

**Florida Board of Governors**

**Request to Offer a New Degree Program**

University of Florida  
University Submitting Proposal

July 1, 2014  
Proposed Implementation Date

Agricultural and Life Sciences  
Name of College or School

Food Science and Human Nutrition  
Name of Department(s)

Nutritional Sciences  
Academic Specialty or Field

B.S. in Nutritional Sciences, CIP 30.1901  
Complete Name of Degree  
(Include Proposed CIP Code)

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

Date Approved by the University Board of Trustees	President	Date
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs
		Date

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

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	461	345.75	\$418,168	\$0	\$1209
Year 2	461	345.75			
Year 3	461	345.75			
Year 4	461	345.75			
Year 5	461	345.75	\$430,713	\$0	\$1246

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.*

## **Introduction**

### ***I. Program Description and Relationship to System-Level Goals***

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

The purpose of this application is to elevate a successful specialization (Nutritional Sciences) of our existing Food Science and Human Nutrition (FSHN) degree program to a stand-alone major. There are typically around 500 majors enrolled in the Nutritional Sciences program, the great majority of whom are pre-professional students planning to attend medical, dental, pharmacy and physician's assistant programs. Elevating the specialization to a major will be consistent with expectations of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for assessing degree programs, enhance the program's visibility and improve the academic advising of students in our college. Once this proposal and that for elevating the other specialization (Dietetics) in FSHN have been approved, the FSHN major will be renamed Food Science and retained with the current Food Science curriculum.

The proposed program provides a rigorous science-based curriculum in the nutritional sciences that prepares students for professional school and graduate school in nutrition. It requires all of the prerequisite sciences needed to attend medical, dental, pharmacy, physical therapy and physician's assistant programs while educating students about nutritional requirements of humans across the life cycle and the role that nutrition plays in promoting health and preventing and treating of disease. Other career opportunities for graduates include extension nutrition education, nutrition policy development, employment in government agencies and pharmaceutical sales.

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

The degree program in Nutritional Sciences supports all four SUS Strategic Planning Goals. The program provides access to a Bachelor's degree program not offered at any other

campus in the SUS. It addresses statewide professional and workforce needs in the natural sciences and medical sciences. Some graduates will continue their education and contribute to the research capacity in this field. Finally, students who become health care practitioners address health issues in local communities.

Nutritional Science is a science-based program that prepares graduates with the prerequisites for a variety of careers in the biological sciences. The specialization requires five chemistry courses, three biology courses, two physics courses, physiology, genetics and a course on metabolism and is, thus, one of the STEM disciplines of the university. This program aligns with the University of Florida's mission to explore the physical and biological universes and nurture generations of young people from diverse backgrounds to address the needs of the world's societies and the emphasis by the state of Florida to increase the number of graduates of the state university system in the STEM disciplines.

## **Institutional and State Level Accountability**

### ***II. Need and Demand***

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

Based on data for the Nutritional Sciences specialization of the existing degree program, the majority of Nutritional Sciences graduates will attend professional schools in medicine, dentistry, pharmacy, physician's assistant and physical therapy. According to the Bureau of Labor Statistics, employment in the health professions is expected to increase by about 21-30% between 2010 and 2020, faster than the national average for all occupations. Data from the Florida Department of Economic Opportunity Labor Market Statistics Center Occupation Projection Data for 2012-2020 indicates that demand in these professions is robust: Projected annual increases for Physician's Assistants is 2.75%, for Physical Therapists is 2.59%, for Internists is 2.45%, for Family Practice Physicians 2.19%, for Pharmacists is 1.92% and for Dentists is 1.88%. In addition, among the industries with the strongest projected growth in Florida over this period are ambulatory health care (2.9% annual growth) and nursing and residential care facilities (2.3% annual growth), settings in which these professionals are employed.

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

Over the past decade, enrollment in the current Nutritional Sciences specialization has remained strong with approximately 500 students choosing the specialization as a means to complete the prerequisite sciences needed to enter professional school. We expect to maintain that level of enrollment in the degree program. Each semester more students apply to transfer to the program from Florida community colleges than are accepted and an average of 5-10 students/week transfer into the program from other majors at UF as the program provides a human focus to the biological sciences and thus, is very relevant to any of the health-related professions that students are pursuing.

- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

Only Florida State University also offers a program of study in nutrition separate from Dietetics. The Food and Nutrition Science major at FSU is a blend of food science and nutritional science rather than focusing solely on nutrition. While the FSU and UF majors require similar numbers of credits of nutrition courses, the FSU major only has 6 credits at the upper-division and none at the 4000 level. The Nutritional Sciences program at UF requires 10 credits of upper-division nutrition courses, 8 of which are at the 4000 level. In addition the UF program requires a broader array of upper-division supporting science courses. A discussion of UF plans to move Nutritional Sciences to major status was held with Dr. Bahram Arjmandi, the Chair of the Department of Nutrition, Food and Exercise Sciences at FSU, and he stated he supported this proposal.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalent (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Enrollment projections in Table 1A are based on enrollment trends in the program over the last five years. Typically, about 10% of Nutritional Sciences students enter the program as transfer students from a Florida public community college, 3-4% enter from a four-year institution and the remainder enter UF as freshmen. About two-thirds of the current students who entered UF as freshmen started their academic career in another major before changing to Nutritional Sciences. Many of these students started in Biology, Microbiology, Biochemistry and Engineering.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

Nutritional Sciences has traditionally had a very diverse student population. Current enrollment is 47% white and 53% under-represented minorities. The current students are 70% female and 30% male. The department and college recruit students at a variety of events, including the Outstanding High School Scholars Program.

