



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES
Academic Affairs Committee

MEETING AGENDA

Thursday, September 12, 2024
3:00 pm – 4:30 pm

Augustus B. Turnbull Conference Center
555 W Pensacola St, Tallahassee, FL 32306
Room 205

The agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

I. Call to Order and Welcome

Trustee Vivian de las Cuevas-Diaz, Chair

II. Approval of Minutes

June 20, 2024, Meeting Minutes

III. Action Items for Consideration of Recommendation to the Board of Trustees

Dr. James Clark, Provost and Executive Vice President for Academic Affairs

- a. **Action Item I: Request for Approval:** Self-supporting and Market Tuition Rate College-Credit Programs Annual Report
- b. **Action Item II: Request for Approval:** Annual Textbook and Instructional Materials Affordability Report (August 2023-July 2024)
- c. **Action Item III: Request for Approval:** 2025-2026 Academic Calendar
- d. **Action Item IV: Request for Approval:** Proposal to Implement Genetic Counseling Master's Degree
- e. **Action Item V: Request for Approval:** Termination of Management Master's Degree
- f. **Action Item VI: Request for Approval:** Regulation Amendment to FSU 5.099, Development, Temporary Suspension, and Termination of Degree and Certificate Programs
- g. **Action Item VII: Request for Approval:** Repeal of FSU Regulation 3.045, College of Law Student Conduct Code
- h. **Action Item VIII: Request for Approval:** Repeal of FSU Regulation 4.0395, College of Law Phased Retirement Program

IV. Informational Items and Updates

Dr. James Clark, Provost, and Executive Vice President for Academic Affairs

V. Open Forum for Trustees

Trustee Vivian de las Cuevas-Diaz, Chair

VI. Adjournment

Trustee Vivian de las Cuevas-Diaz, Chair



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

MEETING MINUTES

June 20, 2024



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES *Academic Affairs Committee*

MEETING MINUTES (DRAFT)

Thursday, June 20, 2024
Via Zoom
12:30 pm

Committee Members Present: Trustee Vivian de las Cuevas-Diaz (Chair), Trustee Kathryn Ballard, Trustee Bridgett Birmingham, Trustee Justin Roth (left meeting at 11:45am)

Committee Members Absent: Trustee Deborah Sargeant

Committee Staff: Provost James Clark

Others in Attendance: Trustee Maximo Alvarez, Trustee Jorge Gonzalez, Board Vice Chair Bob Sasser, Trustee John Thiel, Trustee Drew Weatherford, President McCullough, University Vice Presidents, and other staff.

I. CALL TO ORDER AND WELCOME

Trustee Vivian de las Cuevas-Diaz, Chair

As previous meetings concluded early, Trustee Vivian de las Cuevas-Diaz (Chair) called the meeting to order at 10:53am and confirmed quorum.

II. APPROVAL OF MINUTES

January 31, 2024, Meeting Minutes

Trustee Birmingham moved to approve the committee meeting minutes from the January 31, 2024, meeting; Trustee Roth seconded the motion, and the minutes were approved unanimously by all present at the meeting.

III. INFORMATIONAL ITEMS

A. BOG Anticipated New Academic Degree Programs for 2024-2025

Amy Guerette, Associate Vice President, presented an update on the submission to the BOG regarding the Anticipated New Academic Degree Programs for the 2024-2025 academic year. The twelve (12) new anticipated degrees are: Aerospace Engineering (MS

& PhD), Emergency Management and Homeland Security (BS), Modern Languages, Literatures, and Cultures (BA), Computer Engineering (MS & PhD), Food and Nutrition (PhD), Genetic Counseling (MS), Hospitality (MS & PhD), Entrepreneurship (PhD) and Jazz Studies (MS).

B. Post Tenure Review Report (PTR)

Provost Clark presented the Post Tenure process and review, as required by BOG Regulation 10.003, the 2024 PTR cohort included faculty who were awarded tenure or promoted to Full Professor in 2019 (No. 46). The Regulation also requires inclusion of 20% of faculty members tenured prior to 2019 and allows universities to decide how this group is selected. Eligible tenured faculty members were permitted to volunteer to be in the 2024 PTR cohort, as described in FSU-BOT Regulation 4.073, and a sufficient number of faculty members (No. 88) volunteered to meet the required 20% of faculty tenured prior to 2019. The outcomes of the PTR are below:

Rating	Number
Exceeds Expectations	88
Meets Expectations	46
Does Not Meet Expectations	0
Unsatisfactory	0

IV. ACTION ITEMS

A. Action Item I: Request for Approval: Proposal to Implement Ph.D. in Aerospace Engineering

Jennifer Buchanan, Associate Vice President for Faculty Development and Advancement and College of Engineering Dean, Suvranu De presented this Action Item to the committee for consideration.

Trustee Birmingham moved to approve the request, Trustee Roth seconded the motion, and the approval to implement a Ph.D. in Aerospace Engineering was approved unanimously by all present at the meeting.

B. Action Item II: Request for Approval: Proposal to Implement Masters in Aerospace Engineering

Jennifer Buchanan, Associate Vice President for Faculty Development and Advancement and College of Engineering Dean, Suvranu De presented this Action Item to the committee for consideration.

Trustee Roth moved to approve the request, Trustee Birmingham seconded the motion, and the approval to implement a master's in aerospace engineering was approved unanimously by all present at the meeting.

C. Action Item III: Request for Approval: BOG Regulation 8.014: 120 Credit Hour Exception Revisions

Amy Guerette, Associate Vice President for Faculty Development and Advancement presented this Action Item to the committee for consideration.

Trustee Ballard moved to approve the request, Trustee Birmingham seconded the motion to approve the following revisions to five (5) bachelor's degree programs holding Boards of Governors approval to exceed 120 credit hours. The changes include the following: 1) Reduce Biomedical Engineering from 131 credit hours to 128 credit hours; 2) Reduce Chemical Engineering from 131 credit hours to 128 credit hours; 3) Reduce Secondary Education and Teaching to 120 credit hours and remove from list; 4) Reduce Music Therapy to 120 credit hours and remove from list and 5) Reduce Nursing to 120 credit hours and remove from list. The motion was approved unanimously by all present at the meeting.

D. **Action Item VI: Request for Approval:** FSU Regulation 5.079 Revision

Amy Guerette, Associate Vice President for Faculty Development and Advancement presented this Action Item to the committee for consideration.

Trustee Ballard moved to approve the request, Trustee Birmingham seconded the motion, and the approval to update FSU Regulation 5.079 was approved unanimously by all present at the meeting.

E. **Action Item V: Request for Approval:** BOG Regulation 8.005: Review of General Education Courses

Amy Guerette, Associate Vice President for Faculty Development and Advancement presented this Action Item to the committee for consideration.

Trustee Ballard moved to approve the request, Trustee Birmingham seconded the motion, and the approval of the general education offerings as presented was approved unanimously by all present at the meeting.

F. **Action Item VI: Request for Approval:** Tenure Report

Chair de las Cuevas-Diaz began the discussion on this action item, with a request for committee support to conduct a two-pronged study that would focus on identifying the best practices for tenure review among AAU universities and comparing those practices to our current process. Additionally, the study would identify the methodologies preeminent universities are utilizing to address their social media policies for faculty and staff.

Trustee Ballard made a motion to support the request to conduct the study as presented by Chair de las Cuevas-Diaz; the motion failed to receive a second.

Provost Clark provided comments on the benefits of an empirical review of our tenure process and social media policies and how our current policies compare to AAU institutions.

Janet Kistner, Vice President Faculty Development & Advancement presented the Tenure Report to the committee for review and consideration.

Trustee Birmingham moved to approve the request, Trustee Ballard seconded the motion, and the approval of awarding tenure to 52 faculty members reviewed during the annual Promotion & Tenure process and 11 faculty members reviewed for Tenure Upon Appointment was approved unanimously by all present at the meeting.

G. **Action Item VII: Request for Approval:** 2024-2025 Linking Industry to Nursing Education (LINE) Fund Proposal

College of Nursing Dean Wang presented the collaborative LINE proposal with Tallahassee Memorial HealthCare (TMH) and Mayo Clinic in Florida.

Trustee Birmingham moved to approve the request, Trustee Ballard seconded the motion, and the approval of the 2024-2025 LINE funding proposal for submittal to the BOG in the amount of \$447,537 was approved unanimously by all present at the meeting.

V. **OPEN FORUM FOR BOARD OF TRUSTEES**

Trustee Vivian de las Cuevas-Diaz, Chair

There were no comments from Academic Affairs committee members.

VI. **ADJOURNMENT**

Trustee Vivian de las Cuevas-Diaz, Chair

Trustee Birmingham moved to adjourn the meeting, Trustee Ballard seconded the motion, and the meeting was adjourned at 11:56 am.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM I



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM I

September 12, 2024

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

PROPOSED COMMITTEE ACTION

Request for Approval

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.002

BACKGROUND INFORMATION

Florida Board of Governors regulation 8.002 requires each university to submit an annual report for each self-supporting and market rate tuition program in the format prescribed by the Chancellor. The annual report must be approved by the university's Board of Trustees. Attached is the submission for 2023-24.

As defined in the regulation, a Self-Supporting Program assesses tuition and fees that are "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." FSU does not currently offer any programs designated as self-supporting.

As defined in the regulation, a Market Tuition Rate Program assesses a rate of tuition that is "competitively aligned with comparable programs offered by public or private institutions located both in-state and out-of-state."

FSU is currently authorized to offer nine (9) programs with market rate tuition. Each program is listed in the attached report with the corresponding enrollment, fiscal activity, and related program information. The Annual Report includes a summary of enrollment and financial information. The attached report has been compiled in accordance with BOG guidelines. I recommend you approve the Self-supporting and Market Tuition Rate College-Credit Programs Annual Report for fiscal year 2023-24.

ADDITIONAL COMMITTEE CONSIDERATIONS

Consistent with BOG Regulations, upon review and approval, the report will be submitted to the Chancellor of the State University System.

Supporting Documentation Included:

Submitted by: *James M. Hunt, Ph.D.*

Fiscal Year 2023-2024 Self-Supporting and Market Tuition Rate Report									
Program Name (in inventory)	Project Management	Information	Instructional Systems & Learning Technologies	Criminology	Communication Science and Disorders	Social Work	Business Administration	Management Information Systems	Risk Management & Insurance
CIP Code	09.0199	11.0401	13.0501	43.0104	51.0204	51.1503	52.0101	52.1201	52.1701
Program Level	Certificate	Master's	Master's	Master's	Certificate	Master's	Master's	Master's	Master's
Program Type	Certificate	Master's	Master's	Master's	Certificate	Master's	Master's	Master's	Master's
Local Program Name (if different from inventory name)	Graduate Certificate in Project Management	Master in Library & Information Studies	Master of Science in Instructional Systems	Master in Criminal Justice	School of Communication Science and Disorders' Bridge Certificate Program	Master of Social Work	Master in Business Administration	Master in Management Information Systems	Risk Management & Insurance
Program Length (in credit hours)	12	36	33	36	28	39	39	33	33
Tuition Type	Market Rate	Market Rate	Market Rate	Market Rate	Market Rate	Market Rate	Market Rate	Market Rate	Market Rate
Mode of Delivery	Online	Online	Online	Online	Online	Online	Online	Online	Online
UBOT Tuition Approval Date	11/4/2011	1/7/2011	11/4/2011	11/4/2011	11/4/2011	1/7/2011	1/7/2011	1/7/2011	1/7/2011
BOG Tuition Approval Date	11/10/2011	2/17/2011	11/10/2011	11/10/2011	11/10/2011	2/17/2011	2/17/2011	2/17/2011	2/17/2011
Term	Summer	Fall	Summer	Summer	Summer	Fall	Fall	Fall	Fall
Year	2012	2011	2012	2012	2012	2011	2011	2011	2011
Tuition Rate Per Credit Hour - Resident	\$629.00	\$584.00	\$544.00	\$554.00	\$485.00	\$444.00	\$780.18	\$780.18	\$630.18
Tuition Rate Per Credit Hour - Non-Resident	\$629.00	\$584.00	\$544.00	\$554.00	\$485.00	\$625.00	\$810.24	\$810.24	\$660.24
Program Fees - Resident	-	-	-	-	-	4000	-	-	-
Program Fees - Non-Resident	-	-	-	-	-	4000	-	-	-
Resident Enrollment	0	1	2	6	38	11	277	20	22
Non-Resident Enrollment	0	52	39	43	13	269	116	19	23
Degree/Program Completions	0	17	6	13	80	99	144	17	10
Revenues	-	\$330,544	\$233,104	\$270,906	\$1,285,263	\$2,606,828	\$2,972,813	\$443,447	\$399,150
Expenditures	-	\$391,106	\$109,901	\$349,899	\$1,179,778	\$2,346,966	\$2,169,025	\$487,156	\$287,198
Comparable E&G Program?	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Program Name	Project Management	Information	Instructional Systems & Learning Technologies	Criminology	-	Social Work	Business Administration	Management Information Systems	Risk Management & Insurance
Degree/Program Level	Certificate	Masters	Masters	Masters		Masters	Masters	Masters	Masters
CIP Code (XX.XXXX)	09.0199	11.0401	13.0501	43.0104		51.1503	52.0101	52.1201	52.1701
Additional Comments (if any)	-	-	-	-	-	Program fee: Charges vary up to \$400 per course for a total of ~10 courses	-	-	-



FLORIDA STATE UNIVERSITY
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ACTION ITEM II



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM II

September 12, 2024

SUBJECT: Annual Textbook and Instructional Materials Affordability Report (August 2023-July 2024)

PROPOSED COMMITTEE ACTION

Request for Approval

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Section 1004.085, Florida Statutes, and Board of Governors Regulation 8.003

BACKGROUND INFORMATION

State law requires each university to submit an annual report to the Chancellor of the State University System on textbook and instructional materials affordability. Using a template and instructions provided by the Florida Board of Governors, the Provost's Office compiled and analyzed this information. Per BOG Guidance: Section 1004.085, Florida Statutes, establishes requirements regarding the textbook and instructional materials adoption process at public colleges and institutions in Florida. The law requires each institution's board of trustees in the State University System to submit an annual report by September 30 of each year, beginning in 2016, to the Chancellor of the State University System. In 2019, Chapter 2019-4, Laws of Florida removed subsections (4) and (8) of section 1004.085, Florida Statutes. Each institution's report is required to address four components: (1) The selection process for textbooks and instructional materials for general education courses identified with high enrollments. (2) Specific initiatives of each institution designed to reduce the costs of textbooks and instructional materials. (3) Institution policies implemented for the posting of textbook and instructional materials information for students. (4) The number of courses and course sections that did not meet the textbook and instructional materials posting deadline in the previous academic year.

ADDITIONAL COMMITTEE CONSIDERATIONS

Consistent with state law, upon review and approval, the report will be submitted to the Chancellor of the State University System.

Supporting Documentation Included: *Textbook & Instructional Materials Affordability Report FSU 2024.pdf*

Submitted by: *James M. Hunt, Ph.D.*

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: James M. Hunt, Ph.D., jhunt@fsu.edu

**Textbook and Instructional Materials Affordability Annual Report
Fall 2023 and Spring 2024**

University Submitting Report:

Florida State University

Date Approved by the University Board of Trustees:

September 13, 2024

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		<i>Total Number of Course Sections (n =)</i>	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
ENC2135	RESEARCH, GENRE, AND CONTEXT	197	Combination of the Above	
CHM1045	GEN CHEMISTRY I	65	Department Committee	
MAC1105	COLLEGE ALGEBRA	66	Department Committee	
MAC2233	CALCULUS FOR BUSINES	42	Department Committee	
CHM1046	GEN CHEMISTRY II	41	Department Committee	
STA2122	INTRO APPL STATISTIC	51	Combination of the Above	
STA2023	FUND BUS STATISTICS	47	Combination of the Above	
MAC1140	PRECALCULUS ALGEBRA	56	Department Committee	
PHI2010	INTRO TO PHILOSOPHY	31	Individual Faculty	
MAC1114	ANALYTIC TRIGONOMETRY	31	Department Committee	
CHM1045L	GEN CHEM I LAB	55	Department Committee	
ECO2013	PRIN OF MACROECON	16	Combination of the Above	
AMH2020	HISTORY OF U.S.	19	Individual Faculty	
ECO2023	PRIN OF MICROECON	13	Combination of the Above	
POS1041	AMER GOV: NATIONAL	7	Individual Faculty	
BSC2010	BIOLOGICAL SCIENCE I	34	Department Committee	
ARH2000	ART ARCH ARTITC VISN	18	Department Committee	
EVR1001	INTRO ENV SCIENCE	7	Department Committee	
MAC2311	CALC W/ANLYT GEOM I	53	Department Committee	
BSC2011	BIOLOGICAL SCIENCE II	8	Department Committee	
BSC1005L	GENERAL BIOLOGY LAB	45	Department Committee	
CHM1046L	GEN CHEMISTRY II LAB	37	Department Committee	
PSB2000	INTRO BRAIN & BEHAVR	15	Individual Faculty	
BSC2010L	BIOLOGICAL SCI I LAB	58	Department Committee	
PSY2012	GEN PSYCHOLOGY	21	Department Committee	
BSC1005	GEN BIO NON-MAJORS	12	Department Committee	
THE2000	INTROD TO THEATRE	4	Department Committee	

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)	12549
Total Number of Course Sections Offered with No Cost Materials	8611
Percent of Course Sections with No Cost Materials (Auto-Calculated)	69%

Spring 2024

Total Number of Course Sections Offered (Including Exceptions)	12325
Total Number of Course Sections Offered with No Cost Materials	8736
Percent of Course Sections with No Cost Materials (Auto-Calculated)	71%

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)	12549
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	791
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	6%

Spring 2024	
Total Number of Course Sections Offered (Including Exceptions)	12325
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	718
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	6%

Textbook & Instructional Materials Affordability Initiatives

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

University Libraries implemented an eTextbooks Program in which library-licensed materials serve as course adopted textbooks. Instructors and students can search by course code, instructor, or book title to determine if required course materials identified by instructors are available online at no cost through the Libraries. Since its implementation, the Libraries have identified 2192 available eTextbooks in 2021, 2839 available eTextbooks in 2022, 3866 available eTextbook titles in 2023, and 1489 available titles in 2024 (spring & summer semesters only). The increase in titles represents the Libraries' strong commitment to our eTextbook program and success in our outreach to instructors in advocating for adoption of library-licensed course materials. In calculating the total potential savings for FSU students (assuming all courses adopted available eTextbook titles for all students), the impact now has exceeded five million dollars. This program is promoted directly to instructors with available eBooks each semester.

