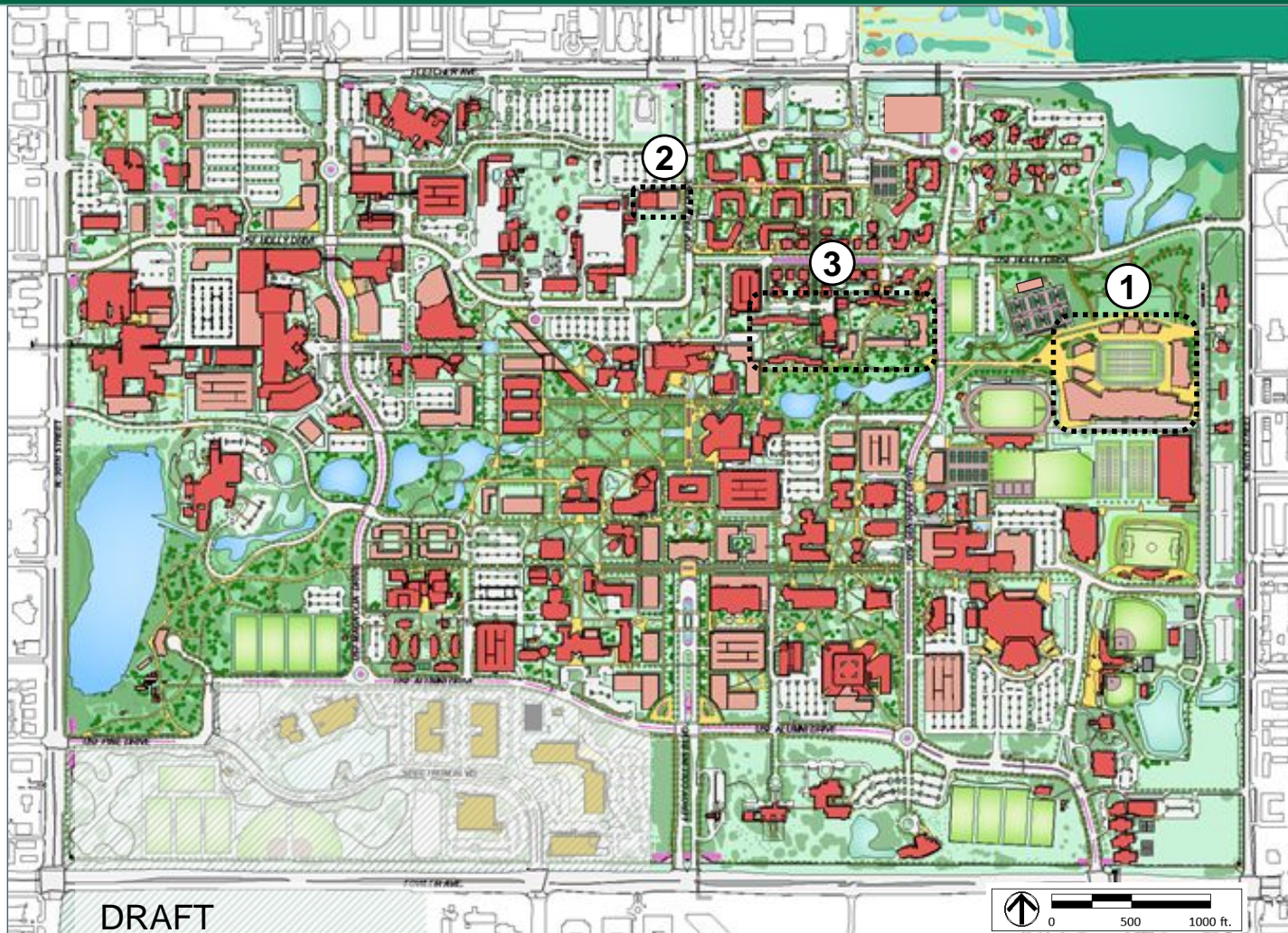

2

UNIVERSITY of
SOUTH FLORIDA

2020-2030 Tampa Campus Master Plan

Adopted: June 13, 2023

Plazas / Sidewalks / Trails
Existing Buildings
Proposed Buildings & Parking Structures
Research Park Buildings
On-Campus Stadium Location
Alternative Parking Garage Locations
Area Not Included in CDA

3

Tampa Campus Master Plan Proposed Amendment

Additions:

(1) On-Campus Stadium

(2) CRU Addition

Update:

(3) Student Housing

- Plazas / Sidewalks / Trails
- Existing Buildings
- Proposed Buildings & Parking Structures
- Research Park Buildings
- On-Campus Stadium Location
- Alternative Parking Garage Locations
- Area Not Included in CDA

DRAFT

0   500   1000 ft.