\_\_\_\_\_  
Equal Opportunity Officer

\_\_\_\_\_  
Date

### **III. Budget**

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

Nutritional Sciences is an existing specialization in the current B.S. program in Food Science and Human Nutrition and so is currently part of departmental Education & General funds. This proposal seeks to split the current major into three separate majors, but all will still be housed in the same department, so there will be no overall change in E&G funds. However, faculty teaching efforts and academic advising and support functions can be delineated by program and this is reflected in Tables 2 and 3. Funds associated specifically with teaching and advising for Nutritional Sciences are reflected in Tables 2 and 3.

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

By separating the existing degree program into three separate degree programs, allocation of faculty effort to each of these programs will be clearer and is reflected in the reallocation of E&G funds. Several faculty have undergraduate teaching responsibilities that contribute to all three majors, while others will support just one of the majors. Because the three specializations have been functioning well currently, no negative impacts are expected. Clarity of roles of faculty and academic support staff will be enhanced with the separation into distinct majors.

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

No specific impacts are anticipated since the program has been active for many years.

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

FSHN awards roughly \$6,500 each year to support scholarships for undergraduates, and additional scholarship funds are periodically available through the college or university. Although outside funding is not available specifically for this undergraduate program, other funds received by FSHN, primarily to support its research program, provide significant leverage opportunities for the undergraduate program. FSHN faculty typically are awarded \$2.0 to \$2.5 million annually, primarily in support of their research programs; these funds significantly bolster the undergraduate teaching effort by providing “hands on” research experiences to complement their in-class education.

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

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

The program has been successfully producing graduates for decades and will continue to do so. The majority of graduates move on to a variety of health-related careers. About one-third of graduates immediately matriculate in medical, dental, pharmacy and PA school with smaller numbers going to optical, podiatry, nursing and physical therapy programs. Some graduates go to graduate school in Nutritional Sciences, Public Health, Health Administration or other health-related graduate programs. Approximately one-third of students take jobs while they prepare to take the entrance exams for professional schools and apply after graduation. A few students enter the military and the balance seeks jobs. Graduates serve the people of the state of Florida by improving the health of the population.

#### ***V. Access and Articulation – Bachelor’s Degrees Only***

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

The program does not exceed 120 credits hours for the degree.

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

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

The program prerequisites are currently listed in the Common Prerequisite Manual as a track for Food Science and Human Nutrition (CIP 01.1001, track 3). The program prerequisites are listed below (using UF course numbers); equivalent courses from SUS and Florida College System institutions are accepted.

BSC 2010/2010L	Integrated Principles of Biology 1 with lab	4 credits
BSC 2011/2011L	Integrated Principles of Biology 2 with lab	4 credits
CHM 2045/2045L	General Chemistry 1 with lab	4 credits
CHM 2046/2046L	General Chemistry 2 with lab (or alternative physical science course)	4 credits
MAC 2311	Analytic Geometry and Calculus 1	4 credits
STA 2023	Introduction to Statistics 1	3 credits
ECO 2023	Principles of Microeconomics	3 credits

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

The university does not intend to seek Limited Access status.



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

The program is not an AS-to-BS capstone.

## Institutional Readiness

### *VI. Related Institutional Mission and Strength*

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

Part of the Mission of the University of Florida is to serve "...the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce." The Nutritional Sciences program contributes to this mission in ways that directly impact two of the goals in the UF Strategic Work Plan: Goal 12: Increase cultural, ethnic, racial, gender and socioeconomic diversity of the student body to achieve the broad student diversity needed to achieve the university's educational mission and Goal 44: Assist the state in addressing critical shortages of health care professionals. As 53% of Nutritional Sciences students are from underrepresented minority groups, the program makes a major contribution to diversifying the student body at UF. Because the majority of graduates pursue careers in the health professions, the program also contributes to addressing the shortage of health care professionals in the state.

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

The university has extensive strength in the life sciences with the presence of Colleges of Medicine, Dentistry, Pharmacy, Veterinary Medicine and Public Health and Health Professions and majors in the biological sciences. Students in Nutritional Sciences are able to take advantage of the health care institutions affiliated with the University of Florida and regularly participate in volunteer opportunities at UF Health Shands Hospital, the VA Medical Center and the College of Dentistry that enhance their knowledge and skills. Students are also able to participate in research studies that faculty in the Food Science and Human Nutrition and other departments conduct, enhancing their understanding of the research process and contributing to the scholarship mission of the university.

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

Development of this proposal began after an initial discussion between the Provost's Office and College of Agricultural and Life Sciences Dean's Office regarding academic assessment plans for the major. When these plans were reviewed at the university level, it was noted that the three existing specializations within the Food Science and Human Nutrition degree were very distinct, with little overlap of student learning outcomes and curricular requirements. The Provost's Office recommended that the specializations be separated into distinct degree programs.