Further, the University Libraries have a course reserve program in which materials available through the course reserve program are searchable by course, instructor, and title through the library catalog. Each academic department is assigned a subject librarian who communicates with faculty about library services, including course reserves. The library website contains information about the Course Reserve program for faculty and students, while students also hear from the instructor about Course Reserves. For the 2023-2024 academic year, the Course Reserve Program at the Libraries included physical reserves and eReserves for 200 courses, 96 of which are permanently on Reserve.

In April 2024, FSU Libraries was honored with the Course Accessibility Hero Award from PIRG FSU, a student-led, non-profit, non-partisan organization focused on giving students the tools they need to make their voices heard. FSU Libraries and PIRG have worked together on developing innovative initiatives to collaboratively achieve our goal for course material access for our student community. PIRG has been our imperative student partners in our work with eTextbooks and advocating for textbook affordability across campus. This includes outreach, tabling for our suite of accessible course materials (OER, eTextbooks, and Course Reserves), and beyond. The FSU Libraries has also partnered with PIRG and SGA to organize the Textbook Donation Drive at the end of every semester, which helps build our permanent Course Reserve collection, and donates the other materials to the Center for Academic Retention and Enhancement (first generation and/or economically challenged students) and the Academic Center for Excellence (undergraduate student tutoring and learning center).

Textbook & Instructional Materials Affordability Initiatives

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

The University implemented the Follett Access Opt-In Program in Fall 2018 and administered the program through Fall 2020. The program allowed students to "opt in" to purchase materials at a reduced cost from the University Bookstore (Follett). These materials are digitally delivered to students providing advantages in both material accessibility and affordability for participating students. According to the University Bookstore, sixty-five courses participated in the opt-in program with a participation rate of 67% and a savings of \$528,954. Since the program's inception, the University Bookstore estimates that students saved nearly \$1.4 million as a result of the Follett Access Opt-In Program.

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

In Spring 2021, the university implemented the opt-out provision for the purchase of student materials for select courses (referred to as the "Follett Access Program"). The program is a partnership between Student Business Services and the University Bookstore to enhance student success by delivering required course materials to students on or before the first day of classes at the lowest cost available. To identify participating courses, the University Bookstore collaborates with instructors. Students enrolled in a participating course are automatically enrolled in the Follett Access Program when registering for the course. Both Student Business Services and the University Bookstore provide information to students about accessing course materials through the Follett Access Program as well as instructors to opt-out of the program and relevant deadlines. Additionally, incoming students and their family members are presented with information on how the Follett Access Program works during new student orientation, which is required prior to matriculation. Course materials obtained through the Follett Access Program are charged automatically to student accounts through FSU invoices. If a student drops a course participating in the program, the charges are automatically removed from the invoice. According to the FSU Bookstore, in Fall 2023, 288 participated in the opt-out program with a total participation rate of 89%. When compared to the national digital price, there were student savings of \$1,485,554. In Spring 2024, 230 courses participated with a 95% total participation rate. When compared to the national digital price, there were student savings of \$1,543,112. In Summer 2024, 69 courses participated with a total participation rate of 95%. When compared to the national digital price, there were student savings of \$659,956. Since the Implementation of the Follett Access program in Fall 2018, total savings to date compared to the national digital is over \$10.5 million.

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.

The Office of the Provost requests that textbook and instructional material information be made available to students through the university's Student Information System by the first date of course registration (e.g., mid-March for Summer and Fall semesters and October for Spring semester), well ahead of the requirement of 45 days prior to the start of the semester. The Provost's Office establishes the deadlines for instructors of record or their designees to assign required and recommended textbooks and instructional material and input identifying information into the Student Information System. Textbook compliance information is posted on the Provost's website and also sent to colleges. Compliance is monitored by the Provost's Office and academic personnel provide regular reports to the Provost to ensure compliance. The Provost's Office also sends follow up emails and status updates regularly to the colleges. Students access the Student Information System through an online web portal using its course look-up feature to make decisions about courses, considering textbook costs, months in advance of the start of the term, and are encouraged to do so by academic personnel and advisors.

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's policies have been effective in meeting the reporting requirements. In the university's three most recent published operational audits in which textbook and instructional material compliance was included (conducted by the state auditor general), Florida State University had no findings related to compliance with s. 1004.085, Florida Statutes, concerning textbook affordability.

Published List of Required and Recommended Textbooks and Instructional

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 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://registrar.fsu.edu/scheduling/textbooks

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."

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

Published Date	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

Please Provide Links Below	
Communication	https://registrar.fsu.edu/scheduling/textbooks
Humanities	https://registrar.fsu.edu/scheduling/textbooks
Mathematics	https://registrar.fsu.edu/scheduling/textbooks
Natural Sciences	https://registrar.fsu.edu/scheduling/textbooks
Social Sciences	https://registrar.fsu.edu/scheduling/textbooks

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
11786	763	12549	6%	Course sections added after 45-day posting deadline in order to meet student demand.

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
11623	702	12325	6%	Course sections added after 45-day posting deadline in order to meet student demand.

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)
11,786	11,495	98%	112	291	2%

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)
11,623	11,192	96%	213	431	4%

****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.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM III



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM III

September 12, 2024

SUBJECT: Approval of 2025-2026 Academic Calendar

PROPOSED COMMITTEE ACTION

Request to approve the 2025-2026 Academic Calendar

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulation 8.001 requires each university to adopt an academic calendar. Each calendar must include the appropriate number of days of classroom instruction, the common entry periods, pre-established dates for issuing certificates, diplomas or degrees, and a summer program.

BACKGROUND INFORMATION

The University Calendar Committee met and approved a 2025-2026 academic calendar that meets these requirements and aligns with the academic calendars of both Florida A&M University and Tallahassee State College.

ADDITIONAL COMMITTEE CONSIDERATIONS

Per BOG Regulation 8.001, an official copy of the annual calendar adopted by each institution shall be filed with the Board of Governors on an annual basis in a manner prescribed by the Chancellor.

Supporting Documentation Included: Florida State University, Academic Calendar 2025-2026
Submitted by: Office of Faculty Development and Advancement

FLORIDA STATE UNIVERSITY ACADEMIC CALENDAR 2025-2026 Approved

Fall 2025

Event	Date	Day	Notes
Beginning Date:	August 25	Monday	
Law Beginning Date	August 25	Monday	
FAMU Beginning Date:	August 25	Monday	Coll. of Engineering alignment
<i>Labor Day</i>	September 1	Monday	
<i>Veteran Day</i>	November 11	Tuesday	
<i>Thanksgiving</i>	November 26 - 28	Wed-Friday	University closed Wednesday, Nov. 26 as part of Thanksgiving
Ending Date	December 12	Friday	
Law Ending Date	December 12	Friday	
FAMU Ending Date:	December 12	Friday	Coll. of Engineering alignment

Five (5) working days between the end of Fall and start of Winter Break: TBD

Spring 2026

Event	Date	Day	Notes
Beginning Date:	January 7	Wednesday	
Law Beginning Date	January 7	Wednesday	
FAMU Beginning Date:	January 7	Wednesday	Coll. of Engineering alignment
<i>Martin Luther King, Jr Day</i>	January 19	Monday	
<i>Spring Break</i>	March 16-20	Monday-Friday	Align with Leon County Schools
Ending Date	May 1	Friday	
Law Ending Date	May 1	Friday	
FAMU Ending Date:	May 1	Friday	Coll. of Engineering alignment

Summer 2026

Event	Date	Day	Notes
Beginning Date :	May 11	Monday	
Law Beginning Date	May 11	Monday	May adjust if Law appt dates change
FAMU Beginning Date:	May 11	Monday	Coll. of Engineering alignment
<i>Memorial Day</i>	May 25	Monday	
<i>July 4th #</i>	July 3	Friday	(observed)
Ending Date	July 31	Friday	
Law Ending Date	July 31	Friday	May adjust if Law appt dates change
FAMU Ending Date:	July 31	Friday	Coll. of Engineering alignment

Summer Sessions

Event	C/ 12 week	A/ 6 week1	B/ 6 week2	F/ 8 Week	Law 8 week
Beginning Date :	May 11	May 11	June 22	May 11	May 11
<i>Memorial Day</i>	May 25	May 25	---	May 25	May 25
<i>July 4th #</i>	July 3	---	July 3	---	---
Ending Date	July 31	June 18	July 31	July 2#	July 2#

July 4th holiday observed



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM IV



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM IV

September 12, 2024

SUBJECT: Proposal to Implement Genetic Counseling MS Degree

PROPOSED COMMITTEE ACTION

Request to approve the Proposal to Implement for a new degree in Genetic Counseling MS

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The proposed Genetic Counseling MS program will be the first degree in Florida within the CIP Code 51.1509: Genetic Counseling/Counselor. Currently University of South Florida offers a Master's in Public Health (CIP Code 51.2201: Public Health, General) with a concentration in Genetic Counseling. There is a statewide shortage of medical personnel with training in genetic counseling, with an estimated 23.8% percentage of job change Florida over the next 10 years. The need for experts in this field is steadily increasing due to the expanded knowledge on the genetic bases of diseases, as well as the increase in personalized medicine for disease treatments, such as cancer therapies.

The proposed curriculum for the MS in Genetic Counseling will include coursework in: 1) professional standards, legal and ethical principles of genetic counseling, 2) basic and advanced concepts of human genetics, 3) medical terminology, 4) genetic testing and diagnostics, 5) counseling techniques and practical skills for working with patients, and 6) clinical shadowing experiences and case studies. Additional coursework in four specialty areas will be offered: 1) Pre-natal and Reproductive Genetic Counseling, 2) Pediatric Genetic Counseling, 3) Adult Genetic Counseling, and 4) Cancer Genetic Counseling. The program will train personnel in a variety of clinical health care and laboratory settings.

Following approval of the degree program by the FSU Board of Trustees and a technical review by the Florida Board of Governors, the College of Medicine will apply for accreditation from the Accreditation Counsel for Genetic Counseling. This process may take up to two years and, thus, the first cohort of students would enroll in Fall 2026.

The program supports FSU strategic opportunities through the FSU Health initiative that will transform the future of health care in North Florida and beyond. Additionally, FSU has recently established an Institute for Pediatric Rare Diseases (IPRD). The IPRD will include a pediatric medical clinic and a CLIA-certified laboratory. These efforts will support patients with rare diseases and their families, as well as perform population-level genetic screening for citizens in Florida.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: Florida BOG Request to Offer a New Degree Program – Genetic Counseling MS

Submitted by: Office of Faculty Development and Advancement



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

Florida State University
Institution Submitting Proposal

Fall 2026
Proposed Implementation Term

College of Medicine
Name of College(s) or School(s)

N/A
Name of Department(s)/Division(s)

Genetic Counseling
Academic Specialty or Field

Genetic Counseling MS
Complete Name of Degree

51.1509
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 purpose of the Genetic Counseling MS program is to train medical personnel to work in a variety of clinical health care and laboratory settings. The need for experts with training in Genetic Counseling is steadily increasing due to the increased knowledge on the genetic bases of diseases. There is also an increase in personalized medicine for disease treatments, especially for cancer therapies. In addition, there are several large-scale research efforts that are sequencing millions of human genomes, with these efforts expanding to include millions of people. Helping determine the genetic basis of rare pediatric diseases is also a critical goal, so patients have the best medical care outcomes. Genetic counselors help patients understand the genetic cause of their disease and their treatment options.
Degree Level(s): B, M, D, M+D, P	M
Majors, Concentrations, Tracks, or Specializations	Genetic Counseling
Total Number of Credit Hours	57 credit hours
Program Type	<input checked="" type="checkbox"/> E&G Program <input type="checkbox"/> Market Tuition Rate Program* <input type="checkbox"/> Self-Supporting Program* <small>*Refer to Board Regulation 8.002, Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.</small>
Possible Career Outcomes	Genetic Counselor, Postsecondary Teacher/Medicine

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.

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.

1. The proposed program aligns with the State University System's strategic goals of Excellence, Productivity, and Strategic Priorities for a Knowledge Economy as follows:

Excellence

- a) The program ensures rigorous academic standards, providing students with a strong foundation in genetics, counseling techniques, and ethical considerations. This prepares graduates to excel in their field.
- b) Seeking and maintaining accreditation from the Accreditation Council for Genetic Counseling (ACGC) ensures that the program meets national standards of excellence.
- c) The program will attract and retain distinguished faculty who are leaders in the field, enhancing the excellence of the educational experience through cutting-edge research and clinical practice.

Productivity

- a) The program leverages existing resources within FSU, such as the genetic sequencing lab and partnerships with healthcare institutions in North Florida and beyond that are already part of the College of Medicine's medical and physician assistant training enterprise, to provide a comprehensive educational experience without significant additional costs.
- b) The program will focus on student support and career readiness to achieve high graduation rates and strong employment outcomes, thereby contributing to the productivity of the university and the state.
- c) The program will support research projects and collaborations within the program to foster innovation in genetic counseling, contributing to the body of knowledge and practical advancements in the field.

Strategic Priorities for a Knowledge Economy

- a) The program addresses the growing demand for genetic counselors, a crucial profession in the modern healthcare landscape, thereby supporting the development of a skilled workforce in Florida and across the Nation.
- b) Integrating knowledge from fields such as medicine, psychology, and public health,

the program prepares graduates to work in diverse settings, enhancing the state's capacity for interdisciplinary innovation, especially in rural and underserved Florida communities.

- c) Graduates of the program contribute to the state's economy by working in various healthcare sectors, including hospitals, research institutions, private practice, and industry thereby enhancing the overall health and well-being of the population.
- d) The program supports public health initiatives and the advancement of precision medicine, aligning with state and national priorities to improve healthcare outcomes through personalized approaches.

2. The proposed program will advance Florida State University's strategic plan goals across the five domains as follows:

Expanding Research and Academic Excellence

- a) The program offers a robust curriculum that includes advanced courses in basic and clinical genetics, genomics, counseling techniques, and ethical considerations, positioning FSU as a leader in genetic counseling education.
- b) The program fosters faculty and student research in genetic counseling and related fields, promoting innovations that contribute to academic excellence. Collaborative research projects can lead to new discoveries and advancements in personalized medicine and public health.
- c) By promoting partnerships with other departments such as family medicine, psychology, nursing and public health, the program enhances interdisciplinary research opportunities, driving academic excellence across the university.

Ensuring Student Success on Campus and Beyond

- a) The program provides extensive clinical training and professional development opportunities, ensuring that graduates are well-prepared for successful careers in genetic counseling.
- b) Strong mentorship and academic advising support student retention and success, helping students navigate their educational journey and achieve their career goals.
- c) The program will seek strong ties with healthcare organizations and industry partners to facilitate internships and job placements, ensuring that graduates are competitive in the job market and well-equipped for professional success.

Nurturing and Inspiring Entrepreneurial Spirit

- a) The program encourages students to engage in innovative projects and research, fostering an entrepreneurial mindset. This can lead to the development of new genetic counseling tools, diagnostic technologies, and counseling practices.
- b) By partnering with FSU's technology commercialization and licensing office and other

entrepreneurial initiatives and incubators, students and faculty can explore opportunities to commercialize their research findings and innovations, contributing to the growth of new ventures and startups.

- c) The program will partner with FSU commercialization office to offer workshops and seminars on entrepreneurship, innovation, and business development to help students develop the skills needed to pursue entrepreneurial endeavors in the genetic counseling field.

Committing to Inclusive Excellence and Civil Discourse

- a) The program integrates diversity and cultural competence into its curriculum, preparing students to work effectively with individuals from all backgrounds and addressing health disparities.
- b) The program will actively recruit students from underrepresented groups and provide support services to ensure a diverse and inclusive learning environment, aligning with FSU's commitment to inclusive excellence.
- c) The program will encourage open and respectful dialogue on ethical, social, and cultural issues related to genetic counseling to promote civil discourse and prepare students to navigate complex societal challenges.

Enhancing FSU Brand to Reflect Institutional Excellence

- a) Achieving and maintaining accreditation from the Accreditation Council for Genetic Counseling (ACGC) enhances the program's credibility and FSU's reputation as a premier institution for genetic counseling education.
- b) Highlighting the accomplishments of faculty and students in research, publications, and professional practice elevates FSU's profile in the national and international academic community.
- c) Through partnerships with regional healthcare organizations and public health initiatives, the program will enhance FSU's visibility and reputation as an institution committed to serving the community and addressing public health needs.