4

UNIVERSITY of
SOUTH FLORIDA

Master Plan Amendment Impacts

- There are 11 'elements' assessed as part of a Master Plan Amendment

- This amendment impacts 5 of the 11 as follows:

|		
Element 4 **FUTURE LAND USE**	🏢	35,000-seat stadium will expand the campus experience. A connecting promenade will link the stadium to the campus, enhancing its identity.
Element 5 **TRANSPORTATION**	🚌	Off-campus roadway improvements on Fowler Avenue and Fletcher Avenue. Additional on-campus parking is not required.
Element 6 **HOUSING & STUDENT SERVICE**	🏠	Redevelopment of the aging housing facilities to enhance student life and promote student success, resulting in a net gain of 1,100 beds.
Element 7 **INFRASTRUCTURE**	⚡	Increase stormwater capacity, install a new water main loop, add a lift station for the sanitary sewer, use a dedicated chiller plant for air conditioning, and upgrade electrical power requirements.
Element 9 **RECREATION & OPEN SPACE**	🏃	On-campus stadium will enhance the campus experience and aligns with the Athletic District. Recreational facilities and Fitness Trail will be relocated.

5

THANK YOU
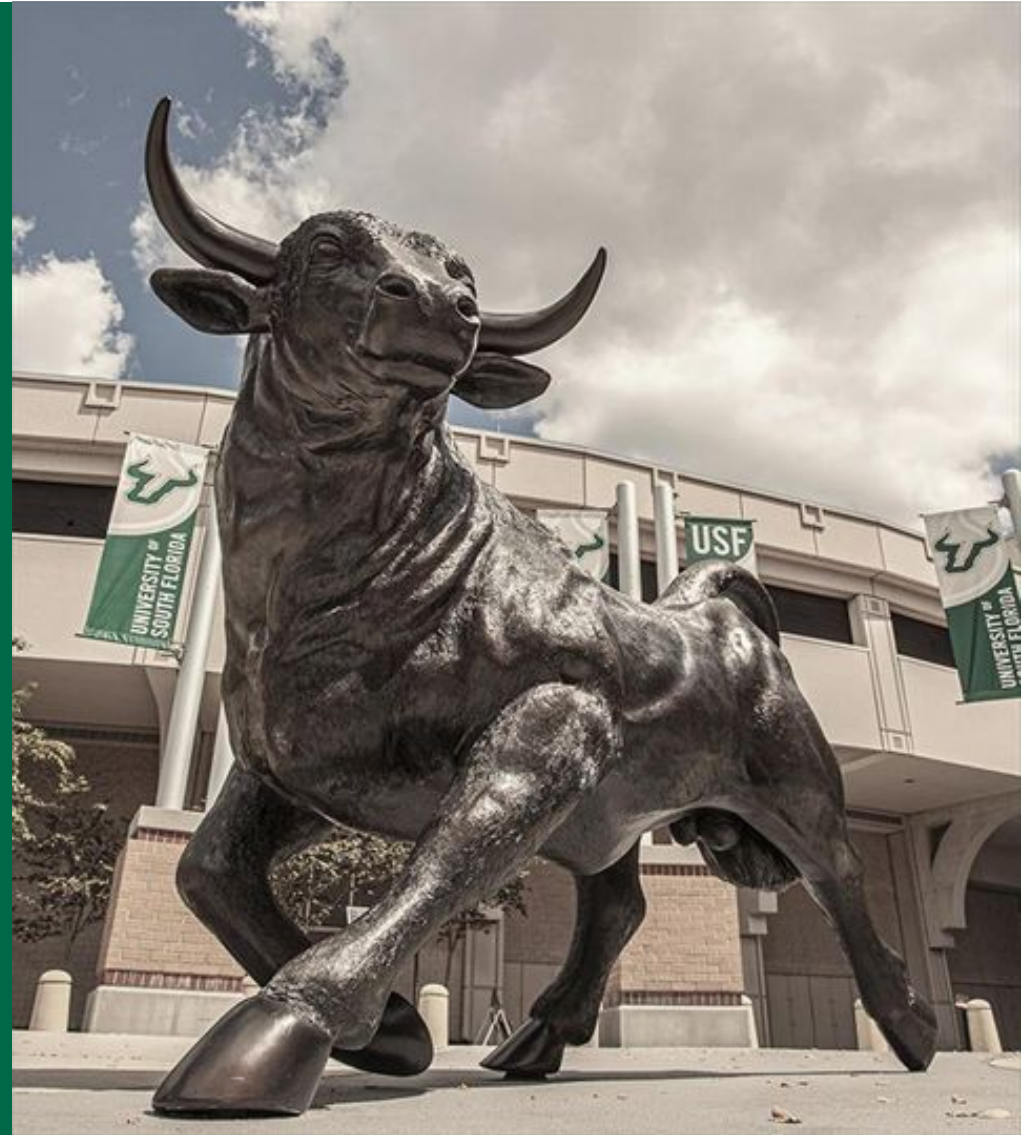
0000355117-01

Tampa Bay Times
Published Daily

STATE OF FLORIDA

COUNTY OF Pinellas, Hillsborough, Pasco,

Hernando Citrus

$\}$ ss

Before the undersigned authority personally appeared **Deirdre Bonett** who on

oath says that he/she is **Legal Advertising Representative** of the **Tampa Bay**