Following this, and after discussion between the Dean's Office and departmental leadership, the faculty of the Food Science and Human Nutrition Department voted to develop proposals that would separate the three specializations into three degree programs.

<b>Date</b>	<b>Participants</b>	<b>Activity</b>
Aug 8, 2012	Bernard Mair, Associate Provost Elaine Turner, Associate Dean, CALS	Discussion of FSHN undergraduate programs; options for separating specializations
Sep 6, 2012	Elaine Turner, Associate Dean, CALS Susan Percival, Interim Chair, FSHN Anne Kendall, Undergraduate Coordinator, FSHN	Discussion of Provost's Office findings and recommendation
Sep 26, 2012	FSHN Undergraduate Committee	Voted to recommend to the faculty to move forward with proposals to separate the specializations
Nov 28, 2012	FSHN Faculty	Decision to move forward with proposals to separate the specializations
Dec 2012 –	Anne Kendall, Undergraduate Coordinator, FSHN	Proposal development
Jan 22, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Discussion of proposal development
Feb 16, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Submission of pre-proposal to Angel Kwolek-Folland, Associate Provost
Feb 27, 2013	Angel Kwolek-Folland, Associate Provost	Feedback on pre-proposal sent to FSHN/CALS

Mar 25, 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN	Re-submission of pre-proposal to Angel Kwolek-Folland, Associate Provost
Mar 2013	Angel Kwolek-Folland, Associate Provost Joe Glover, Provost	Provost's approval of pre-proposal
Apr 1-5, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Contacted relevant departments at FSU, FIU and UNF for support
Aug 2013	Angel Kwolek-Folland, Associate Provost Joe Glover, Provost	CAVP review
Aug 21, 2013	Angel Kwolek-Folland, Associate Provost	Notification to FSHN/CALS that pre-proposal was accepted and department could proceed with full new degree proposals
Aug – Oct, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Proposal development
Nov 5, 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Consultation with UF Library staff regarding library resources
Nov 15, 2013	CALS Curriculum Committee	Approval of Nutritional Sciences new degree proposal
Nov/Dec 2013	Elaine Turner, Associate Dean, CALS Anne Kendall, Undergraduate Coordinator, FSHN Angel Kwolek-Folland, Associate Provost Bernard Mair, Associate Provost	Provost's Office review of new degree proposal
Dec 2013	Anne Kendall, Undergraduate Coordinator, FSHN	Final proposal submitted for Provost's Office Review
Jan 2014	Elaine Turner, Associate Dean, CALS	Submission of proposal to HR for Equal Opportunity Officer signature
Jan 2014	University Curriculum Committee	Proposal review/approval
Mar 2014	Faculty Senate	Approval
Mar 2014	Academic Affairs	Final approval
Mar 2014	Board of Trustees	Review/Approval
June 2014	Board of Governors	Notice of approval
Summer B 2014		First students enrolled

## ***VII. Program Quality Indicators - Reviews and Accreditation***

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

### **External Review**

The most recent comprehensive external review of FSHN took place from March 22 to March 26, 2009. Primary recommendations related to the Nutritional Sciences program included:

Develop additional methods for evaluating the success of the program and student learning  
Improve the method of communicating who faculty advisors are to students  
Develop a way to recognize faculty who mentor undergraduates in conducting research.

Since the external review the Nutritional Sciences program has developed additional goals and gathered data to assess achievement of those goals. Information on time to degree is gathered as an indicator of the quality of advising and the 2012 data indicate that 96% of graduates who entered as freshman graduated in four years. Among transfer students, 57% graduated in 2 years and 100% had graduated in three years. Data on student satisfaction with advising, the quality of instruction in the major and agreement with a statement regarding development of critical-thinking, problem-solving and scientific inquiry skills are also gathered. In 2012, 80% of graduates agreed that advising was good or very good, 89% were satisfied with the quality of instruction in their major and 97% agreed or strongly agreed that their major developed critical-thinking, problem-solving and scientific inquiry skills. Data regarding student outcomes are gathered as well and in 2012, of 152 graduates, 41% matriculated at a professional school, 15% were in the process of applying to professional school, 6% went to graduate school, 3% were employed and no data were available for 25% of students.

Faculty believes that these data have been helpful in identifying issues that deserve attention in the department. Because the results on advising received the lowest satisfaction scores, the Undergraduate Coordinator will be conducting training with new faculty to ensure that they are knowledgeable about college and university policies and best practices in providing advising to undergraduates.

To address the recommendation regarding student knowledge of their faculty advisor, students receive a welcome back email each semester and are informed at that time how to find information about their faculty advisor. In addition, at every advising appointment with academic advising staff this information is emphasized.

No formal method of recognizing faculty who mentor undergraduates in conducting research has been developed, but faculty who are active in this area have been nominated for the CALS Undergraduate Teaching Award and one has been recognized with the award. In addition,

faculty receives credit for their efforts in their tenure and promotion packets and in conferring of raises.