3. The proposed program will comprehensively support Florida State University's mission by fostering excellence across teaching, research, creative endeavors, and service, while also nurturing essential qualities for lifelong learning and community engagement.

Achieving Excellence in Teaching

- a) The program's cutting-edge curriculum that integrates the latest advancements in basic and clinical genetics, genomics, counseling techniques, and ethical considerations ensures that students receive a high-quality education. The curriculum incorporates active learning strategies, such as case studies, simulations, and interactive technologies, prepares students for real-world challenges and promotes critical thinking and problem-solving skills

- b) Led by renowned faculty with extensive expertise in genetics and genetic counseling, the program provides students with access to mentors who are leaders in their fields, enhancing the educational experience through expert instruction and guidance.

Advancing Research and Creative Endeavors

- a) The program encourages interdisciplinary research, combining genetics with other fields such as medicine, psychology, nursing public health, and bioinformatics, leading to innovative solutions and advancements in healthcare.
- b) The program Provides students with opportunities to engage in research projects and creative endeavors to support their development as independent scholars and contributors to the field of genetic counseling. The program also fosters collaborations among students, faculty, and external partners to enhance research output and drive creative solutions to complex genetic counseling issues.

Commitment to Service

- a) Establishing partnerships with regional hospitals, outpatient clinics, and public health organizations allows students to engage in community service at the same time providing valuable genetic counseling services and promoting public health.
- b) The program equips students to participate in public health initiatives, addressing health disparities and improving access to personalized healthcare for diverse populations, especially underserved Florida communities through the College of Medicines community health network
- c) The program advocates students to become advocates for genetic literacy and public health aligning with FSU's mission of serving the community through education and outreach.

Instilling Strength, Skill, and Character

- a) The program emphasizes professional development, ensuring that graduates possess the strength, skill, and character necessary for lifelong learning and sustained achievement in their careers.
- b) By integrating ethical considerations and cultural competence into the curriculum the program prepares students to navigate complex ethical dilemmas and work responsibly in diverse environments.
- c) Encouraging a commitment to lifelong learning, the program fosters a culture of continuous improvement and adaptation to new developments in the field.

Fostering a Culture of Free Inquiry and Embracing Diversity

- a) The program's curriculum includes diversity and cultural competence, preparing students to work effectively with individuals from various backgrounds and promoting an inclusive learning environment.
- b) By promoting free inquiry and open dialogue on ethical, social, and cultural issues related to genetic counseling the program encourages students to engage in thoughtful discussions and respect diverse perspectives.

- c) The program will actively recruit and support students from underrepresented groups to foster a diverse and inclusive community, enriching the learning experience for all students.

4. The proposed program will bring numerous benefits to Florida State University, the local community, and the state of Florida.

a) Benefits Florida State University

The program's rigorous curriculum and focus on cutting-edge research will strengthen FSU's reputation as a leader in health sciences and genetic counseling education. Offering a specialized and in-demand program will attract high-quality students, improving enrollment rates and student retention. The program will attract and retain distinguished faculty, contributing to a vibrant academic community and enhancing the overall quality of education and research at FSU. The program will promote collaboration between different colleges, centers, institutes and departments, enriching the academic environment and fostering innovative research and teaching practices.

b) Benefits to the Local Community

Graduates of the program will provide essential genetic counseling services, improving healthcare outcomes and access to personalized medicine for the local communities in and around Leon County, Florida. The program's focus on public health and genetic literacy will support local health initiatives, increasing awareness and understanding of genetic conditions and preventive healthcare. Students and faculty will engage in community service projects and partnerships with local healthcare providers, strengthening community ties and addressing local health needs. The program will contribute to public education on genetic health issues, promoting informed decision-making and healthier lifestyles within the community.

c) Benefits to the State of Florida

The program will address the growing demand for genetic counselors in Florida, contributing to the development of a highly skilled healthcare workforce. By attracting students, faculty, and research funding, the program will have a positive economic impact on the Florida panhandle, northwest Florida, and the entire State of Florida, supporting job creation and economic growth. Our graduates will bring innovative genetic counseling practices to healthcare settings across the state, improving the overall quality of healthcare services. The program's focus on public health and genetic literacy will support statewide health initiatives, helping to reduce health disparities and improve population health. The program's graduates and faculty will contribute to developing and refining health policies and advocacy efforts, promoting the integration of genetic counseling into broader State of Florida healthcare strategies and policies.



- 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 university will present the Genetic Counseling MS pre-proposal to the CAVP ACG on September 11, 2014, ahead of presentation to the FSU Board of Trustees.

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 51.1509

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2022-2030	U.S. 2022-2032	FL 2022-2030	U.S. 2022-2032	FL 2022-2030	U.S. 2022-2032	
Genetic Counselor	23.8%	16.1%	9	300	29	900	Master's

Sources:

Date Retrieved: 07/31/2023

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>

- 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
25-1199	Postsecondary Teacher, Medicine	The terminal degree in the field is the Genetic Counseling MS

- 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.

Projected Headcount

The projected head count for Year 1 is 5 students. In Year 5 we anticipate the program will have a total of 15 students.

Student Demand

The need for experts with training in Genetic Counseling is steadily increasing due to the increased knowledge on the genetic bases of diseases. There is also an increase in personalized medicine for disease treatments, especially for cancer. In addition, there are several large-scale research efforts that are sequencing millions of human genomes, such as the NIH “All of Us” effort. Understanding the genetic basis of rare pediatric diseases is also a critical goal, so the people of Florida have the best medical care outcomes. Genetic counselors help patients understand their treatment options.

There is a shortage of medical personnel with this training background in Florida, despite a large state-wide population that is increasing. There is an estimated 23.8% percentage in job change for the state of Florida. The U.S. Bureau of Labor Statistics predicts that employment for Genetic Counselors will grow 16.1% from 2022-2032, which they indicate is much faster than the average for all occupations. Therefore, the program will impact local, state, and national needs.



A student-interest survey was distributed to undergraduates at FSU who utilize university pre-health advising services and represent multiple STEM and non-STEM majors. 82.4% of students responded they would be interested in applying to a 2-year master's program in genetic counseling at FSU. 75% of students responded they would be interested in applying to a combined Interdisciplinary Medical Sciences/Genetics Counseling BS/MS Pathway program.

IV. Duplication of Existing Programs

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

Currently there are no degree programs in the state of Florida under the CIP Code 51.1509.

The University of South Florida (USF) currently offers a Master of Sciences in Public Health with a concentration in Genetic Counseling (MSPH-GC) under CIP Code 51.2201 (Public Health, General). The 21-month program began in 2016 and is accredited by the Accreditation Council for Genetic Counseling (ACGC). The USF program receives approximately 100 applications, interviews 30 and accepts 5 students for each cohort.

Members of the FSU team developing the master's program have been in communication with the director of the program at USF, and we foresee a strong collaboration. We have discussed opportunities for collaboration in areas such as placement for students in clinical practicums, curriculum development, faculty recruitment, and student professional opportunities after graduation.

In a separate discussion, the FSU College of Medicine Dean and the FSU Director of the Institute for Pediatric Rare Disease explored additional collaborations with the Dean of the USF College of Medicine, the USF Chair of Pediatrics, and a USF pediatrician with a specialization in Medical Genetics. The outcomes of these discussions were also supportive.

- 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.

The program does not duplicate an existing program at Florida Agricultural and Mechanical University.

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.

This is not applicable, as this is a graduate degree program proposal.

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

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

Admissions Criteria

A bachelor's degree from a regionally or nationally accredited U.S. institution, or a comparable degree from an international institution, with a minimum 3.0 (on a 4.0 scale) grade point average (GPA) in all work attempted while registered as an upper-division undergraduate student working toward a baccalaureate degree, or

A candidate that has a completed graduate degree with at least 30 credit hours may submit a written request to the admissions coordinator to replace the undergraduate cumulative GPA with the higher graduate GPA if the cumulative graduate GPA is higher.

Applicants with exposure to the genetic counseling field, crisis counseling or other counseling experiences, health care experiences and/or advanced research laboratory experiences are desired. Teaching experience is encouraged.

Pre-requisite Courses

- Biology I and II or equivalent with laboratory (3-4 credit hours each)
- Genetics (3-4 credit hours)
- Psychology or Psychology-related course (3 credit hours)
- Other upper-level biology courses could be considered in place of one of the above.
- AP credit can be considered.

Preferred Courses

- Biochemistry (3 hours)
- Molecular Genetics (3 hours)

- Statistics (3 credit hours)

Register with the National Matching Service (NMS) match system

Application Materials

- Three letters of recommendation – the letters should be from colleagues that can address the candidate’s ability to be successful as a genetic counselor. They can be from academic, employment and/or internship experiences.
- A written personal statement – No more than 500 Words
 - Applicants are encouraged to use the personal statement to provide information about experiences in genetic counseling, other health-related experiences, research or teaching experiences.
- Official transcripts
- Scores for the TOEFL Exam (International applicants only)

Graduation Requirements

Successful completion of all required didactic course work, clinical rotations, and the research component of the program, with at least a 3.0 GPA. If a student earns less than a B in a mandatory course, they will need to remediate some of the content or the entire course.

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
GCS 5XXX	Principles of Genetic Counseling I	Required	3	Clinical features and natural history of a broad range of genetic diseases; the diagnostic process; case management; testing, including cytogenetic, molecular, and biochemical tests, new/emerging technologies; family history and individualized approaches; testing and follow-

				up consultation.
GCS 5XXX	Principles of Human Genetics I	Required	3	Principles of Human Genetics/Genomics; Mendelian and non-Mendelian inheritance; population and quantitative genetics; human variation and disease susceptibility; family history and pedigree analysis; normal/abnormal human development.
STA 5172	Fundamentals of Biostatistics	Required	3	This course introduces students to basic research and statistical methods used in studying the prevention of disease in human populations. Topics include but are not limited to data collection, sample variation, probability, confidence intervals, hypothesis testing, analysis of variance, contingency tables, correlation, regression, and nonparametric methods.
GCS 5XXX	Introduction to the practice of Genetic Counseling/Clinical Skills	Required	3	Social, ethical, and legal issues in genetics; NSGC/CAGC Code of Ethics; patient/subject privacy issues; genetic discrimination and related legislation; opportunities for professional growth.
MDE 6041	Elementary Medical Spanish I	Elective	1	Basic biomedical vocabulary including terms related to pharmacology, the autonomic nervous system, endocrine system, and reproductive system and the diseases and problems common to them. Cultural and vocabulary skills for greeting and conversing with patients about their health and life situations. Students will also be exposed to pertinent information about Hispanic cultures.
GCS 5XXX	Principles of Genetic Counseling II	Required	3	Approaches to choosing appropriate clinical and research laboratories and the role of analytic validity, clinical

				validity, and clinical utility in the evaluation process; the role of genetic counselors, including their involvement in the performance and interpretation of genetic/genomic tests, test development and implementation, customer liaison and support, and sales and marketing; Risk assessment; use of genetics literature, bioinformatics, and computerized tools. Prerequisite is GCS 5XXX Principles of Genetic Counseling I.
GCS 5XXX	Principles of Human Genetics II	Required	3	Principles of Human reproduction; personalized genomic medicine; cytogenetics; Biochemical genetics; Molecular genetics; Embryology/developmental genetics; Teratology; and Variant classification and interpretation. Prerequisite is GCS 5XXX Principles of Human Genetics I
GCS 5XXX	Psychosocial Content	Required	3	Theories of counseling and interviewing techniques; informed decision making; facilitating adaptation; psychosocial development and assessment; Family dynamics; Crisis intervention.
GCS 5XXXR	Genetic Counseling Journal Club	Required	3	Review, presentation and discussion of relevant literature in medical genetics and genetic counseling.
GCS 5XXXR	Interprofessional and Teaching Skills	Required	3	Review and discuss professional development; employment preparation; transitioning into the workforce; self-care topics; and provide student teaching experiences.
MDE 6045	Elementary Medical Spanish II	Elective	1	Elementary Medical Spanish II builds on language knowledge and skills developed in the

				Elementary Medical Spanish I by extending vocabulary and increasing proficiency in Spanish skills for interviewing and documentation.
GCS 5XXX	Introduction to the Practice of Genetic Counseling/Clinical Skills	Required	3	Certification examination preparation; credentialing and licensure; opportunities for professional growth.
GCS 5XXX	Health Care Delivery Systems and Principles of Public Health	Required	3	Health and social policy; community, regional, and national resources; financial/reimbursement issues; population-based screening; genetics/genomics as a component of public health services.
GCS 5XXX	Non-thesis research	Required	3	Graduate level supervised research project.
GCS 5XXX	Genomics Laboratory Clinical Rotation	Required	1	Work in a CLIA-certified genetics and genomics laboratory, with certified genetic counselors.
GSC 6XXXR	Clinical Rotations	Required	18	Students gain clinical skills in assigned clinical settings
TOTAL UNITS			57	

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 FSU team developing the master's degree includes Drs. Pradeep Bhide, Michelle Arbeitman, Cynthia Vied, Anthony Speights, Richard Nowakowski, and Cathy Levenson. The team is working with a consultant, Lynn Holt, MS, who is the Program Director of the Master's in Genetic Counseling at the University of Alabama at Birmingham.

The Accreditation Council for Genetic Counseling (ACGC) requires that all programs have an Advisory Board comprised of Health Care Professionals familiar with the

genetic counseling profession, clients of genetic counselors, alumni, and individuals that know the requirements for accreditation. The Advisory Board will be formed in consultation with the master's degree Program Director (new hire), and well in advance of submission of the application to ACGC for accreditation. The Advisory Board is required to meet at least once a year to evaluate the program and assist in modification plans. We will follow the guidelines from the ACGC to include members of the Advisory Board that meet the requirements.

- 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?

The Accreditation Council for Genetic Counseling (ACGC) for US programs provides competencies and subject material that are required instruction for Master's programs. The curriculum will be modified in conjunction with any changes mandated by the ACGC.

The ACGC student learning competencies include: 1) Genetics and Genomics Expertise, 2) Risk Assessment, 3) Counseling, 4) Communication, 5) Research, 6) Healthcare Systems, and 7) Professional Identity.

The program's curriculum is designed to continuously assess student learning through formative and summative assessments, including exams, portfolios, and simulations. In addition, Clinical Training will involve the use of preceptor evaluation forms to assess that the student is demonstrating and applying critical clinical skills. The ACGC has recently released a practice board examination that students will take in their last semester of the Master's program. The program faculty will use ACGC standards to regularly advise and communicate with students about academic progress in the program, individual educational needs, and goals.

The effectiveness of the Genetic Counseling MS program will be evaluated by metrics established by the ACGC that includes student performance on the ABGC certification exam, alumni feedback, personnel evaluations, program leadership evaluations, instructional faculty evaluations, course evaluations, and fieldwork experience evaluations. The data associated with these outcomes will be reviewed on an annual basis by program faculty and be shared with the program's advisory board for the purposes of continuous improvement planning.

- 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,

The courses that meet the competencies addressed in 1004.08 include:

GCS 5XXX Principles of Genetic Counseling I (3 credit hours)

Portion of 1004.08 addressed: effective teamwork and communication (case management); epidemiology of medical errors (family history, genetic testing-this is relation to most "errors" are going to be an inaccurate interpretation of a family history or incorrect/inaccurate interpretation of a genetic test)

GCS 5XXX Principles of Genetic Counseling II (3 credit hours)

Portion of 1004.08 addressed: automation, technology and computer support

GCS 5XXX Psychosocial Content (3 credit hours)

Portion of 1004.08 addressed: effective teamwork and communication and patient safety if you consider crisis counseling as a form of psychological patient safety.

GCS 5XXX Health Care Delivery Systems and Principles of Public Health (3 credit hours)

Portion of 1004.08 addressed: epidemiology of medical errors; reporting systems

Clinical Rotations

All the clinical rotations will be an opportunity for effective communication and teamwork, vigilance and attention

- 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.

The proposed methods of delivery will not require specialized services or additional financial support.

- 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.

Because this is a graduate program there is no increased need for general education or common prerequisite courses. There is not an increased need for required or elective courses outside of the proposed academic program. All classes will be taught within the College of Medicine, with College of Medicine faculty.

- 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.

The Genetic Counseling MS program will establish partnerships with regional hospitals, genetics/genomics laboratories, outpatient clinics, and public health organizations, across the state of Florida, to provide practicum experiences and clinical rotations. Students will not begin the program until the two-year Accreditation Council for Genetic Counseling (ACGC) accreditation process is completed. We anticipate that the first class of students will begin coursework in Fall 2026. This two-year period provides the Program Director, Program Co-Director, and College administration sufficient time to create new practicum experience and clinical rotation placements agreements. The College of Medicine has established agreements with several regional sites in Florida to train medical and physician assistant students. We plan to expand these agreements to include placements for Genetic Counseling MS students at regional sites with certified genetic counselors. Additionally, we will negotiate new agreements with training sites that have genetic counseling staff to ensure successful placement and training for our students.

- 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.

Courses for the Genetic Counseling MS program will be taught on the Main, Tallahassee Florida State University 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.

FSU has recently established an Institute for Pediatric Rare Diseases (IPRD) ([webpage](#) for IPRD). The need for a Genetic Counseling MS program arose during our search for programs in the state of Florida. There are currently no degree programs in Florida with CIP Code 51.1509. The IPRD will include a pediatric medical clinic, and a CLIA-certified laboratory. These efforts will support patients with rare diseases and their families and will also perform population-level genetic screening for citizens of Florida. All of these endeavors require colleagues with training in Genetic Counseling at the master's level.