Times a daily newspaper printed in St. Petersburg, in Pinellas County, Florida;

that the attached copy of advertisement, being a Legal Notice in the matter **RE:**

USF Notice Of Intent was published in said newspaper by print in the issues

of: **8/11/24** or by publication on the newspaper's website, if authorized, on

Affiant further says the said **Tampa Bay Times** is a newspaper published in

Pinellas, Hillsborough, Pasco, Hernando Citrus County, Florida and that the

said newspaper has heretofore been continuously published in said **Pinellas,**

Hillsborough, Pasco, Hernando Citrus County, Florida each day and has been

entered as a second class mail matter at the post office in said **Pinellas,**

Hillsborough, Pasco, Hernando Citrus County, Florida for a period of one

year next preceding the first publication of the attached copy of advertisement,

and affiant further says that he/she neither paid not promised any person, firm

or corporation any discount, rebate, commission or refund for the purpose of

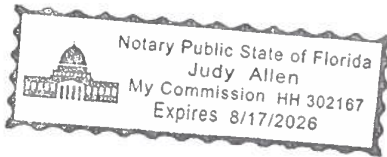securing this advertisement for publication in the said newspaper.

Signature Affiant

Sworn to and subscribed before me this .**08/11/2024**

Signature of Notary Public

Personally known _____ X _____ or produced identification

Type of identification produced _____

Notary Public State of Florida
Judy Allen
My Commission HH 302167
Expires 8/17/2026

NOTICE OF FIRST PUBLIC HEARING ON THE INTENT TO ADOPT AN AMENDMENT TO UNIVERSITY OF SOUTH FLORIDA TAMPA CAMPUS MASTER PLAN AND COMMENCEMENT OF REVIEW PERIOD

The University of South Florida Board of Trustees proposes to adopt an Amendment to the Tampa Campus Master Plan which governs the use of land within the area shown in the map in this advertisement.

The first public hearing on the draft Amendment to the Tampa Campus Master Plan will be held by the Board of Trustees Academics and Campus Environment (ACE) Committee on **August 20, 2024 at 9:00am** virtually at the following web site:

https://www.usf.edu/board-of-trustees/meetings/

Prior to this first public hearing, an informal public information session will be held. Information for this session can be found on the Administrative Services web site:

https://www.usf.edu/administrative-services/notices/index.aspx

A copy of the draft Amendment to the Tampa Campus Master Plan is available for inspection by the public during normal business hours (8:00 a.m. to 5:00 p.m.) at Office of Administrative Services, University of South Florida, Building OPM 100. The draft Amendment to the Tampa Campus Master Plan can also be viewed on the following web site:

https://usf.box.com/s/ok5yzkila3am0xbhakmjsyvvs2v8q16s

Within five working days following this first public hearing, the draft Amendment to the Tampa Campus Master Plan shall be transmitted to those external review agencies identified in 1013.30(6), F.S. These agencies shall have 90 days after receipt of the draft Amendment to the Tampa Campus Master Plan in which to conduct their review and provide comments to the University of South Florida.
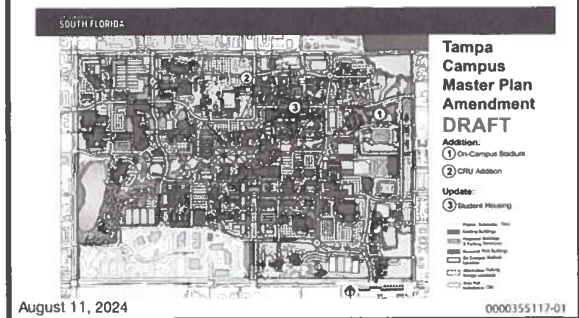
Interested parties are invited to appear at this first public hearing and be heard regarding the draft Amendment to the Tampa Campus Master Plan. Interested persons who desire to appear must submit their request in writing at least three (3) days in advance, no later than August 15, 2024. Further information on request to appear may be obtained on the Board of Trustees Meeting Schedule web site:

https://www.usf.edu/board-of-trustees/documents/bot-public-comment-procedures.pdf

Interested parties who cannot attend this first public hearing are invited to submit written comments to email address mcanne@usf.edu or physical address:

Michelle Canne
Office of Administrative Services
University of South Florida
4202 E. Fowler Avenue, OPM 100
Tampa, FL 33620

Individuals requiring a reasonable accommodation in order to attend and participate in the public hearing must contact Michelle Canne at (813) 974-8905 no later than August 13, 2024 (5 working days prior to the public hearing).

Tampa Campus Master Plan Amendment DRAFT

August 11, 2024   0000355117-01