## ***VIII. Curriculum***

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

The student learning outcomes for the program include integrating knowledge of biochemistry and physiology to understand changes in nutrient requirements for individuals across the lifespan and with various diseases and conditions related to nutrition, acquiring the skill to analyze and interpret data relevant to the nutritional sciences and to communicate effectively both orally and in writing. The Academic Learning Compact is available at:

<https://catalog.ufl.edu/ugrad/current/agriculture/alc/food-science-and-human-nutrition-nutritional-science.aspx>

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

Students who enter as freshmen meet the admission standards of the university. Florida College System and university transfer applicants must meet the admission standards of the university, and complete the prerequisite courses with a GPA of 2.5 or greater. Graduation requires completion of the 120-credit hour curriculum as outlined below along with maintaining an overall and upper-division GPA of 2.0 or greater.

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

<u>Core science and math requirements</u>		56-60 credits
BSC 2010/2010L	Integrated Principles of Biology 1 and Laboratory	4
BSC 2011/2011L	Integrated Principles of Biology 2 and Laboratory	4
CHM 2045/2045L	General Chemistry 1 and Laboratory	4
CHM 2210	Organic Chemistry 1	3
CHM 2211/2211L	Organic Chemistry 2 and Laboratory	5
APK 2105C	Applied Human Physiology with Laboratory	4
PHY 2053/2053L	Physics 1 and Laboratory	5
PHY 2054/2054L	Physics 2 and Laboratory	5
MCB 3020/3020L	Biology of Microorganisms and Laboratory	4
Genetics Course		3-4
Biochemistry course		4
Upper Level Science Class with Laboratory		4-7
MAC 2311	Analytic Geometry and Calculus 1	4
STA 2023	Introduction to Statistics 1	3
<u>College of Agricultural and Life Sciences requirements</u>		9-10 credits
Economics course		3-4
AEE 3033C	Research/Business Writing in Agricultural and Life Sci	3
AEE 3030C	Effective Oral Communication	3
<u>Other General Education requirements</u>		15 credits
Composition		3
Humanities		6
Social and Behavioral Sciences		3
Humanities or Social and Behavioral Sciences		3
<u>Core Nutritional Sciences requirements</u>		16 credits
HUN 2201	Fundamentals of Human Nutrition	3
FOS 3042	Introduction to Food Science	3
HUN 3403	Nutrition Through the Life Cycle	2
HUN 4221	Nutrition and Metabolism	3
HUN 4445	Nutrition and Disease 1	2
HUN 4445	Nutrition and Disease 2	3
<u>Unrestricted electives</u>		19-24 credits
<u>Total hours for degree</u>		120 credits

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

The sequenced course of study is available at <https://catalog.ufl.edu/ugrad/current/agriculture/Majors/food-science-and-human-nutrition.aspx> and is also reproduced as Appendix A.

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

All course descriptions are available at <https://catalog.ufl.edu/ugrad/current/courses/descriptions/food-science-and-human-nutrition.aspx>. Descriptions of all required Nutritional Sciences courses and other required upper-division courses are provided in Appendix B.

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

The professional societies that most closely influence the Nutritional Sciences curriculum and its Student Learning Outcomes are the American Society of Nutrition, the organization to which nutrition researchers and many academics in Nutritional Sciences belong, the Academy of Nutrition and Dietetics, the society of nutrition practitioners whose independent specialized accreditor accredits dietetics education programs and the Society of Nutrition Education and Behavior, the society to which nutrition and extension educators and academics who conduct research on this aspect of nutrition belong. The Accreditation Council for Education in Nutrition and Dietetics has developed knowledge requirements and competencies for dietetics education programs that are the foundation of the curriculum for the FSHN Dietetics program, but that also informed the content of the Nutritional Sciences curriculum. The focus of the discipline-specific courses in the Nutritional Sciences curriculum arose out of the professional expertise of the FSHN nutrition faculty which spans the breadth of the field from molecular nutrition, biochemistry, clinical nutrition to nutrition education in the community.

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

The societies that are concerned with the Nutritional Sciences curriculum include the American Society of Nutrition, the Academy of Nutrition and Dietetics and the Society of Nutrition Education and Behavior. The members and focus of interest of these societies was described

above in F. Only the Academy of Nutrition and Dietetics has an accrediting organization, the Accreditation Council for Education in Nutrition and Dietetics to accredit programs that provide the undergraduate curriculum that is the first step to eligibility for the Registered Dietitian curriculum. The Dietetics program of FSHN is accredited by this Council, providing access to the profession for UF students. There is no organization that accredits education programs in Nutritional Sciences.

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

Not applicable.

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

Program delivery will take place on the main University of Florida campus.

## ***IX. Faculty Participation***

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

See Table 4.



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

Projected costs for the program are \$418,168 in year one, increasing to \$430,713 in year 5. All sources of funds are currently allocated Education and General funds. See Table 2.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).**

Faculty Name	Theses	Dissertations	Professional Publications
George Baker	0	0	2 refereed journal articles
Peggy Borum	7	3	64 refereed journal articles
Anne Kendall Casella	0	0	11 refereed journal articles
James Collins	1	4	67 refereed journal articles
Wendy Dahl	5	1	29 refereed journal articles
Bobbi Langkamp-Henken	10	2	31 refereed journal articles
Gail Kauwell	14	1	31 refereed journal articles
Mitchell Knutson	3	5	45 refereed journal articles
Anne Mathews	2	2	8 refereed journal articles
Karla Shelnutt	3	0	15 refereed journal articles

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

The Food Science and Human Nutrition Department has been productive in teaching, research and service. On average, the department generates over 21,000 student credit hours per year, grants 200 B.S., 8 M.S., and 4 Ph.D. per year, and attracts \$2.0 to \$2.5 million per year in external research funding.