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
B	New Hire, Director Master's in Genetic Counseling College of Medicine	Clinical Professor; Professor of Practice	Non-tenure	August 2025	100%	100%
B	New Hire, Co-Director Master's in Genetic Counseling College of Medicine	Clinical Professor; Professor of Practice	Non-tenure	August 2025	100%	100%
A	Michelle Arbeitman PhD in Developmental Biology College of Medicine	Professor	Tenured	August 2024	1%	5%
A	Cynthia Vied, PhD PhD in Biochemistry College of Medicine	Senior Research Associate	Non-tenure	August 2024	1%	5%
A	Jeff Harman, PhD PhD in Health Services Research, Policy, and Administration. College of Medicine	Professor	Tenured	August 2026	12.5%	12.5%
A	Yolany Martinez, PhD PhD in Hispanic Literature, Language, and Culture. Latin American Literature of the 20th and 21st centuries, Contemporary Central American Literature. College of Medicine	Assistant Professor	Tenure-track	August 2026	5%	5%

B	New Hire, Genetic Counselor Master's in Genetic Counseling College of Medicine	Clinical Professor; Professor of Practice	Non- tenure	August 2025	50%	50%
B	New Hire, Genetic Counselor Master's in Genetic Counseling College of Medicine	Clinical Professor; Professor of Practice	Non- tenure	August 2025	50%	50%
A	Pradeep Bhide, PhD PhD in Neuroscience College of Medicine	Professor; Director of IPRD	Tenured	August 2024	1%	
A	Anthony Speights, MD MD with specialty in OBGYN/HIV College of Medicine	Senior Associate Dean	Non- tenure	August 2024	1%	
A	Cathy Levenson, PhD PhD in Human Biology College of Medicine	Professor; Associate Chair for Graduate Research	Tenured	August 2024	1%	
A	Richard Nowakowski, PhD PhD in Cell and Developmental Biology College of Medicine	Chair	Tenured	August 2024	1%	
*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 Florida State University College of Medicine, established in 2000, now spans over 376,000 square feet of office, laboratory, and clinical space. It houses five academic and clinical departments and 10 institutes or centers, with the Institute for Pediatric Rare Diseases being the latest addition. Supported by 186 full-time faculty members, the College offers five degree programs: M.D.; Ph.D. in Biomedical Sciences; M.S. in Biomedical Sciences – Bridge to Clinical Medicine; M.S. in Physician Assistant (PA) Practice; and B.S. in Interdisciplinary Medical Sciences (IMS). Additionally, the College's 14 Graduate Medical Education programs currently train 453 residents.

To date, the College has graduated 1,953 M.D.s, with 1,078 having completed residency and/or fellowship training and are now practicing as physicians. The College has grown significantly, from its original graduating M.D. class of 27 in 2005 to over 110 graduates annually. It celebrated its largest graduating class to date with 125 new physicians in 2023. More than half of the 1,953 physician alumni live and work in Florida, principally in primary care.

The Physician Assistant (PA) program, which accepted its first class of 40 students in 2017, has since graduated 255 PAs who are now providing care in Florida and beyond. The first PA class graduated in 2019, and the program reached full enrollment of 180 in 2021. Based on the latest self-reported information, 82% practice in Florida and 23% practice in primary care.

The Ph.D. Program in Biomedical Sciences continues to build on its solid reputation, admitting its largest class of 10 doctoral students in 2024. Currently, the Ph.D. program has 51 students, comprising 31 women and 20 men; 35 are U.S. citizens or permanent residents (28 from the Southeastern U.S.; 17 from Florida), and 16 are from abroad, representing 11 countries. Graduates have been placed in prestigious positions in academia, medicine, government, and the biotechnology and pharmaceutical sectors.

The Bridge to Clinical Medicine M.S. program is designed to expand the pool of successful medical school applicants from medically underserved, rural, and inner-city communities. It is a 12-month program that provides education in medical knowledge and experiences in clinical practice. The 12 students currently enrolled in this program (8 women and 4 men) represent students from rural backgrounds (2), first-generation college students (7), and socio-economically disadvantaged backgrounds (9). After successful completion of the Bridge to Medicine master's degree, students join the MD degree program.

The Interdisciplinary Medical Sciences program, established in 2016 with the cooperation of six other FSU colleges, is designed for undergraduates interested in health-related careers. A rigorous science curriculum serves as its foundation, and students may select one of three interdisciplinary majors that fit their developing career goals. Among the 524 graduates from this program (as of Fall 2023), approximately 28% entered graduate schools and 85% entered medical schools, with nearly 45% enrolled at the Florida State College of Medicine.

Overall enrollments have increased across all degree programs, from 537 students in Fall 2013 to 1,235 in Fall 2023. The number of degrees awarded has more than doubled over the past decade, with 296 degrees conferred in the 2023-2024 academic year.

The College's research enterprise is thriving, with nearly \$127 million in research expenditures over the most recently reported five-year (FY19-23). In 2023 alone, 53 faculty members submitted applications for extramural funding, achieving a remarkable 47% success rate with 25 successful applications submitted to federal and state agencies, including the National Institutes of Health, National Science Foundation, Environmental Protection Agency, and Florida Department of Health. The scholarly output in 2023 included 577 publications, garnering 3,231 citations from peers, highlighting the College's growing impact in medicine.

According to the Association of American Medical Colleges (AAMC) mission management tool 2023, the College ranks in the 98th percentile for graduates practicing in underserved areas, 96th percentile for graduates who are Black or African American, 90th percentile for graduates who are Hispanic, Latino, or Spanish, and 88th percentile for faculty who are women.

Our 186 full-time faculty participate in teaching medical (M.D.), PA (M.S.), Bridge to Clinical Medicine (M.S.), and graduate (Ph.D.) students. Some faculty also teach in the Interdisciplinary Medical Sciences (IMS) undergraduate program. On average, teaching represents 30% of the responsibilities assigned to the faculty.

In addition, the expanding FSU Health enterprise will enhance educational, clinical, and research activities at the College. This includes a new hospital, research facilities, and medical office buildings in Panama City Beach, as well as a state-of-the-art academic health center in Tallahassee. In collaboration with Tallahassee Memorial Hospital, the St. Joe Company, the Mayo Clinic in Florida, and others, the College is becoming an integral part of an innovative healthcare ecosystem.

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
\$649.08	\$1,103.44

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.

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	5	6.9	\$77,074.64	\$531,815.00			\$531,815.00
Year 2	10	11.9					
Year 3	12	14.3					
Year 4	14	16.6					
Year 5	15	18	\$29,545.28	\$531,815.00			\$531,815.00

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.

Students in the Master's of Genetic Counseling Program will have access to all FSU libraries. The Libraries' collections include over 5.4 million volumes, with a website offering access to more than 446 databases, over 319,000 electronic journals, and over 2.8 million e-books (from website for the FSU libraries). We anticipate our Master's students will mostly use the following libraries:

- Robert Manning Strozier Library <https://www.lib.fsu.edu/visit-and-study/strozier-library>
- Dirac Science Library <https://www.lib.fsu.edu/visit-and-study/dirac-science-library>
- Claude Pepper Library (technically this is part of Strozier but it is listed separately on the libraries website) <https://www.lib.fsu.edu/special-collections/visit#Claude-Pepper-Library>
- Maguire Medical Library (CoM) <https://med.fsu.edu/library>

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

No specialized equipment or space is needed.

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	Consultant's Report and Institutional Response	Doctoral or Professional		No
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	No
C	Common Prerequisite Request Form	Bachelor's		No
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	Faculty Curriculum Vitae	Any new program		Yes

Table 2. Additional Appendices

Appendix	Appendix Title	Description

Appendix: Faculty Curriculum Vitae

1. Arbeitman, Michelle
2. Bhide, Pradeep
3. Harman, Jeffery
4. Levenson, Cathy
5. Martinez-Hyde, Yolany
6. Nowakowski, Richard
7. Speights, Anthony
8. Vied, Cynthia

DRAFT 3 Year Curriculum Vitae

Michelle Nina Arbeitman

Last Revised: March 27, 2024

General Information

University address: Biomedical Sciences
College of Medicine
CoM--Research Bldg 3300
Florida State University
Tallahassee, Florida 32306-4300
Phone: 850-645-9846

E-mail address: marbeitman@fsu.edu
michelle.arbeitman@med.fsu.edu

Web site: <http://neuro.fsu.edu/faculty/arbeitman>

Professional Preparation (Highest Degree Only)

1998 Doctoral Degree, Aca, Stanford University. Major: Developmental Biology.
Supervisor: Dr. David Hogness.

Arbeitman, Michelle. (1998). *Functional Analysis of Drosophila Ecdysone Receptor*. Unpublished doctoral dissertation, Stanford University.

Professional Experience

2020–present Professor, Biomedical Sciences, Florida State University.

Current Membership in Professional Organizations

American Association for the Advancement of Science
Genetics Society of America (1991- present)

Teaching

Courses Taught

Bioregulation (BMS5525)
Honors Work in IMS (BMS4903-00)
Introduction to Biomedical Research (BMS 5186)
FSU Integrated Clinical Sciences (PAS5045)
GENETICS OF BEHAVIOR (BSC4900)
Integrated Clinical Sciences (PAS5045)
Molecular Mechanisms of Common Disease (GMS 6001-3)
Directed Independent Study in Biomedical Sciences (BMS5905)

Doctoral Committee Chair

Palmateer, C., graduate. (2022).

Doctoral Committee Member

Cone, A. S., graduate. (2021).
DeNobrega, A., graduate. (2021).
Son, Y., graduate. (2021).
Jones, L. T., doctoral candidate.
Chitaman, J., doctoral candidate.
Hagarty, D. P., doctoral student.
Wang, M., doctoral student.
Yong, H. J., doctoral student.
Crawford, M., doctoral student.
Jennings, S., doctoral student.
Moseley, P., doctoral student.

Doctoral Committee University Representative

Nystrom, G. S., doctoral candidate.
Turner, J. L., doctoral candidate.
Howe, K., doctoral candidate.
Turpin, Z., doctoral candidate.
Guerrera, A. G., doctoral student.
Medina, M., doctoral student.
Quintero Rodriguez, M., doctoral student.
Koirtyohann, K., doctoral student.
Ruckman, S., doctoral student.
Datta, I., doctoral student.
Little, K., doctoral student.
Whitcher, C., doctoral student.

Bachelor's Committee Chair

Torres, M., student. *MOLECULAR-GENETIC ANALYSES OF NEURONS THAT EXPRESS BOTH CLOCK AND FRUITLESS IN DROSOPHILA MELANOGASTER.*

Bachelor's Committee Member

Glover, Z., graduate. (2022). *Analysis Of Micrococcal Nuclease Properties Relative to Chromatin Profiling Assays in Maize and Human.* Retrieved from http://purl.flvc.org/fsu/fd/honors_thesis_submission-bce4d159-7f32-4628-ad9a-4a9405898fc5

Research and Original Creative Work

Publications

Refereed Journal Articles

Palmateer, C., Artakis, C., Brovero, S., Friedman, B., Gresham, A., & Arbeitman, M. N. (2023). Single-cell transcriptome profiles of *Drosophila* fruitless-expressing neurons from both sexes. *eLife*. Retrieved from <https://elifesciences.org/articles/78511> doi:<https://doi.org/10.7554/eLife.78511>

Stribling, D., Chang, P. L., Dalton, J., Conow, C., Rosenthal, M., Hebets, E., Graze, R., & Arbeitman, M. N. (2021). The brain transcriptome of the wolf spider, *Schizocosa ocreata*. *BMC Research Notes*. Retrieved from <https://link.springer.com/article/10.1186/s13104-021-05648-y> doi:<https://doi.org/10.1186/s13104-021-05648-y>

Palmateer, C., Moseley, S. C., Surjendy, R., Brovero, S., & Arbeitman, M. N. (2021). Analysis of cell-type-specific chromatin modifications and gene expression in *Drosophila* neurons that direct reproductive behavior. *Plos Genetics*. Retrieved from <https://journals.plos.org/plosgenetics/article/comments?id=10.1371/journal.pgen.1009240> doi:<https://doi.org/10.1371/journal.pgen.1009240>

Brovero, S., Fortier, J., Hu, H., Lovejoy, P., Newell, N., Palmateer, C., Tzeng, R., Lee, P., Zinn, K., & Arbeitman, M. N. (2021). Investigation of *Drosophila* fruitless neurons that express Dpr/DIP cell adhesion molecules. *eLIFE*. Retrieved from <https://elifesciences.org/articles/63101> doi:[10.7554/eLife.63101](https://doi.org/10.7554/eLife.63101)

Presentations

Refereed Presentations at Conferences

Arbeitman, M. N. (presented 2022). *Single cell RNA-seq of fruitless-expressing neurons*. Presentation at Developmental and Molecular Biology of Drosophila, EMBO, Crete, Greece. (International)

Invited Lectures and Readings of Original Work

Arbeitman, M. N. (2022, October). *Genes to behavior: high resolution genomic analyses of fruitless neurons*. Delivered at Indiana University. (Local)

Contracts and Grants

Contracts and Grants Funded

Arbeitman, M. N. (2022–2027). *Genes underlying reproductive behavior physiology and neuronal development*. Funded by NIGMS. (MIRA). Total award \$3,000,000.

Arbeitman, Michelle Nina (PI). (Sep 2017–Jun 2022). *Chromatin and Behavior*. Funded by National Institutes of Health. Total award \$1,200,000.

Arbeitman, Michelle Nina (PI). (Sep 2017–Jun 2022). *Genes Underlying Reproductive Behavior And Physiology*. Funded by National Institutes of Health. Total award \$1,200,000.

Service

Florida State University

FSU University Service

Member, RCC executive committee (2020–present).

Member, Technology committee (2016–present).

Chair, QER Biology Graduate Program Subcommittee (2023).

Member, Student Tech Fee Proposal Evaluation (2020–2023).

Member, Provost Postdoctoral Fellowship Grant Committee (2019–2022).

FSU Department Service

Chair, BMS Associate Chair for Research (2023–present).

Chair, BMS Chair of Faculty Evaluations (2023–present).

Member, Neuroscience Graduate Training Program (2020–present).

Member, Neuroscience Seminar Graduate Training Program Committee (2019–present).

Genomics Committee Member, Illumina Sequencing Core (2012–present).

FSU Institute or Center Service

Member, Executive Committee of the Institute for Pediatric Rare Disease (2023–present).

Member, Center for Genomics and Personalized Medicine (2012–present).

FSU Program Service

Organizer, Fly Masters Data Club (2024–present).

member, Neuroscience Graduate Training Committee (2018–present).

Organizer, Neurogenetics Journal Club (2016–2022).

The Profession

Editor for Refereed Journals

Deputy Editor, *G3: Genes | Genomes | Genetics* (2024–present).

Senior Editor, *G3: Genes | Genomes | Genetics* (2022–present).

Associate Editor, *G3: Genes, Genomes, Genetics* (2018–present).

Guest Reviewer for Refereed Journals

Nature Communications (2018–present).

Developmental Cell (2017–present).

Nature (2017–present).

G3: Genes, Genomes, Genetics (2015–present).

Journal of Experimental Biology (2013–present).

Science (2013–present).

G3-Genes, Genomes and Genetics (2012–present).

Molecular Ecology (2012–present).

Genome Biology (2011–present).

Plos One (2011–present).

Development (2010–present).

Genome Research (2010–present).

Hormones and Behavior (2010–present).

Plos Genetics (2009–present).

BMC Genomics (2008–present).

Current Biology (2008–present).

Genetics (2008–present).

Plos Biology (2005–present).

PNAS (2003–present).

Judge for an Exhibition

International Drosophila Research Conference Poster Judge " Neurophysiology and Behavior."
International Drosophila Research Conference: International Drosophila Research (2009–present).

Reviewer or Panelist for Grant Applications

NIH Pioneer Awards_Mail-in reviewer (2023).

National Science Foundation (2023).

NSERC Canada Funding Agency (2023).

NIH Brain Initiative Grants (F32 and K99) ad hoc member of panels (2021–2023).

NRSC Grants (2021–2022).

NIH MNG study section ad hoc (2016–2021).

Service to Professional Associations

Member, Annual Drosophila Research Conference Organization Committee (2020–present).

Treasurer, Drosophila Board (2017–present).

Workshop Organizer, International Drosophila Research Conference--"Everything You Wanted to Know About Sex" (2009–present).

Chair of Community Service Award Committee, Genetics Society of America (2022–2024).

member Nomenclature Committee, Genetics Society of America (2022–2023).

President of Drosophila Board, Fly Board President, Genetics Society of America (2022–2023).

President-elect Drosophila Board, President-elect to Drosophila Board, Genetics Society of America (2021–2022).

Co-organizer of Annual Drosophila Research Conference, Organizer of the Annual Research Conference, Genetics Society of America (2020–2021).

3 Year Curriculum Vitae

Pradeep Bhide, Ph.D.

August 05, 2024

General Information

University address: Biomedical Sciences
College of Medicine
1115 West Call Street
Florida State University
Tallahassee, Florida 32306-4340
Phone: 850/645-9847

E-mail address: pradeep.bhide@med.fsu.edu

Web site: www.med.fsu.edu/brainrepair

Professional Preparation (Highest Degree Only)

1983 Doctoral Degree, University of Aberdeen, Scotland, U.K. Major:
Neuroscience. Supervisor: Dr. K.S. Bedi, Ph.D.

Professional Experience

2024–present Director, FSU Institute for Pediatric Rare Diseases, Florida State University.