## **X. *Non-Faculty Resources***

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

Library resources in nutritional sciences are sufficient for undergraduate programs. These resources are located primarily in the Marston Science Library with additional resources in the College of Medicine Library. Library of Congress call numbers with relevant resources include Nutrition and Biochemistry: QP 141, & QP771-800, Dietetics/Nutrition: RM and Nutrition Education/Health Promotion and Disease Prevention: S & TX341-946. Library holdings on these topics include 17,107 print titles and 3,774 electronic titles. Primary journal titles include: *American Journal of Clinical Nutrition*, *American Journal of Epidemiology*, *Journal of the Academy of Nutrition and Dietetics*, *Journal of the American Medical Association*, *Journal of Nutrition*, *Journal of Nutrition Education and Behavior*, *New England Journal of Medicine*. Databases include: BioOne (bioscience research journals online), BIOSIS (index to bioscience journals), Cambridge Scientific Abstracts (index to bioscience journals), JSTOR (historical bioscience journals online), Knovel (bioscience reference books online), Web of Knowledge (index to bioscience journals).

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

None.

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

FSHN is administratively managed from its main campus building on Newell Drive. Eight of the ten faculty who teach in Nutritional Sciences have office and laboratory space in this building. The other two faculty have office space in McCarty D. Classroom space is scheduled by the university registrar. All classrooms used by the program have computers, LCD projectors and other technology necessary for teaching.

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

None.

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

None.

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

None.

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

None.

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

Most years, two graduate teaching assistants support teaching in the Nutritional Sciences program.

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

Internships and practicums are not required by the program. Students are encouraged to seek out work and volunteer experiences appropriate to their career goals. A number of students participate in research with faculty in the department and complete an honor's thesis.

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

None.

## Appendix A: Food Science and Human Nutrition, Nutritional Sciences Specialization 2013-2014 Undergraduate Catalog

### Nutritional Sciences

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Nutrition is an integrative science that encompasses all aspects of the consumption and utilization of food and its constituents and how these affect health and disease of individuals and populations. Nutrition science draws heavily on related science areas such as biochemistry and physiology.

The nutritional sciences curriculum develops a strong, broad background in the biological sciences, and provides an excellent foundation for graduate study/research in nutrition, health and many other life sciences. Its requirements also closely match the prerequisites for most professional schools. As a result, graduates from this curriculum have entered medical, dental, pharmacy, osteopathic, podiatry, optometry, chiropractic, physician assistant, veterinary and other professional programs. Other career opportunities include pharmaceutical sales, extension nutrition education, nutrition policy development and employment with government agencies.

The nutritional sciences curriculum is designed for preprofessional students who plan to enter medical, dental, pharmacy, optometry or other health-related professional schools or graduate school. Nutritional sciences is one of the majors available to students accepted into the Junior Honors Medical Program or the Honors Combined BS/DMD Program.

### Critical Tracking

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**To graduate with this major, students must complete all university, college and major requirements.**

Equivalent critical-tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students.

#### Semester 1

- 2.0 UF GPA required for semesters 1-4
- 2.5 GPA for all critical-tracking coursework for semesters 1-4
- Complete CHM 2045/2045L

#### Semester 2

- Complete CHM 2045/2045L and MAC 2311

#### Semester 3

- Complete CHM 2046/2046L and BSC 2010/2010L

#### Semester 4

- Complete BSC 2011/2011L

### Recommended Semester Plan

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To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. Students are required to complete HUM 2305 The Good Life (GE-H) in semester 1 or 2.

Semester 1	Credits
<b>CHM 2045 and 2045L General Chemistry 1 (3) and General Chemistry Laboratory (1) (GE-P)</b>	<b>4</b>
MAC 1147 Precalculus: Algebra and Trigonometry (GE-M)	4
Composition (GE-C, WR)	3
Elective	1
Humanities (GE-H)	3
Total	15
Semester 2	Credits
AEB 2014 Economic Issues, Food and You (3) or AEB 3103 Principles of Food and Resource Economics (4) or ECO 2013 Principles of Macroeconomics (4) or ECO 2023 Principles of Microeconomics (4) (GE-S)	3-4
<b>CHM 2046 and 2046L General Chemistry 2 (3) and General Chemistry 2 Laboratory (1) (GE-P)</b>	<b>4</b>
HUM 2305 What is the Good Life (GE-H)	3
<b>MAC 2311 Analytic Geometry and Calculus 1 (GE-M)</b>	<b>4</b>
Total	14-15
Semester 3	Credits
<b>BSC 2010 and 2010L Integrated Principles of Biology 1 (3) and Biology 1 Laboratory (1) (GE-B)</b>	<b>4</b>
CHM 2210 Organic Chemistry 1 *	3
STA 2023 Introduction to Statistics 1 (GE-M)	3
Humanities (GE-H) or Social and Behavioral Sciences (GE-S)	3
Social and Behavioral Sciences (GE-S)	3

	Total	16
<b>Semester 4</b>		<b>Credits</b>
<b>BSC 2011 and 2011L Integrated Principles of Biology 2 (3) Biology 2 Laboratory (1) (GE-B)</b>		<b>4</b>
CHM 2211 and 2211L Organic Chemistry 2 (3) and Organic Chemistry 2 Laboratory (2)		5
HUN 2201 Fundamentals of Human Nutrition		3
Elective		3
	Total	15
<b>Semester 5</b>		<b>Credits</b>
AEC 3030C Effective Oral Communication		3
BCH 3025 Fundamentals of Biochemistry or BCH 4024 Introduction to Biochemistry and Molecular Biology		4
FOS 3042 Introductory Food Science		3
PHY 2053 and 2053L Physics 1 (4) and Physics 1 Laboratory (1)		5
	Total	15
<b>Semester 6</b>		<b>Credits</b>
HUN 3403 Nutrition Through the Life Cycle		2
PCB 3063 Genetics (4) or AGR 3303 Genetics (3) or MCB 4304 Genetics of Microorganisms (3) or PCB 4522 Molecular Genetics (3)		3-4
PHY 2054 and 2054L Physics 2 (4) and Physics 2 Laboratory (1)		5
Electives		5
	Total	15-16

Semester 7		Credits
HUN 4445 Nutrition and Disease, Part 1		2
PCB 4723C Physiology and Molecular Biology of Animals (5) or APK 2105C Human Physiology (4)		4-5
Approved science course **		3-4
Approved science laboratory **		1-2
Elective		4
Total		14-17
Semester 8		Credits
AEC 3033C Research and Business Writing in Agricultural and Life Sciences (WR)		3
HUN 4221 Nutrition and Metabolism		3
HUN 4446 Nutrition and Disease, Part 2		3
MCB 3020 and 3020L Basic Biology of Microorganisms (3) and Basic Biology of Microorganisms Laboratory (1)		4
Elective		3
Total		16

\* Achieve a minimum grade of C within two attempts, including withdrawals, in CHM 2210.

\*\* See department adviser for list of approved science courses and labs.

Note: Take electives to complete the 120 hours necessary for graduation.



## Appendix B. Course Descriptions for Required Courses, semesters 5-8.

### **AEC 3030C Effective Oral Communication**

*Credits: 3.*

Strategies and techniques for effective presentations in the food, agricultural and natural resource professions. Emphasis on oral and visual techniques for formal and informal situations including leadership and group settings.

### **AEC 3033C Research and Business Writing in Agricultural and Life Sciences**

*Credits: 3; Prereq: Junior or senior standing.*

This course establishes the importance of effective communication to success in both the educational and professional environments; emphasizes writing as a primary form of communication; examines the elements of effective written communication in organizational and scholarly areas; and explores the causes of ineffective writing and ways to correct them. (WR)

### **AGR 3303 Genetics**

*Credits: 3; Prereq: basic course in biology, botany or zoology.*

The science and physical basis of inheritance, genes as units of heredity and development, and the qualitative and quantitative aspects of genetic variation. (B)

### **APK 2105C Applied Human Physiology With Laboratory**

*Credits: 4.*

Introduction to body functions at the cellular, tissue, organ and systems level with emphasis on the mechanisms of operation. Designed for students interested in pursuing study in the health professions. (B)

### **BCH 3025 Fundamentals of Biochemistry**

*Credits: 4; Prereq: CHM 2200 and CHM 2200L (or preferably CHM 2210, CHM 2211 and CHM 2211L) with minimum grades of C.*

An introduction to biochemistry with emphasis on intermediary metabolism.

### **BCH 4024 Introduction to Biochemistry and Molecular Biology**

*Credits: 4; Prereq: CHM 2211 or CHM 3217, or instructor permission.*

An introduction to physical biochemistry, intermediary metabolism and molecular biology. Topics include a survey of structure, chemistry and function of proteins and nucleic acids, enzyme kinetics and mechanisms of catalysis; a survey of the pathways of carbohydrate, lipid and nitrogen metabolism and their metabolic control; regulation of gene expression at the level of DNA, RNA and protein synthesis.

### **FOS 3042 Introductory Food Science**

*Credits: 3.*

Commodities selected for human consumption and the methods used by food technologists to prolong shelf life, retard spoilage and ensure quality. Principles upon which the various processing methodologies are based. (B)

### **HUN 3403 Nutrition through the Life Cycle**

*Credits: 2; Prereq: HUN 2201.*

Nutritional needs and concerns throughout stages of the life cycle including pregnancy and lactation, infancy, adolescence, adulthood, and aging; socioeconomic, cultural and psychological influences on food and nutrition behavior.

### **HUN 4221 Nutrition and Metabolism**

*Credits: 3; Prereq: BCH 3025 or BCH 4024; PCB 4723C or APK 2105C; HUN 3403 and HUN 4445.*

Metabolic relationships of nutrients with emphasis upon their functions in biochemical and physiological processes as well as variations in requirements in response to stress. Meets requirements of the American Dietetic Association.

### **HUN 4445 Nutrition and Disease - Part 1**

*Credits: 2; Prereq: HUN 2201 and CHM 2211; Coreq: HUN 4445, APK 2105C or PCB 4723C, BCH 3025 or BCH 4024; DIE majors only.*

Part one of a two-semester sequence that focuses on the biochemical and pathophysiological bases of disease/conditions that require specialized nutrition support/medical nutrition therapy.