2011–present Eminent Scholar, Biomedical Sciences, Florida State University.

2011–present Director of Center for Brain Repair, Biomedical Sciences, Florida State
University.

2011–present Professor of Biomedical Sciences, Biomedical Sciences, Florida State
University.

Current Membership in Professional Organizations

American Professional Society for ADHD and Related Disorders
Developmental Neurotoxicology Society
Society for Neuroscience
The Society for Birth Defects Research and Prevention

Teaching

Courses Taught

Directed Independent Study in Biomedical Sciences (BMS5905)
Developmental Neuroscience (BSC4970)
NEUROLOGICAL DRUG EFFECTS (BSC4901)
NEURODEVELOPMENTAL DISORDERS (BSC4900)
Proposal Development (IHS5503)
Medicine 3 Human Systems in Health and Disease: Musculoskeletal and Integumentary Systems (BMS6047)
Neuroscience and behavior (BMS6046C)

Doctoral Committee Chair

Jones, S. K., graduate. (2022). *Transgenerational transmission of changes in behavior and gene expression following aspartame consumption.*
Parnell, A., doctoral candidate.
Trupiano, M. X., doctoral student.

Doctoral Committee Member

York, S. B., graduate. (2021).
Yates, I., doctoral candidate.
Alquarish, D., doctoral student.
Ochoa, R., doctoral student.
Thabet, Y., doctoral student.

Doctoral Committee University Representative

Centner, A. M., graduate. (2022).
Arambarri, L. N., doctoral candidate.

Bachelor's Committee Chair

Zuniga, D., graduate. (2022).

Bachelor's Committee Member

Salazar, V., student.

Supervision of Student Research Not Related to Thesis or Dissertation

Perusse, M. (Aug 2024–present).

Wasson, E. (Jun 2024–present).

Llarena, J. (Aug 2022–present).

Figueroa, D. (Jan 2021–Dec 2022).

Moore, O. (Jan 2020–Dec 2022).

Canekeratne, A. (Jan 2020–Jun 2022).

Research and Original Creative Work

Program of Research and/or Focus of Original Creative Work

Developmental Neuroscience.

Publications

Refereed Journal Articles

McCarthy, D. M., Spencer, T. J., & Bhide, P. G. (2024). Preclinical Models of Attention Deficit Hyperactivity Disorder: Neurobiology, Drug Discovery and Beyond. *Journal of Attention Disorders*, 28(5), 880-894. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/10870547231215286>
doi:<https://doi.org/10.1177/10870547231215286>

Jones, S., McCarthy, D., Stanwood, G., Schatschneider, C., & Bhide, P. (2023). Learning and memory deficits produced by aspartame are heritable via the paternal lineage. *Scientific Reports*, 13. doi:<https://doi.org/10.1038/s41598-023-41213-2>

Jones, S., McCarthy, D., Vied, C., Stanwood, G., Schatschneider, C., & Bhide, P. (2023). Reply to Charles V. Vorhees: Aspartame and anxiety-like behavior. *Proceedings of the National Academy of Sciences*. doi:[10.1073/pnas.2304679120](https://doi.org/10.1073/pnas.2304679120)

- Jones, S., McCarthy, D., Vied, C., Stanwood, G., Schatschneider, C., & Bhide, P. (2022). Transgenerational transmission of aspartame-induced anxiety and changes in glutamate-GABA signaling and gene expression in the amygdala. *Proceedings of the National Academy of Sciences*. Retrieved from <https://doi.org/10.1073/pnas.2213120119> doi:10.1073/pnas.2213120119
- McCarthy, D. M., Zhang, L., Wilkes, B. J., Vaillancourt, D. E., Biederman, J., & Bhide, P. (2022). Nicotine and the developing brain: Insights from preclinical models. *Pharmacol Biochem Behav*. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/35176350> doi:10.1016/j.pbb.2022.173355
- Lee, G. S., Graham, D. L., Noble, B. L., Trammell, T. S., McCarthy, D. M., Anderson, L. R., Rubinstein, M., Bhide, P. G., & Stanwood, G. D. (2022). Behavioral and Neuroanatomical Consequences of Cell-Type Specific Loss of Dopamine D2 Receptors in the Mouse Cerebral Cortex. *Frontiers in Behavioral Neuroscience*, 15. Retrieved from <https://doi.org/10.3389/fnbeh.2021.815713> doi:10.3389/fnbeh.2021.815713
- Zhang, L., Levenson, C. W., Salazar, V. C., Biederman, J., Zafonte, R., & Bhide, P. (2022). Repetitive Mild Traumatic Brain Injury in an Awake, Unanesthetized Mouse Model of Perinatal Nicotine Exposure Produces Transient Novelty-Seeking and Depression-Like Behaviors. *J. Neurotrauma*, *In Press*. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/34913733> doi:10.1089/neu.2021.0268
- Zhang, L., McCarthy, D. M., Eskow Jaunarajs, K. L., Biederman, J., Spencer, T. J., & Bhide, P. (2021). Frontal Cortical Monoamine Release, Attention, and Working Memory in a Perinatal Nicotine Exposure Mouse Model Following Kappa Opioid Receptor Antagonism. *Cerebral Cortex*, 31(1), 483-496. doi:10.1093/cercor/bhaa238

Edited Books

- Bhide, P., & Stanwood, G. (Eds.). (2023). *The Developing Brain in Health and Disease* [Peer-reviewed article collection]. Basel, Switzerland: Karger. Retrieved from <https://karger.com/dne/pages/the-developing-brain-in-health-and-disease>

Presentations

Invited Papers at Symposia

- Bhide, P. (presented 2024, February). Transgenerational Transmission. In Nikolaos Makris, M.D., Ph.D (Chair), *2nd International Winter Course on Neuroimaging: Brain Connectivity and Mental Health*. Symposium conducted at the meeting of Universidad de La Laguna, Santa Cruz de Tenerife, Spain, Santa Cruz de Tenerife, Spain. (International)

Bhide, P. (presented 2023, February). Contributions of Preclinical Research to Pediatric Psychopharmacology. In Joseph Biederman (Chair), *Pediatric Psychopharmacology*. Symposium conducted at the meeting of Massachusetts General Hospital, Virtual. (Regional)

Bhide, P. (presented 2023, February). Preclinical models of Neurodevelopmental disorders. In Nikos Makris (Chair), *1st International Winter Course and Workshop on Neuroimaging: Brain Connectivity and Mental Health*. Symposium conducted at the meeting of Vicerrectorado de Cultura y Participación Social Social (Universidad de La Laguna (ULL), Calle Viana 50 San Cristóbal de La Laguna 38200, Tenerife, Spain. (International)

Invited Presentations at Symposia

Bhide, P. (presented 2022, June). Nicotine and brain development. In Mary K. Lobo (Chair), *Substance use in pregnancy*. Presentation at the meeting of University of Maryland School of Medicine, Virtual. (International)

Invited Lectures and Readings of Original Work

Bhide, P. (2022, February). *Preclinical models in pediatric psychopharmacology*. Delivered at Massachusetts General Hospital, Boston, MA, Via Zoom. (National)

Patented Inventions

Bhide, P., McCarthy, D. M., Carrazana, E., & Cran, J. W. (2022). *METHODS OF TREATING FRAGILE X MENTAL RETARDATION SYNDROME*. US 11,491,144 B2, Florida State University.

Contracts and Grants

Contracts and Grants Funded

Bhide, P. (Apr 2024–Mar 2027). *E-cigarette use during pregnancy and the GABA neurotransmitter system*. Funded by Florida department of Health. (24K07). Total award \$600,000.

Bhide, Pradeep (PI), McCarthy, D. M., & Vied, C. (Jun 2020–May 2023). *Nicotine, germ cells and neurodevelopmental disorders*. Funded by Florida Department of Health - James and Esther King Trust. (20K01). Total award \$626,708.

Salazar Aranda, Gloria A (PI), Bhide, Pradeep (Co-PI), Delp, Judy Muller (Co-PI), & Hwang, Hyun Seok (Co-PI). (Oct 2019–Sep 2021). *Nutritional Interventions to Alleviate Cardiovascular Disease Medicated by Tobacco Use*. Funded by Florida Department of Health. Total award \$725,000.

Bhide, P. (PI), & McCarthy, D.M. (Co-I). (Feb 2013–Jan 2023). *Brian Jackson Dystonia Research and Discovery Program*. Funded by Jackson Family Fund. Total award \$1,050,000.

Bhide, P. (PI). (Aug 2011–2029). *Rodgers Chair*. Funded by Jim and Betty Ann Rodgers Chair. Total award \$1,000,000.

Contracts and Grants Pending

Bhide, Pradeep (PI). (Nov 2022). *Effects of an adenosine A(2A) agonist on the rewarding effects of nicotine and neural plasticity in a heritable model of increased dopamine D2 receptor sensitivity*. Submitted to East Tennessee State University. Unspecified award amount.

Postdoctoral Supervision

McCarthy, D. (May 2003–present).

Zhang, L. (2012–21).

Service

Florida State University

FSU University Service

Chair, Institutional Animal Care and Use Committee (IACUC) (2023–present).

FSU Department Service

Member, Faculty Search Committee (2019–present).

Member, Faculty Evaluation Committee (2022–2023).

FSU Institute or Center Service

Director, FSU Institute for Pediatric Rare Diseases (2024–present).

Director, Center for Brain Repair (2011–present).

Executive Director, FSU Institute for Pediatric Rare Diseases (2023).

The Profession

Editor for Refereed Journals

Editorial Board Member, *Neurotoxicology and Teratology* (2022–present).

Senior Editor, *Developmental Neuroscience* (2009–present).

Member, Editorial Board, *Current Neuropharmacology* (2008–present).

Reviewing Editor, *Frontiers in Neurogenesis* (2008–present).

Member, Editorial Board, *Developmental Neuroscience* (2005–present).

Guest Editing for Refereed Journals

Bhide, P., & Stanwood, G. (Eds.). (2023). The developing brain in health and disease [Special Issue]. *Developmental Neuroscience*.

Editorial Board Membership(s)

Neurotoxicology and Teratology (2022–present).

Developmental Neuroscience (Senior Editor) (2009–present).

Frontiers in Neurogenesis (Reviewing Editor) (2009–present).

Current Neuropharmacology (2008–present).

Developmental Neuroscience (Editorial Board) (2005–present).

Guest Reviewer for Refereed Journals

Brain, Behavior, Immunity (Oct 2019–present).

FASEB Journal (Aug 2019–present).

Genes, Brain and Behavior (Jan 2018–present).

American Journal of Medical Genetics (Jan 2011–present).

Biological Psychiatry (Jan 2011–present).

Molecular Psychiatry (Jan 2011–present).

World Journal of Biological Psychiatry (Jan 2011–present).

Current Neuropharmacology (Jan 2008–present).

Nature Neuroscience (Jan 2008–present).

Neuropsychopharmacology (Jan 2005–present).

Neuroscience (Jan 2005–present).

Stroke (Jan 2005–present).

Journal of Neurobiology (Jan 2002–present).

Neuron (Jan 2001–present).

Cerebral Cortex (Jan 1999–present).

Journal of Neuroscience (Jan 1999–present).

PNAS (Jan 1999–present).

Journal of Neuroscience Research (Jan 1998–present).

Journal of Neurochemistry (Jan 1997–present).

Developmental Neuroscience (Jan 1996–present).

Journal of Comparative Neurology (Jan 1990–present).

Reviewer or Panelist for Grant Applications

NIDA/NIH P30 and P50 Applications (2019–2024).

NIH/FDA: Tobacco Regulatory Science A (Chair) (2024).

NIH (2023).

Autism Speaks (2023).

NIH/NINDS (2022).

Service to Professional Associations

Board Member, Neuroscience Research Funding for Graduate Studies, Bryan W Robinson Endowment for the Neurosciences (2012–present).

Interviews

Alberto Camargo. (2024, February). How one little boy's story led to the Institute for Pediatric Rare Disease at Florida State. *WTXL* [TV]. Retrieved from <https://www.wtxl.com/college-town/how-one-little-boys-story-led-to-the-institute-for-pediatric-rare-disease-at-florida-state>

Kathleen Haughney (print), & Layne Herdt (WFSU Radio). (2024, February). FSU launches groundbreaking Institute for Pediatric Rare Diseases. *WFSU* [Print and Radio]. Retrieved from <https://news.fsu.edu/news/health-medicine/2024/02/01/fsu-launches-groundbreaking-institute-for-pediatric-rare-diseases/>

Josh Breslow. (2023, July). Aspartame: Does it cause cancer? *Fox News Live* [TV]. Retrieved from <https://www.livenowfox.com/video/1249413>

Jacob Murphey. (2023, July). FSU professor weighs in on aspartame, now considered 'possibly carcinogenic' by WHO. *WCTV* [TV]. Retrieved from <https://www.msn.com/en-us/health/medical/fsu-professor-weighs-in-on-aspartame-now-considered-possibly-carcinogenic-by-who/ar-AA1e2IRF>

Jolanda van Hal. (2023, July). Aspartame appraisal: "No immediate action required" but reformulation likely as consumer concern continues. *Food Ingredients First* [Online Newspaper]. Retrieved from <https://www.foodingredientsfirst.com/news/aspartame-appraisal-no-immediate-action-required-but-reformulation-likely-as-consumer-concern-continues.html>

Miriam Fauzia. (2023, May). Are Artificial Sweeteners Harmless? The Ultimate Truth About the Zero-Calorie Packets. *Inverse* [Newspaper]. Retrieved from <https://www.inverse.com/health/are-artificial-sweeteners-bad-the-ultimate-truth-about-the-zero-calorie-packets>

Erin Molyneaux, & Kevin Caridad. (2023, February). Barrier Breakdown Podcast. *Cognitive Behavior Institute, Pittsburgh, PA*.

Ruairi McKenzie. (2023, January). Aspartame and anxiety. *Technology Networks* [Online media]. Retrieved from <https://www.technologynetworks.com/neuroscience/articles/deep-dive-can-too-much-sweetener-affect-your-grandchildrens-anxiety-368879>

Caroline Kraaijvanger. (2023, January). Popular sweetener aspartame makes mice and their offspring more anxious. *Scientias* [Online media]. Retrieved from <https://scientias.nl/populaire-zoetstof-aspartaam-maakt-muizen-en-hun-nakomelingen-angstiger/>

The Community

Co-founder, Pharmaceutical company, Anxiolytech (2017–present).

Co-founder, Biotechnology company, SunshineNano LLC (2017–present).

Co-Founder, Avekshan LLC (2014–present).

3 Year Curriculum Vitae

Jeffrey S Harman

February 15, 2024

General Information

University address: Department of Behavioral Sciences & Social Medicine
College of Medicine
1115 West Call St.
Florida State University
Tallahassee, Florida 32306-4300
Phone: 645-1540

E-mail address: jeffrey.harman@med.fsu.edu

Professional Preparation (Highest Degree Only)

1999 Ph.D., University of Minnesota, Minneapolis, MN. Major: Health Services
Research, Policy, and Administration.

Professional Experience

2015–present Professor, Department of Behavioral Sciences & Social Medicine, College of
Medicine, Florida State University.

Fellowship(s)

National Institute of Mental Health Dissertation Fellowship (1997).
Research Fellow, Institute for Health Services Research, University of Minnesota (1993).

Current Membership in Professional Organizations

AcademyHealth
American Society of Health Economists
InterRAI

Teaching

Courses Taught

Fundamentals of Biostatistics (STA5172)

Medicine I: Foundations (BMS6037)

Introduction to Applied Statistics (STA5126)

Medicine 3 Human Systems in Health and Disease: Cardiovascular and Pulmonary Systems (BMS6042)

Medicine 3 Human Systems in Health and Disease: Renal-Urinary System (BMS6043)

Doctoral Committee Chair

Bauer, S., doctoral candidate. *Physician-Hospital Alignment and Orthopedic Joint Replacement Expenditures and Outcomes*. [Department of Health Services Research, Management and Policy, College of Public Health and Health Professions, University of Florida]

Mills, J., doctoral candidate. *Comparative Effectiveness of Mental Health Treatment on HIV Outcomes*. [Department of Health Services Research, Management and Policy, College of Public Health and Health Professions, University of Florida]

Doctoral Committee Member

Nason, M., doctoral candidate. *Nurse Staffing and Patient Outcomes in the Rehabilitation Setting: Application of Production Theory*. [College of Nursing, University of Florida]

Supervision of Student Research Not Related to Thesis or Dissertation

Hernandez, J. V. (Sep 2022–present).

Samander, L. (Sep 2018–present).

Kendall, A. (Sep 2021–May 2022).