### **HUN 4446 Nutrition and Disease - Part 2**

*Credits: 3; Prereq: HUN 4445; BCH 3025 or BCH 4024, PCB 4723C or APK 2105C.*

Part two of the sequence that focuses on the biochemical and pathophysiological bases of disease/conditions that require specialized nutrition support/medical nutrition therapy

### **MCB 3020 Basic Biology of Microorganisms**

*Credits: 3; Prereq: BSC 2010 and BSC 2010L, or equivalent, with minimum grades of C; BSC 2011 and BSC 2011L, or equivalent, or AGR 3303; CHM 2210 or CHM 2200; non-microbiology majors only.*

Introduction to the principles and techniques of microbiology, genetics, taxonomy, biochemistry and ecology and microorganisms. Students will also study virology, immunology and the pathogenicity of microorganisms. (B)

### **MCB 3020L Laboratory for Basic Biology of Microorganisms**

*Credits: 1; Coreq: MCB 3020; non-microbiology majors only.*

Laboratory exercises on the structure, nutrition and growth of prokaryotic and eukaryotic cells. Includes isolation and classification of representative microorganisms.

### **MCB 4304 Genetics of Microorganisms**

*Credits: 3; Prereq: MCB 3020 or MCB 3023, and MCB 3020L or MCB 3023L with minimum grades of C; BCH 4024 should be taken before MCB 4403.*

Molecular biology of bacterial gene expression, including DNA replication, mutation, genetic mapping using plasmids and phages, and recombinant DNA mechanisms.

### **PCB 3063 Genetics**

*Credits: 4; Prereq: BSC 2011 and BSC 2011L, or equivalent, with minimum grades of C and general chemistry.*

The fundamental properties of inheritance in eukaryotic organisms emphasizing examples in man. Basic concepts are developed for the nature, organization, transmission, expression, recombination and function of genetic materials and principles are derived for genetically characterizing populations.

### **PCB 4522 Molecular Genetics**

*Credits: 3; Prereq: MCB 3020 or MCB 3023 with minimum grade of C.*

Molecular biology of prokaryotes and eukaryotes covering the fundamentals of genome organization and gene structure, regulation of transcription, DNA replication and repair, and RNA processing. Also includes discussion of strategies, vectors and applications of genetic engineering in higher plants and animals.

### **PCB 4723C Physiology and Molecular Biology of Animals**

*Credits: 5; Prereq: BSC 2011 and (CHM 2046 or CHM 2047) and (PHY 2048 or PHY 2053 or PHY 2060), all with minimum grades of C; PCB 3063 and PCB 4674 are also recommended.*

Discussion of the processes and mechanisms of maintenance, activity and integration in animals with emphasis on vertebrates. Laboratory experience in quantitative methods and techniques of physiological investigation.

### **PHY 2053 Physics 1**

*Credits: 4; Prereq: high school algebra and trigonometry, or the equivalent.*

First semester of introductory physics de-emphasizing calculus. Structure and properties of matter; kinematics, dynamics and statics; momentum and energy; rotation, elasticity; vibration; fluids; temperature and expansion, heat transfer, thermal behavior of gases; wave motion and sound. (P)

### **PHY 2053L Laboratory for Physics 1**

*Credits: 1; Coreq: PHY 2053 or the equivalent.*

Laboratory experience for PHY 2053 illustrating the practical applications of the structure and properties of matter; kinematics, dynamics and statics; momentum and energy; rotation, elasticity; vibration; fluids; temperature and expansion, heat transfer, thermal behavior of gases; wave motion and sound. (P)

### **PHY 2054 Physics 2**

*Credits: 4; Prereq: PHY 2053 or the equivalent.*

Second semester of introductory physics de-emphasizing calculus. Electric charge, fields and circuits; electromagnetism, applied electricity; geometrical optics, wave optics, applied optics; electrons and photons; atoms and nuclei. (P)


### **PHY 2054L Laboratory for Physics 2**

*Credits: 1; Coreq: PHY 2054 or the equivalent.*

Laboratory experience for PHY 2054 illustrating the practical applications of electric charge, fields and circuits; electromagnetism, applied electricity; geometrical optics, wave optics, applied optics; electrons and photons; atoms and nuclei. (P)

**MEMORANDUM**

**TO:** University Curriculum Committee

**FROM:** R. Elaine Turner, Associate Dean   
College of Agricultural and Life Sciences

**CC:** Wendell Porter, Chair, CALS Curriculum Committee  
James Fant

**DATE:** December 29, 2013

**SUBJECT:** Requests from Food Science and Human Nutrition

On November 15, 2013 the College of Agricultural and Life Sciences Curriculum Committee approved requests by the Food Science and Human Nutrition Department to establish new B.S. programs in Dietetics and Nutritional Sciences. In December, the CALS Curriculum Committee approved an additional request to change the name of the existing B.S. program in Food Science and Human Nutrition to Food Science pending approval of the two new B.S. programs.