Research and Original Creative Work

Publications

Refereed Journal Articles

Pierre Louis, K., & Harman, J. S. (2023). Racial and Ethnic Disparities in Emergency Department Wait Times for Headache. *Journal of Racial and Ethnic Health Disparities*. doi:10.1007/s40615-023-01580-y

- Ozkardes, C., & Harman, J. S. (2023). Association of a Patient's Type of Insurance with Preventive Service Delivery. *Cureus*, *15*(9), e44927.
- Goldfarb, S. S., Graves, K., Geletko, K. W., Deichen Hansen, M. E., Kinsell, H., & Harman, J. S. (2023). Racial/Ethnic Differences in ED Wait Times for Patients with Substance Use Disorders. *Journal of Emergency Medicine*, *64*(4), 481-487.
- Gerend, M. A., Bradbury, R., Harman, J. S., & Rust, G. (2022). Characteristics Associated with Low-Value Cancer Screening Among Office-Based Physician Visits by Older Adults in the USA. *Journal of General Internal Medicine*, *37*(10), 2475-2481. doi:doi.org/10.1007/s11606-021-07072-1
- Samander, L. J., & Harman, J. S. (2022). Disparities in Offered Anxiety Treatments Among Minorities. *Journal of Primary Care & Community Health*, *13*, 1-6. doi:21501319211065807
- Ozkardes, C., & Harman, J. S. (2022). Physician Compensation Method Effects on Preventive Service Delivery. *Journal of General Internal Medicine*, *37*, 480-481. doi:doi.org/10.1007/s11606-020-06580-w
- Deichen Hansen, M. E., Goldfarb, S. S., Mercouffer, A., Dark, T., Lateef, H., & Harman, J. S. (2022). Racial inequities in emergency department wait times for pregnancy-related concerns. *Women's Health*, *18*, 1-7. doi:17455057221129388
- Geletko, K. W., Graves, K., Lateef, H., & Harman, J. S. (2022). Tobacco cessation counseling and medications provided by physicians to tobacco users during primary care visits. *Journal of Primary Care & Community Health*, *13*, 1-7. doi:doi.org/10.1177/21501319221093115
- Hoffman, R., Harman, J. S., Kinsell, H., & Brown, G. (2021). Costs and Savings Associated With the Police Use of the interRAI Brief Mental Health Screener. *Frontiers in Psychiatry*. doi:10.3389/fpsy.2021.726469
- Schumacher, J. R., Lutz, B. J., Hall, A. G., Harman, J. S., Turner, K., Brumback, B. A., Hendry, P., & Carden, D. L. (2021). Impact of an Emergency Department-to-Home Transitional Care Intervention on Health Services Use in Medicare Beneficiaries: A Mixed Methods Study. *Medical Care*, *59*(1), 29-37.
- Kinsell, H., Goldfarb, S., Mills, J. C., Vogel, W. B., & Harman, J. S. (2021). Service utilization in Medicaid HIV specialty plans versus standard plans among enrollees diagnosed with HIV/AIDS in Florida, USA. *AIDS Care*, *33*(12), 1608-1610. doi:10.1080/09540121.2020.1839010
- Ibañez, G. E., Zhou, Z., Cook, C. L., Slade, T. A., Somboonwit, C., Morano, J., Harman, J., Bryant, K., Whitehead, N. E., & Brumback, B. (2021). The Florida Cohort study:

methodology, initial findings and lessons learned from a multisite cohort of people living with HIV in Florida. *AIDS care*, 33(4), 516-524. doi:10.3389/fpsyt.2021.726469

Contracts and Grants

Contracts and Grants Funded

Wong, F., & Harman, J. S. (Sep 2021–Aug 2026). *Fostering Institutional resources for science transformation: The FLORIDA-FIRST Health Science Brigade*. Funded by National Institutes of Health. (U54 CA267730). Total award \$14,500,000.

Harman, Jeffrey S (PI). (Mar 2020–Jun 2023). *MED206: Florida Medicaid Family Planning Waiver Program Evaluation*. Funded by Florida Agency for Health Care Administration. Total award \$1,567,369.

Harman, J. S., & Goldfarb, S. (Nov 2019–Jun 2022). *Evaluation and Performance Measurement of Florida's Opioid Overdose Data 2 Action*. Funded by Florida Department of Health. Total award \$240,000.

Ralston, Penny A (Co-PI), Saunders, Charles N (Co-PI), Sinha, Debajyoti (Co-PI), Carretta, Henry Joseph (Co-PI), Harman, Jeffrey S (Co-PI), & Rust, George W (PI). (Oct 2018–May 2021). *Modeling Paths to Cancer Health Equity*. Funded by Florida Department of Health. Total award \$800,487.

Vogel, B., & Harman, J. (Dec 2016–Jun 2022). *MED180: Evaluation of Florida's Medicaid Managed Medical Assistant Program*. Funded by Florida Agency for Health Care Administration. Total award \$4,634,686.

Postdoctoral Supervision

Goldfarb, S. (Aug 2016–present).

Dark, T. (Dec 2015–present).

Kinsell, H. (Aug 2015–present).

Service

Florida State University

FSU Department Service

member, Bylaws Committee (2023–present).

Member, Promotion and Tenure Committee (2023–present).

Chair, Mentoring Committee (2020–present).

Member, Endowed Professorship Search Committee (2017–present).

Member, Center Director Search Committee (2017–present).

The Profession

Guest Reviewer for Refereed Journals

Journal of Primary Care & Community Health (2020–present).

JAMA Psychiatry (2018–present).

American Journal of Public Health (2005–present).

Archives of General Psychiatry (2005–present).

Archives of Pediatric and Adolescent Medicine (2005–present).

Bipolar Disorders (2005–present).

Depression and Anxiety (2005–present).

Health Affairs (2005–present).

Health Care Management Review (2005–present).

Health Services Research (2005–present).

International Journal of Geriatric Psychiatry (2005–present).

Journal of Behavioral Health Services & Research (2005–present).

Journal of Child and Adolescent Psychopharmacology (2005–present).

Journal of Clinical Psychiatry (2005–present).

Journal of General Internal Medicine (2005–present).

Journal of Geriatric Psychiatry and Neurology (2005–present).

Journal of Health Care for the Poor and Underserved (2005–present).

Journal of Mental Health Policy and Economics (2005–present).

Journal of the American Geriatrics Society (2005–present).

Medical Care (2005–present).

Medicare & Medicaid Research Review (2005–present).

Mental Health Services Research (2005–present).

Pharmacoepidemiology and Drug Safety (2005–present).

Psychiatric Services (2005–present).

The American Journal of Managed Care (2005–present).

The Gerontologist (2005–present).

The Journals of Gerontology: Series B, Psychological Sciences and Social Sciences (2005–present).

Juror for a Performance

Health Information Technology Research (HITR) Study Section. Agency for Healthcare Research and Quality (2012–present).

3 Year Curriculum Vitae

Cathy W. Levenson

August 03, 2024

General Information

University address: Biomedical Sciences
College of Medicine
Room 2350E
Florida State University
Tallahassee, Florida 32306-4300
Phone: 850-212-0191

E-mail address: levenson@neuro.fsu.edu
cathy.levenson@med.fsu.edu

Web site: <https://med.fsu.edu/directory/full?directoryID=14413>

Professional Preparation (Highest Degree Only)

1993 Doctor of Philosophy, University Of Chicago. Major: Nutritional Biology.
Nutritional Biochemistry. Supervisor: Dr. Michael Sitrin.

Professional Experience

2020–present Vice Chairperson, Department of Biomedical Sciences, Florida State
University.

2017–present Director, Graduate Program in Biomedical Sciences, College of Medicine,
Florida State University.

2011–present Professor, Biomedical Sciences & Program in Neuroscience, Florida State
University.

2017–2023 Associate Chair for Graduate Studies, Biomedical Sciences, Florida State
University.

Honors, Awards, and Prizes

Outstanding Senior Faculty Educator, FSU College of Medicine (2021).

Current Membership in Professional Organizations

American Society for Nutrition
Society for Neuroscience

Teaching

Courses Taught

Frontiers in Medicine (IHS4120)
Introduction to Biomedical Sciences Research II (BMS5184)
Models of NeuroPsychiatric Disease (GMS 6001)
Research Opportunities in Biomedical Sciences (BMS5185)
Foundations of Clinical Nutrition (Course Director) (PAS5254)
Foundations of Medicine 2: Molecules to Mechanisms (Course Director) (BMS6030)
Gastrointestinal System (Course Director) (BMS 6040)
Seminar in Biomedical Sciences (BMS6936)
Directed Independent Study in Biomedical Sciences (BMS5905)
Medicine 3 Human Systems in Health and Disease: Cardiovascular and Pulmonary Systems
(BMS6042)
Medicine 3 Human Systems in Health and Disease: Renal-Urinary System (BMS6043)
Medicine 3 Human Systems in Health and Disease: Host-Defense (BMS6041)
Medicine 3 Human Systems in Health and Disease: Musculoskeletal and Integumentary Systems
(BMS6047)
Clinical Medicine II (PAS5020)

New Course Development

Teaching Methods & Practice (2023)
Special Topics: Models of Neurophysch Disorders (2021)

Doctoral Committee Member

Nasirpour, M., graduate. (2024).
Hagarty, D., graduate. (2023).
Jones, S., graduate. (2023).
Logue, J., graduate. (2023).
Perini, A., graduate. (2023).

Lee, G., graduate. (2021).
Pavlock, S., graduate. (2021).
Cote, J., doctoral candidate.
Delva, N., doctoral candidate.
Zivkovic, S., doctoral candidate.
Loeven, doctoral candidate.
Ma, S., doctoral candidate.
Thabet, Y., doctoral student.
Betancourt, D., doctoral student.

Doctoral Committee University Representative

Foley, E., graduate. (2021).
Helsper, S., graduate. (2021).
Yong, H., graduate. (2021).
Grigolo, T., doctoral candidate.
Santopetro, N., doctoral student.

Bachelor's Committee Member

Turner, O., student.

2020-2023 Additional Medical Course Participation

Levenson, C. W. (2023). *M1 Cardiopulmonary Course, 4 lectures/yr M1 Renal/Endocrinology, 2 lectures/yr M2 Musculoskeletal System, 2 lectures/yr PA1 Clinical Medicine 2, 1 lecture/yr.* FSU College of Med.

Research and Original Creative Work

Publications

Refereed Journal Articles

Basiri, R., Spicer, M., Levenson, C. W., Lederman, T., Akhavan, N., & Arjmandi, B. (2022). Improving dietary intake of essential nutrients can ameliorate inflammation in patients with diabetic foot ulcers. *Nutrients, 14*(12), 10.399/nu14122393.

Zhang, L., Levenson, C. W., Cea Salazar, V., Biederman, J., & Bhide, P. (2022). Repetitive Mild Traumatic Brain Injury in an Awake, Unanesthetized Mouse Model of Perinatal Nicotine

Exposure Produces Transient Novelty-Seeking and Depression-Like Behaviors. *Journal of Neurotrauma*, Jan 3, 10. doi:10.1089/neu.2021.0268

Zhang, L., Levenson, C. W., Salazar, V., McCarthy, D., Biederman, J., Zafonte, R., & Bhide, P. (2021). Repetitive mild traumatic brain injury in a perinatal nicotine exposure mouse model of attention deficit hyperactivity disorder. *Developmental Neuroscience*, 43(1), 63-72. doi:10.1159/000515198

Presentations

Invited Papers at Conferences

Levenson, C. W., Tassabehji, N., & Cope, E. C. (presented 2022). *Role of dietary zinc in the development, prevention, and treatment of depression*. Paper presented at International Nutrition Research Conference, Nutrition Congress, Rome, Italy. (International)

Refereed Papers at Conferences

Schepkin, V., Levenson, C. W., Helsper, S., & Sherry, A. D. (presented 2021). *Comparison of [6-17O]glucose metabolism in tumor and normal brain using 9L glioma model*. Paper presented at ISMRM 2021, International Society of Magnetic Resonance in Medicine, Virtual (COVID year). (International)

Nonrefereed Papers at Conferences

Zhang, L., Cea Salazar, V., McCarthy, D., Levenson, C. W., Biederman, J., Spencer, T., Zafonte, R., & Bhide, P. (presented 2021). *Repetitive mild traumatic brain injury in a perinatal nicotine exposure mouse model of ADHD*. Paper presented at APSARD 2021, American Professional Society of ADHD and Related Disorders, Virtual (COVID year). (National)

Invited Lectures and Readings of Original Work

Levenson, C. W. (2023). *Zinc and the Brain: From Genes to Behavior*. Delivered at Pennsylvania State University, Hershey, PA. (National)

Service

Florida State University

FSU University Service

Member, University Graduate Programs QER/QEP Planning Committee (2022–present).

Biomedical Sciences Representative, Neuroscience Diversity Committee (2020–present).

Member, Animal Program Committee on Occupational Health & Safety (2020–present).

Faculty Advisor, Know Lupus (2017–present).

Interviewer, Presidential Scholars Interview Team (2017–present).

Member, Neuroscience Faculty Search Committee, Psychology (2017–present).

Invited Speaker, FSU Faculty Lunch Series (2016–present).

Faculty Advisor, Student Organize 4 Syria (2015–present).

Chairperson, Psychology Department QER Review Committee (2023).

Member, QEP/QER Graduate Programs Committee (2022–2023).

FSU College Service

Chair, Medical Student Evaluation & Promotion Committee (2024–present).

Member, Admissions Committee: Honors Medical Scholars (2023–present).

Faculty Advisor, Big Bend Buddies (2023–present).

Member, Honors Medical Scholars Selection Committee (2023–present).

Member, Admissions Committee: Bridge Student Selection Committee (2022–present).

Member, COM Research Strategic Planning Committee (2022–present).

Member, Student Evaluation and Promotion Committee (2021–present).

Faculty Advisor, Medical Students for Choice (2019–present).

Member, Student Evaluation and Promotion Committee (2018–present).

Elected Member, COM Wellness Committee (2017–present).

Faculty Advisor, Nutrition, Exercise and Wellness Student Interest Group (2013–present).

Member, Year 1 and 2 Course Directors Committee (2009–present).

Member, Search Committee: Associate Dean for Student Affairs (2023).

Elected Member, College of Medicine Curriculum Committee (2009–2023).

Member, COM Dean Search Committee (2022).

Elected Member, Wellness Committee (2019–2022).

FSU Department Service

Steering Committee, Biomedical Entrepreneurship Certificate Program (2020–present).

Vice Chairperson, Department of Biomedical Sciences (2020–present).

Vice Chairperson, Executive Committee, Dept Biomedical Sciences (2020–present).

Member, Executive Committee, Dept Biomedical Sciences (2019–present).

Associate Chair for Graduate Studies, Department of Biomedical Sciences (2017–present).

Director, Graduate Program in Biomedical Sciences (2017–present).

Member, Faculty Recruitment Committee, Dept of Biomedical Sciences (2010–present).

Project developer and fundraiser, Science Art Display (2022).

FSU Program Service

Member, Diversity in Neuroscience Committee (2021–present).

Member, Graduate Training Committee, Program in Neuroscience (2007–present).

Invited Speaker, Stem Cell Therapy: Hype or Hope (2022).

The Profession

Editorial Board Membership(s)

Frontiers in Aging Neuroscience (2015–present).

Nutrition Reviews (2003–present).

Guest Reviewer for Refereed Journals

Frontiers in Neuroscience (2020–present).

Nutrients (2020–present).

Frontiers in Behavioral Neuroscience (2018–present).

Frontiers in Neurology (2018–present).

Frontiers in Neuroscience (2018–present).

Journal of Neurochemistry (2018–present).

Journal of Toxicology (2018–present).

Nutrients (2018–present).

Stem Cell International (2018–present).

BMC Psychiatry (2017–present).

Current Neuropharmacology (2017–present).

ACS Chemical Neuroscience (2016–present).

Biological Trace Elements (2016–present).

Hippocampus (2016–present).

Journal of Neurochemistry (2016–present).

Neural Plasticity (2016–present).

Neuroscience Letters (2007–present).

Cellular and Molecular Biology (2004–present).

Journal of Cell Biology (2004–present).

Neurobiology of Aging (2004–present).

NeuroMolecular Medicine (2004–present).

Brain Research (2003–present).

Physiology and Behavior (2003–present).

American Journal of Physiology (2002–present).

Neuroscience (2002–present).

Journal of Neurochemistry (2001–present).

Nutritional Neuroscience (2001–present).

Experimental Neurology (2000–present).

Journal of Nutrition (2000–present).

Experimental Biology and Medicine (1998–present).

Biological Trace Elements (1995–present).

Chair of a Symposium

Levenson, C. W. (Chair). (2022, June). *Trace metals in Brain and Psychiatric Disorders*.
Symposium conducted at the meeting of International Nutrition Society, Rome, Italy.

Reviewer or Panelist for Grant Applications

American University Beirut (2017–present).

National Heart Lung & Blood Institute, Program Projects (2010–present).

Ad Hoc Reviewer, United States Dept of Agriculture (2002–present).

Service to Other Universities

External Advisory Board Member, *Chulalongkorn University College of Medicine* (2021–present).

The Community

Invited Speaker, Osteoporosis: Prevention and Treatment, Temple Israel, Tallahassee (2004–2024).

Invited Speaker, Women and Cardiovascular Health: New Research and Recommendations, Temple Israel, Tallahassee (2023).

Invited Speaker, Stem Cell Therapies: Challenges for the Future, Temple Israel, Tallahassee (2022).

3 Year Curriculum Vitae

Yolany Martinez Hyde

May 09, 2023

General Information

University address: Medical Humanities and Social Sciences
College of Medicine
College of Medicine - Thrasher Building 1160A
Florida State University
Tallahassee, Florida 32306-4300

E-mail address: ymartinezhyde2@fsu.edu

Professional Preparation (Highest Degree Only)

2016 Ph.D., The University of Oklahoma, Norman, OK. Major: Hispanic Literature, Language, and Culture. Latin American Literature of the 20th and 21st centuries, Contemporary Central American Literature. Supervisor: Dr. A. Robert Lauer, Chair; Dr. Ryan F. Long, Co-Chair.

Martínez Hyde, Y. (2016). *Dissertation: "Paradigmas en la literatura posmoderna en autores centroamericanos: Ficcionalización del testigo, memoria historiográfica y compromiso social"*. Unpublished doctoral dissertation, The University of Oklahoma, Norman, OK.

Professional Experience

2018–present Assistant Professor, Department of Behavioral Sciences and Social Medicine, College of Medicine, Florida State University. Responsible for designing, developing and teaching a series of courses promoting Spanish language and culture, emphasizing medical practice.

Honors, Awards, and Prizes

Certificate of Recognition, City of Lawrence (2022).
Advisor of the Year Award, Student Affairs Leadership Award / FSUSOI (2022).

Current Membership in Professional Organizations

Southwest Council of Latin American Studies

Teaching

Courses Taught

Medicine 3 Human Systems in Health and Disease: Renal-Urinary System (BMS6043)
Medical Spanish (MDE7043)

New Course Development

Medical Spanish for 4th Year Medical Students - Women's Health and Pediatrics (2022)
Medical Spanish for 4th Year Medical Students - Women's Health (2021)

Research and Original Creative Work

Publications

Invited Books

Martínez, Y. (2021). *Lo que no cabe en las palabras / Beyond Words*. EE.UU.: Efímera Editorial.

Presentations

Invited Papers at Conferences

Martínez Hyde, Y. (presented 2023, April). "*De la recuperación de una identidad regional en Rey del albor Madrugada a la reconstrucción utópica de nacionalidad en Downtown Paraiso*". Paper presented at Southwest Council of Latin American Studies, Southwest Council of Latin American Studies, Dallas, Texas. (National)

Martínez Hyde, Y. (presented 2022, April). "*Transposiciones de la violencia en Doce cuentos negros y violentos*". Paper presented at Southwest Council of Latin American Studies, Southwest Council of Latin American Studies, Virtual. (International)

Martínez Hyde, Y. (presented 2021, March). "*Degradación y locura en "La mente dividida" de Kalton Harol Bruhl*". Paper presented at Southwest Council of Latin American Studies, Southwest Council of Latin American Studies. (International)

Invited Lectures and Readings of Original Work

- Martinez Hyde, Y. (2023, March). *Charla a varias voces*. Delivered at La Comuna Gironde, Toluca, Mexico. (International)
- Martinez Hyde, Y. (2022, October). *Poetry Reading for The Americas Poetry Festival of New York*. Delivered at The Americas Poetry Festival of New York, New York City, New York. (International)
- Martinez Hyde, Y. (2022, October). *Poetry Reading: Letras por los vientos de esperanza*. Delivered at XVI International Book Fair, Lawrence, Massachusetts. (International)
- Martinez Hyde, Y. (2022, June). *Clementina Suárez: Del espacio poético al imaginario cultural*. Delivered at VOAE - UNAH-TEC Danlí. (International)
- Martinez Hyde, Y. (2022, May). *"Poesía escrita por mujeres durante la segunda mitad del siglo XX en Centroamérica." / "Women's Poetry During the Second Half of the 20th Century in Central America."* Delivered at Departamento de Lingüística y Literaturas Hispánicas, Universidad de Zaragoza, Universidad de Zaragoza, España / University of Zaragoza, Spain. (International)
- Martinez Hyde, Y. (2022, May). *Poetry Reading*. Delivered at Festival Internacional de Poesía de Aragón, Zaragoza, Spain. (International)
- Martinez Hyde, Y. (2022, February). *Lectura de Poesía y Entrevista*. Delivered at Zona de recarga, Virtual - Costa Rica. (International)
- Martinez Hyde, Y. (2022, February). *Lectura de Poesía y Entrevista*. Delivered at Voces Convergentes y Letras en Directo, Virtual - Guatemala. (International)
- Martinez Hyde, Y. (2021, November). *Poéticas de la Diáspora*. Delivered at Festival Otoño Bonhomía, Virtual. (International)
- Martinez Hyde, Y. (2021, October). *Poetry Reading*. Delivered at III Encuentro de Poesía de San Salvador, Virtual. (International)
- Martinez Hyde, Y. (2021, April). *"La agencia de la mujer hondureña en los ámbitos intelectuales entre 1850 y 1950: Una aproximación" / "Agency of Honduran Women in the Intellectual Field Between 1850 - 1950: An Overview"*. Delivered at La Universidad Nacional Autónoma de Honduras-Tecnológico Danlí. (International)
- Martinez Hyde, Y. (2020, December). *Lectura de Poesía para el Festival Internacional de Poesía Los Confines*. Delivered at FIPLC, Virtual Reading Via Zoom and Facebook Live. (International)

- Martinez Hyde, Y. (2020, December). *Lectura de Poesía para el Festival Internacional de Poesía México*. Delivered at Festival Internacional de Poesía México, Virtual Reading Via Zoom and Facebook Live. (International)
- Martinez Hyde, Y. (2020, October). *Encuentro Virtual de Escritoras "Ciclónicas"*. Delivered at Ediciones Malpaso, Virtual Reading Via Zoom and Facebook Live. (International)
- Martinez Hyde, Y. (2020, July). *Poesía Hondureña*. Delivered at World Festival of Poetry, Virtual Reading Via Zoom and Facebook Live. (International)
- Martinez Hyde, Y. (2020, June). *Anthology Reading and Fundraiser*. Delivered at Tia Chucha Press, Virtual Reading Via Zoom and Facebook Live. (International)
- Martinez Hyde, Y. (2020, June). *Virtual Poetry Reading Entre Aquí y Allá*. Delivered at Entre Aquí y Allá Colectivo de Poesía, Virtual Via Zoom and Facebook Live. (International)
- Martinez Hyde, Y. (2020, May). *Virtual Poetry Reading in The International Santo Domingo Book Fair*. Delivered at Feria del Libro de Santo Domingo/Ministerio de Cultura de República Dominicana, Virtual Via Zoom and Facebook Live. (International)

Original Creative Works

Poems in Edited Books

- Martinez Hyde, Y. (2022). Tu nombre y otros poemas. In Carlos Velásquez-Torres, Irene Santos, & Carlos Aguasaco (Eds.), *Multilingual Anthology: The Americas Poetry Festival of New York 2022* (pp. 29-38). New York: Artepoética Press.
- Martinez Hyde, Y. (2021). Mujer de lluvia y otros poemas. In Samuel Trigueros, & Rocío Bolaños (Eds.), *Desarraigo. 18 poetas transfronterizos*. Spain: Nautilus.
- Martinez Hyde, Y. (2021). Lo que no cabe en las palabras, Este sol que respiro. In Frances Simán (Eds.), *Los habitantes de la Osa. Poetas hondureños del siglo XXI* (pp. 58-59). Chile: Fundación Pablo Neruda.
- Martinez Hyde, Y. (2020). Madre. In Maldonado, Armando (Ed.), *Antología Audiovisual de Poesía*. Ediciones Malpaso web page.
- Martinez Hyde, Y. (2020). Armada y otros poemas. In Emilio Coco (Ed.), *Le Parole Grondante. Antologia Della Nuova Poesía Centroamericana. Guatemala, El Salvador, Honduras. Vol I*. Italy: Fermenti.

Poems in Magazines

Martinez Hyde, Y. (2023, January). The Final Horizon. *Bomb Magazine*, 162.

Martinez Hyde, Y. (2021, September). Poemas (Audiopoema). *Expediatio Repositorio Institucional Universidad de Bogotá Jorge Tadeo Lozano*.

Martinez Hyde, Y. (2021, March). The Last Horizon. *Latino Book Review*, 17. Retrieved from https://www.latinobookreview.com/uploads/7/6/7/6/76766131/lbr_mag_2021.pdf

Martinez Hyde, Y. (2020, December). "Mínima antología poética". *Revista Ágrafos*, 10.

Martinez Hyde, Y. (2020, August). Todavía llueve y otros poemas / "It's still raining" and other poems. *Nueva York Poetry Review*. Retrieved from <https://www.nuevayorkpoetryreview.com/Nueva-york-Poetry-Review-2627-27-poesia-hondurea-yolany-martinez->

Poems in Journals

Martinez Hyde, Y. (2021). "El último horizonte" y otros poemas. / "The Last Horizon" And Other Poems. *Oltreoceano*, 18, 147-149. Retrieved from https://www.amazon.it/Oltreoceano-Honduras-bicentenario-independencia-especial/dp/8831499254/ref=sr_1_7?__mk_it_IT=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=oltreoceano&qid=1622823778&s=books&doi:10.53154/Oltreoceano26

Martinez Hyde, Y. (2021). "Encierro" and "Monólogo de la ausencia". *Middle Atlantic Review of Latin American Studies*, 4(3), 122-124. Retrieved from <https://www.marlasjournal.com/articles/abstract/10.23870/marlas.353/> doi:<http://doi.org/10.23870/marlas.353>

Reviews of My Research and Original Creative Work by Other Authors

Reviews Appearing on a Web Site

Chaumet, S. (2020). Poèmes / Poems. *Seule la voix demeure | Sólo la voz permanece/Only the Voice Remains*. Retrieved from <https://seulelavoixdemeure.blogspot.com/2020/08/yolany-martinez-1978-honduras.html?m=1>

Rivera, A. (2020). Espejos de arena o un verso de viento en el desierto / Mirrors of Sand or Verses of Wind in the Desert. *La Tribuna*. Retrieved from <https://www.latribuna.hn/2020/07/05/espejos-de-arena-o-un-verso-de-viento-en-el-desierto/>

Cortez, L. M. C. (2020). La felina desnudez en la poesía de Yolany Martínez/Feline Nudity in Yolany Martínez' Poetry. *La Tribuna*. Retrieved from <https://www.latribuna.hn/>

Service

Florida State University

FSU College Service

Translator from English to Spanish, Medical Translator (2019–present).

FSU Department Service

Mentor and Volunteer, LMSA -Cultural Immersion into Hispanic Food- (2021).

Volunteer, LMSA members volunteered for the Gadsen Kernes (2021).

Mentor, Volunteer, LMSA - Migrant Fair in Quincy, Florida (2021).

Advisor, FSUCOM Latino Medical Student Association (2018) (2018–2020).

Editor of the Spanish Section, Spanish Editor for HEAL (2020).

The Profession

Editor for Refereed Journals

Editor, *Oltroceano* (2021–present).

Service to Professional Associations

President, Board of Directors, Southwest Council of Latin American Studies (2022–present).

President-elect, Southwest Council of Latin American Studies (2020–2022).

Curriculum Vitae
Richard S Nowakowski

August 7, 2024

General Information

University address: Biomedical Sciences
College of Medicine
COM -RESEARCH BLDG 2370E
Florida State University
Tallahassee, Florida 32306-4300
Phone: 850-644-9219; Fax: 850-644-5781

E-mail address: richard.nowakowski@med.fsu.edu

Professional Preparation

1976 Ph.D., Harvard University. Major: Cell and Developmental Biology-Medical Sciences. Supervisor: Pasko Rakic, M.D., Sc.D.

Nowakowski, R.S. (1976). *The Development of the Hippocampal Region in the Rhesus Monkey*. Unpublished doctoral dissertation, Harvard University.

1971 B.A., University of Wisconsin-Madison. Major: Psychology and Chemistry.

Nondegree Education and Training

1979–1981 Postdoctoral Scholar, Max-Planck-Institute for Biophysical Chemistry, Göttingen, Germany.

1976–1979 Postdoctoral Scholar, Duke University, Durham, North Carolina.

Professional Experience

2010–present Randolph L. Rill Professor and Chair, Biomedical Sciences, College of Medicine, Florida State University.

Current Membership in Professional Organizations

AAAS, Sigma Xi

Complex Trait Consortium

Society for Neuroscience

Teaching

Courses Taught

Advanced Topics in Biomedical Sciences (BMS5935)

Neuroscience and behavior (BMS6046C)

Foundations of Medicine 2

Doctoral Committee Member

Trupiano, M, doctoral candidate

Nuta, A, doctoral candidate.

Wilmont, V. doctoral candidate (co-advisor)

Research and Original Creative Work

Publications

Refereed Journal Articles

RS Nowakowski, 2024. [My Life with Verne](#). Developmental Neuroscience 46 (3), 153-157

M Carmichael, N Hayes, R Nowakowski, 2024. [Stem Progenitor Cell Proliferation in the Brainstem After Spinal Cord Injury: A Potential Target for Therapeutic Intervention Distant From the Site of Injury](#) Neurosurgery 70 (Supplement_1), 44-45.

Yanfa Sun, Jingjing Zhu, Yaohua Yang, Zichen Zhang, Hua Zhong, Guanghua Zeng, Dan Zhou, Richard S Nowakowski, Jirong Long, Chong Wu, Lang Wu, 2023. [Identification of candidate DNA methylation biomarkers related to Alzheimer's disease risk by integrating genome and blood methylome data](#). Translational psychiatry 13 (1), 387

I Zaletel, RS Nowakowski, TV Ness, 2023. [Open-access data, models and resources in neuroscience research](#) Frontiers in Neuroscience 17, 1142317

HJ Yong, MP Toledo, RS Nowakowski, YJ Wang, 2023. [Sex differences in the molecular programs of pancreatic cells contribute to the differential risks of type 2 diabetes](#)
Endocrinology 163 (11), bqac156

I Zaletel, M Vidaković, RS Nowakowski, 2022. [NeuroMorpho Access Tool: A Simple GUI for Accessing NeuroMorpho. Org Database](#)

I Zaletel, K Milutinović, M Bajčetić, RS Nowakowski, 2022. [Differentiation of amyloid plaques between alzheimer's disease and non-alzheimer's disease individuals based on gray-level Co-occurrence matrix texture analysis](#). Microscopy and Microanalysis 27 (5), 1146-1153

Service

Florida State University

FSU University Service

Member, College of Medicine Strategic Planning Committee (2015–present).

Treasurer, Florida Medical Practice Plan (2015–present).

Member, Search Committee for Senior Associate Dean for research, COM (2023–present).

Member, Board of Directors Florida Medical Practice Plan (2010–present).

Member, College of Medicine Chairs Committee (2010–present).

Member, College of Medicine Executive Committee (2010–present).

FSU College Service

Member, College of Medicine Strategic Planning Committee (2015–present).

Member, Search Committee for Senior Associate Dean for Research, COM (2015–present).

Member, College of Medicine Chairs Committee (2010–present).

Member, College of Medicine Executive Committee (2010–present).

The Profession

Editor for Refereed Journals

Developmental Neuroscience (2008–present).

Editorial Board Membership(s)

Molecular Autism (2009–present).

Developmental Neuroscience (1999–2002).

Reviewer or Panelist for Grant Applications

Gubernatorial Appointee to the Florida Biomedical Research Adviser Council (2015–2024).

Curriculum Vitae
Anthony C. Speights, M.D.

University Address: Division of Interdisciplinary Medical Sciences
 College of Medicine
 1115 West Call Street, Suite 3180
 Florida State University
 Tallahassee, Florida 32306-4300
 Phone: (850) 644-2113; Fax: (850) 645-0013

Email Address: anthony.speights@med.fsu.edu

Professional Preparation

2005 OBGYN Residency, Riverside Regional Medical Center,
 Newport News, Virginia

2001 Doctor of Medicine, University of South Florida,
 Tampa, FL. Major: Medicine

1996 Bachelor of Science, University of Florida, Gainesville,
 FL. Major: Microbiology and Cell Science. Minor:
 Chemistry

Professional Credential(s)

2005 – Present Florida State Medical Licensure.
 ME 93313

2013 – Present American Academy of HIV Medicine Specialist (AAHIVS)
 Certification. Recertified 2016, 2018, 2021

2008 – Present American Board of Obstetrics and Gynecology, Certified.
 Recertified 2014, 2020; Annual MOC Expires 12/2024

2005 – Present DEA
 Available upon request.

Elected Fellow Status

Fellow of the American Congress of Obstetricians and Gynecologists (2008)

Diplomat of the American Board of Obstetrics and Gynecology (2008)

Professional Experience

- 1/2023 - Present ***Senior Associate Dean for Interdisciplinary Medical Sciences (IMS), FSU College of Medicine.*** Senior leadership of the IMS Division. In this role, I oversee the IMS Division, which consists of the IMS Bachelor's Degree Program, Undergraduate Pre-Health Advising, Pre-college and College Outreach, the Honors Medical Scholars Program and the Bridge to Clinical Medicine Master's Degree Program. The position includes oversight of student affairs, the academic dean's office, and budget management for all programs within the division.
- 7/2019 – 1/2023 ***Associate Dean for Interdisciplinary Medical Sciences (IMS), FSU College of Medicine.*** Senior leadership of the IMS Division. In this role, I oversee the IMS Division, which consists of the IMS Bachelor's Degree Program, Undergraduate Pre-Health Advising, Pre-college and College Outreach, the Honors Medical Scholars Program and the Bridge to Clinical Medicine Master's Degree Program. The position includes oversight of student affairs, the academic dean's office, and budget management for all programs within the division.
- 11/2017 – Present ***Specialty Care Physician, CarePoint Health and Wellness Center, Tallahassee, Florida (part-time).*** Provide full spectrum HIV/AIDS and STI care. Review, revise and implement HIV related policies and procedures. Provide educational development for physicians, ARNP's and staff. Consultant to local physicians related to HIV specialty care. Teaching Florida State University (FSU) and Florida Agricultural and Mechanical University (FAMU) undergraduates, Bridge, M1 and M3 students about clinical HIV practice.