The intent of these requests is to elevate the current specializations in Dietetics and Nutritional Sciences that are part of the Food Science and Human Nutrition degree program to stand-alone degree programs. That would leave only the Food Science specialization under the current degree, thus the request to change the name. As currently structured, the three specializations have little overlap in curriculum, student learning outcomes, and assessment mechanisms. If approved, these changes will enhance the clarity of program offerings, visibility to prospective students, and academic advising to current students. No substantial changes in enrollment are anticipated, although it is possible that students will elect one of these majors sooner in their academic careers.

Documents from the department are provided. If all three requests are approved in time, these changes would be effective Summer B, 2014.

## APPENDIX A

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

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	407	305.25	407	305.25	407	305.25	407	305.25	407	305.25
Florida College System transfers to the upper level***	45	33.75	45	33.75	45	33.75	45	33.75	45	33.75
Transfers to the upper level from other Florida colleges and universities***	7	5.25	7	5.25	7	5.25	7	5.25	7	5.25
Transfers from out of state colleges and universities***	2	1.5	2	1.5	2	1.5	2	1.5	2	1.5
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>461</b>	<b>345.75</b>	<b>461</b>	<b>345.75</b>	<b>461</b>	<b>345.75</b>	<b>461</b>	<b>345.75</b>	<b>461</b>	<b>345.75</b>

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

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

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

**APPENDIX A**  
**TABLE 1-B**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

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

## APPENDIX A

### TABLE 2 PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1							Year 5					
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	
Faculty Salaries and Benefits	298925	0	-	0	0	0	298925	307893	0	0	0	0	\$307,893
A & P Salaries and Benefits	89,195	0	-	0	0	0	\$89,195	91871	0	0	0	0	\$91,871
USPS Salaries and Benefits	30,048	0	0	0	0	0	\$30,048	30949	0	0	0	0	\$30,949
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$418,168</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$418,168</b>	<b>\$430,713</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$430,713</b>

\*Identify reallocation sources in Table 3.

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

\*\*\*Identify if non-recurring.

#### Faculty and Staff Summary

	Year 1	Year 5
Total Positions	2.66	2.66
Faculty (person-years)	2.66	2.66
A & P (FTE)	1.4	1.4
USPS (FTE)	0.7	0.7

#### Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$418,168	\$430,713
Annual Student FTE	345.8	345.8
E&G Cost per FTE	\$1,209	\$1,246

## APPENDIX A

**TABLE 3 (DRAFT)  
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS\***

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
60150000	1,667,513	418,168	\$1,249,345
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
<b>Totals</b>	\$1,667,513	\$418,168	\$1,249,345

\* If not reallocating funds, please submit a zeroed Table 3

## APPENDIX A

**TABLE 4 (DRAFT)  
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5	
A	George Baker, PhD Food Science	Asst. Scientist	Non-Ten. Track	Fall 2010	12	1.00	0.35	0.35	12	1.00	0.35	0.35	
A	Peggy Borum, PhD Biochemistry	Professor	Tenured	Fall 2001	12	1.00	0.25	0.25	12	1.00	0.25	0.25	
A	Anne Kendall Casella, PhD Dietetics	Sr. Lecturer	Non-Ten. Track	Fall 2000	12	0.80	0.20	0.16	12	0.80	0.20	0.16	
A	James Collins, PhD Mineral metabolism	Assoc Prof Professor	Tenured	Spring 2009	12	1.00	0.35	0.35	12	1.00	0.35	0.35	
A	Wendy Dahl, PhD Nutrition science	Asst. Prof.	Tenure-Track	Fall 2008	12	1.00	0.35	0.35	12	1.00	0.35	0.35	
A	Gail Kauwell, PhD Epigenetics and nutrition	Professor	Tenured	Fall 1993	12	1.00	0.15	0.15	12	1.00	0.15	0.15	
A	Mitchell Knutson, PhD Iron metabolism	Assoc Prof Professor	Tenured	Spring 2012	12	1.00	0.15	0.15	12	1.00	0.15	0.15	
A	Bobbi Langkamp-Henken, PhD Nutritional immunology	Professor	Tenured	Fall 1994	12	1.00	0.30	0.30	12	1.00	0.30	0.30	
A	Anne Mathews, PhD Nutrition and chronic disease	Asst. Prof.	Tenure-Track	Spring 2009	12	1.00	0.35	0.35	12	1.00	0.35	0.35	
A	Karla Shelnutt, PhD Health promotion	Asst. Prof.	Tenure-Track	Summ 2006	12	1.00	0.25	0.25	12	1.00	0.25	0.25	
<b>Total Person-Years (PY)</b>								<b>2.66</b>				<b>2.66</b>	
Faculty Code								PY Workload by Budget Classification					
		Source of Funding						Year 1				Year 5	
A	Existing faculty on a regular line		Current Education & General Revenue						2.66				2.66
B	New faculty to be hired on a vacant line		Current Education & General Revenue						0.00				0.00
C	New faculty to be hired on a new line		New Education & General Revenue						0.00				0.00
D	Existing faculty hired on contracts/grants		Contracts/Grants						0.00				0.00
E	New faculty to be hired on contracts/grants		Contracts/Grants						0.00				0.00
<b>Overall Totals for</b>							<b>Year 1</b>	<b>2.66</b>				<b>Year 5</b>	<b>2.66</b>