- 8/2017 – Present **Director for the Bridge to Clinical Medicine Master's Degree Program.** Leadership of the College of Medicine's Master's Degree Program. In this role, I oversee the College's premier pipeline program. The program identifies students who fit the mission of the college, but need more specialized training in academics and research methods prior to matriculating to medical school. The program accounts for approximately 10% of each entering medical student cohort.
- 4/2014 – Present **Clinical Faculty Advisor, FSU-COM Summer Institute.** Mentored High School students. Created and implemented rural related programs and trips. Supervised medical students during teaching activities during the camp.

Honors and Awards

- FSU College of Medicine Guardian of the Mission Award (2023)
 FSU MLK Jr. Distinguished Faculty Service Award Nominee (2019, 2023)
 FSU College of Medicine Outstanding Junior Faculty Educator Award (2017)

Current Membership in Professional Organizations

- American Academy of HIV Medicine (2013 – Present)
 American Congress of Obstetricians and Gynecologists (2008 – Present)
 National Academic Advising Association (2019 – Present)

Clinical Practice

- Big Bend Cares d/b/a CarePoint Health & Wellness Center – HIV/STI Specialty Care (part-time) (2017 – Present)

Teaching

Medicine Courses (Lectures, Small Group Sessions, and Clinical Skills)

- ANS, Endocrine, Reproductive Systems (BMS 6045) (2016 – Present)
 Cardiovascular-Pulmonary System CLC (BMS 6042) (2017 – Present)
 Foundations of Medicine 1 CLC (BMS 6037) (2014 – Present)
 Foundations of Medicine 2 CLC (BMS 6030) (2015 – Present)
 Gastrointestinal System CLC (BMS 6040) (2017 – Present)
 Host Defense CLC (BMS 6041) (2017 – Present)
 Integrated Cases (BMS 6800) (2017)
 Obstetrics and Gynecology Clerkship (BCC 7130) (2006 – 2009) (2015 – Present)
 Pre-Clerkship Bootcamp (BMS 6801) (2016- Present)
 Renal – Urinary System CLC (BMS 6043) (2017 – Present)

Medicine Courses Created/Directed

Longitudinal Integrated Clerkships (LIC) Bootcamp – **Creator/Course Director**
(2015 – 2022)

Master’s Courses Directed

Bridge Clinical Community Preceptorship (IHS 5905) – **Course Director** (2017-Present)
Health Science Seminar (IHS 5935) – Bridge – **Course Co-Director** (2018 - Present)
Research Writing (GMS 6001) – Bridge – **Course Co-Director** (2018 - Present)

Bachelor’s Courses (Lectures and Seminar Presentations)

Careers in Medicine (MDU 1000) (2017 – Present)
Exploring Health Professions (IHS 1100) (2017 – Present)
Delivering Patient Care (IHS 2121) (2017 – Present)
Introduction to Medical Sciences (IHS 3122) (2017 – Present)
Inquiry into Healthcare Research (IHS 4501) (2017 – Present)
Medical Sciences Capstone (IHS 4901) (2017 – Present)

Curriculum Development

Master’s Degree Program in Genetics Counseling – currently in development.
Anticipate first cohort 2027.

FSU-CoM Florida Blue Community Health Immersions Curriculum – Co-Developer
Developed new, and augmented existing curriculum at the Bachelor’s, Physician Assistant, and MD levels to highlight exposure to health literacy, mental health, homelessness, and food insecurity and how these issues affect healthcare in Florida. (2023-2028)

Bridge Clinical Community Preceptorship (IHS 5905) - Extensive Revision.
Arranged semester long clinical preceptorships for Master’s students in the Bridge to Clinical Medicine program. Recruited clinical faculty and locations, developed curriculum and assignments related to the experiences students received. The experience was designed to mimic the spring preceptorship for first year medical students and provide added clinical experiences to the Master’s Program. (2017- present)

Longitudinal Integrated Clerkships (LIC) Pre-Clinical Bootcamp – Developer.
One week, intensive, pre-clerkship experience to familiarize new M3’s to the clerkship year prior to starting 5 concurrent clinical rotations. H&P skills (on real

in-patients), morning report, oral presentation skills, prescription writing, sterile technique, surgical scrub, hospital orientation, electronic fetal monitoring, fetal circulation review, normal labor, EHR, IV/phlebotomy. (2015 – 2022)

Medical Student Lectures (FSU College of Medicine)

Speights, A (2023). *Drugs of Abuse in Pregnancy*

Speights, A (2023). *Contraception*

Speights, A (2022). *Drugs of Abuse in Pregnancy*

Speights, A (2022). *Contraception*

Speights, A (2021). *Drugs of Abuse in Pregnancy*

Master's Student Lectures

(FSU COM Bridge to Clinical Medicine Master's Program)

Speights, A (2023). *Overview of Course, Getting Organized: Literature Searches, Annotated Bibliography, Materials, Schedule, and Communication*

Speights, A (2023). *Reading and Reviewing Articles for Research*

Speights, A (2023). *SSTRIDE and Preceptorship Orientation*

Speights, A (2022). *Overview of Course, Getting Organized: Literature Searches, Annotated Bibliography, Materials, Schedule, and Communication*

Speights, A (2022). *Reading and Reviewing Articles for Research*

Speights, A (2022). *SSTRIDE and Preceptorship Orientation*

Speights, A (2022). *Overview of Course, Getting Organized: Literature Searches, Annotated Bibliography, Materials, Schedule, and Communication*

Speights, A (2021). *Reading and Reviewing Articles for Research*

Speights, A (2021). *SSTRIDE and Preceptorship Orientation*

Master's Student Lectures

(FSU COM School of Physician Assistant Practice)

Speights, A (2024). *Sexually Transmitted Infections*

Speights, A (2024). *Family Planning and Contraception*

Bachelor's Student Lectures

Speights, A (2023). *Medical School Preparation and Admissions*
FSU COM Interdisciplinary Medical Sciences Seminar

Speights, A (2023). *Medical School Preparation and Admissions*
Florida A&M University

Speights, A (2022). *Medical School Preparation and Admissions (2 sessions)*
FSU COM Interdisciplinary Medical Sciences Seminar

Speights, A (2022). *Medical School Preparation and Admissions*
Florida A&M University

Speights, A (2021). *Medical School Preparation and Admissions*

FSU COM Interdisciplinary Medical Sciences Seminar
Speights, A (2021). *Medical School Preparation and Admissions*
 Florida A&M University

Other Undergraduate and High School Lectures

Speights, A (2023). *Health Disparities*.

FSU College of Medicine Summer Institute (3 Sessions).

Speights, A (2023). *Introduction to STD's and HIV*.

FSU College of Medicine Summer Institute. (3 sessions).

Speights, A (2022). *Health Disparities*.

FSU College of Medicine Summer Institute (3 Sessions).

Speights, A (2022). *Introduction to STD's and HIV*.

FSU College of Medicine Summer Institute. (3 sessions).

Speights, A (2021). *Health Disparities*.

FSU College of Medicine Summer Institute (3 Sessions).

Speights, A (2021). *Introduction to STD's and HIV*.

FSU College of Medicine Summer Institute. (3 sessions).

Contracts and Grants

Speights, A., McNeill, J., (2024 – present) *Capital Health Plan Bridge Endowment Scholarship*. Provides educational scholarships to master's students enrolled in the Bridge to Clinical Medicine Master's Program to offset educational expenses. Funded by Capital Health Plan. Total Award \$100,000 (In process)

Speights, A., Foster, E. (2023-2028) *FSU-CoM Florida Blue Community Health Immersions Curriculum Grant*. Provides funding to develop new and augment current curriculum at BS, PA, and MD levels to highlight exposures to health literacy, mental health, homelessness, and food insecurity and how those issues affect healthcare in Florida. Funded by the Florida Blue Foundation. Total award \$500,000 (2023-28).

Speights, A., McNeill, J. (2022- present) *Toffler Bridge Scholarship*. Providing an academic scholarship to a Bridge student with outstanding academic achievement. Funded by the Karen Toffler Charitable Trust. Total award \$15,000 annually.

Speights, A., McNeill, J. (2021- present) *Southern Medical Group MLK Scholarship*. Provides funding to create scholarships to currently enrolled Bridge students. Funded by Southern Medical Group. Total award \$25,000 with optional annual renewal.

Speights, A., McNeill, J., (2021 – present) *Nadine L. Acloque "Baby Pearl" Scholarship*

Endowment. Provides scholarships to IMS students who are a part of BSU and/or Alpha Kappa Alpha Sorority, Inc. Total Endowment \$50,000. Established 2021.

Anderson, T., Truell, J., Speights, A. (2021-2026) *Booker High School After-school Premed Mentoring and Academic Enrichment Program, SSTRIDE Summer Institute Scholarships for Sarasota Students, and for the SSTRIDE Summer Intensive Studies Action Research Camp.* Funded by the Barancik Foundation. Total Award \$200,000.

Service

Professional Service

- 2018 – Present ***Florida Blue Sapphire Award Selection Committee.*** Identification and selection of community service projects that are advancing the health and wellbeing of underserved populations within the state.
- 2014 – 2022 ***American Academy of HIV Medicine National Public Policy Committee Member.*** Creating national policy statements regarding HIV/AIDS related issues. Lobbying on behalf of the HIV/AIDS population within Congress and other national platforms.
- 2014 – 2021 ***Charter Member – Florida Statewide Ryan White Pharmacy and Therapeutics Committee.*** Creating, adopting and implementing a statewide formulary for medications related to HIV/AIDS care.

University Related Service

- 2022 – 2024 ***Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), College of Medicine Representative*** Served as the college representative for university re-accreditation. The role entailed the review and approval of all teaching faculty assignments including cv, transcripts, professional licensing, board certifications, and qualification for teaching in BS, MS, PA, MD and PhD programs.
- 2018 – 2023 ***Council of Associate and Assistant Deans*** This committee reviews, revises and creates policies related to the FSU undergraduate degree programs.
- 2019 – Present ***Chair - Interdisciplinary Medical Sciences Dean's Committee for Student Affairs.*** Serve as Chair of the internal IMS committee

tasked with addressing student affairs for the COM undergraduate major.

College of Medicine Related Service

2024 – Present	<p>Incoming Chair – College of Medicine Curriculum Committee This committee approves and enacts curricular changes adopted by the individual Year ½ and ¾ committees. The committee also reviews and approves elective courses provided during years 3 and 4. The committee is charged with ensuring curricular compliance with LCME standards.</p>
2021 – Present	<p>College of Medicine Curriculum Committee This committee approves and enacts curricular changes adopted by the individual Year ½ and ¾ committees. The committee also reviews and approves elective courses provided during years 3 and 4. The committee is charged with ensuring curricular compliance with LCME standards.</p>
2019 – Present	<p>Student Evaluations and Promotion Committee. Serve on the committee charged with evaluating student academic and professional concerns.</p>
2019 – Present	<p>FSU-COM Executive Committee. This committee approves changes in curriculum, faculty affairs, and certifies graduates for the college.</p>
2019 – Present	<p>FSU-COM Student Awards Committee. Serve on the committee that selects the medical students who receive COM graduation awards.</p>
2018 – Present	<p>College of Medicine Admissions Selection Committee. Assist in selecting the students for the incoming medical student class.</p>
2017 – Present	<p>Clinical Faculty Advisor, Honors Medical Scholars Program, Florida State University College of Medicine. Advise undergraduate students on coursework, community service, and policies related to medical school admissions.</p>
2017 – Present	<p>College of Medicine Year 1-2 Curriculum Committee Member. Revising, reviewing and implementing changes to the M1 and M2 medical student curriculum.</p>
2017 – Present	<p>Faculty Advisor and Director, Bridge to Clinical Medicine Master’s Degree Program.</p>

- 2017 – Present ***FAMU/FSU Bridge Pipeline Project.*** Working directly with Dr. Lekan Latinwo, Chair of the FAMU Dept. of Biology to develop a direct pipeline from FAMU to the College of Medicine via Bridge. The project has increased the number of URM students accepted from FAMU into the COM.
- 2016 – Present ***College of Medicine Bridge to Clinical Medicine Student Selection Committee.*** Participating in the process of reviewing and selecting students to interview for the Bridge class. Participating in the ultimate selection of students chosen annually to participate in the Master's program.
- 2015 – Present ***College of Medicine Clinical Library Advisory Committee***
- 2015 – Present ***Rural Learning Experience (RuLE) Planning Committee.*** Served on the committee tasked with planning the annual rural immersion for incoming medical, physician assistant, honors medical scholar and undergraduate SSTRIDE students.
- 2014 – Present ***College of Medicine Admissions Committee Member.***
- 2014 – Present ***Year 3-4 Curriculum Committee.*** Revising, reviewing and implementing changes to the M3 and M4 medical student curriculum.

Community Related Service

Speights, A (2018-p.) Florida Blue Foundation Sapphire Awards Selection Committee

3 Year Curriculum Vitae

Cynthia M Vied

July 26, 2024

General Information

University address: Translational Science Laboratory
College of Medicine
1115 West Call St.
Florida State University
Tallahassee, Florida 32306-4340
Phone: 850-645-8491

E-mail address: cvied@fsu.edu

Professional Preparation (Highest Degree Only)

2002 Doctor of Philosophy, University Of AL At Birmingham. Major:
Biochemistry.

Professional Experience

2024–present Senior Research Associate, Translational Science Laboratory, Florida State
University.

2018–2024 Associate in Research, Translational Science Laboratory, Florida State
University.

Teaching

Doctoral Committee Member

Jones, S., doctoral candidate. *Transgenerational Transmission of Phenotypes Associated with Paternal Aspartame Exposure.*

Research and Original Creative Work

Publications

Refereed Journal Articles

- Grant Laskin, Ana Regina Cabrera Ayuso, Nicholas Greene, Robert Tomko Jr., Cynthia Vied, & Bradley Gordon. (2024). The mechanosensitive gene arrestin domain containing 2 regulates myotube diameter with direct implications for disuse atrophy with aging. *American Journal of Physiology-Cell Physiology*, 326(3), C768-C783. doi:10.1152/ajpcell.00444.2023
- Jones, S., McCarthy, D., Vied, C., Stanwood, G., Schatschneider, C., & Bhide, P. (2023). Reply to Charles V. Vorhees: Aspartame and anxiety-like behavior. *Proceedings of the National Academy of Sciences*. Retrieved from <https://doi.org/10.1073/pnas.2304679120> doi:10.1073/pnas.2304679120
- Pajarillo, E., Nyarko-Danquah, I., Digman, A., Vied, C., Son, Deok-Soo, Lee, J., Aschner, M., & Lee, E. (2023). Astrocytic Yin Yang 1 is critical for murine brain development and protection against apoptosis, oxidative stress, and inflammation. *Glia*, 71(2), 450-466. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1002/glia.24286> doi:10.1002/glia.24286
- Jones, S., McCarthy, D., Vied, C., Stanwood, G., Schatschneider, C., & Bhide, P. (2022). Transgenerational transmission of aspartame-induced anxiety and changes in glutamate-GABA signaling and gene expression in the amygdala. *Proceedings of the National Academy of Sciences*. Retrieved from <https://doi.org/10.1073/pnas.2213120119> doi:10.1073/pnas.2213120119
- Dunlap, K. R., Laskin, G. R., Waddell, D. S., Black, A. J., Steiner, J. L., Vied, C., & Gordon, B. S. (2022). Aerobic exercise-mediated changes in the expression of glucocorticoid responsive genes in skeletal muscle differ across the day. *Molecular and Cellular Endocrinology*, 550, 111652. Retrieved from <https://doi.org/10.1016%2Fj.mce.2022.111652> doi:10.1016/j.mce.2022.111652
- Sheffler, J., Arjmandi, B., Quinn, J., Hajcak, G., Vied, C., Akhavan, N., & Naar, S. (2022). Feasibility of an MI-CBT ketogenic adherence program for older adults with mild cognitive impairment. *Pilot and feasibility studies*, 8(1). Retrieved from <https://europepmc.org/articles/PMC8783179> doi:10.1186/s40814-022-00970-z
- Tice, A., Laudato, J., Rossetti, M., Wolff, C., Esser, K., Lee, C., Lang, C., Vied, C., Gordon, B., & Steiner, J. (2021). Binge alcohol disrupts skeletal muscle core molecular clock independent of glucocorticoids. *American journal of physiology. Endocrinology and metabolism*, 321(5), E606-E620. Retrieved from <https://doi.org/10.1152/ajpendo.00187.2021> doi:10.1152/ajpendo.00187.2021
- Gill, W., Burgess, K., Vied, C., & Brown, R. (2021). Transgenerational evidence of increases in dopamine D2 receptor sensitivity in rodents: Impact on sensorimotor gating, the behavioral response to nicotine and BDNF. *Journal of psychopharmacology (Oxford*,

England), 35(10), 1188-1203. Retrieved from <https://doi.org/10.1177/02698811211033927> doi:10.1177/02698811211033927

Contracts and Grants

Contracts and Grants Funded

Bhide, P., Vied, C. M., & McCarthy, D. (Apr 2024–Mar 2027). *E-cigarette use during pregnancy and the GABA neurotransmitter system*. Funded by Florida Department of Health. Total award \$600,000.

Vied, Cynthia M (Co-PI), Gordon, Bradley S (PI), & Ledermann, Thomas (Co-PI). (Mar 2023–Nov 2024). *Resistance Exercise to Mitigate Glucocorticoid Myopathy During Alzheimer's*. Funded by National Institute on Aging. (1R03AG078886). Total award \$141,231.

Overton, James M (Co-PI), Lee, Choogon (Co-PI), Lenhert, Steven John (Co-PI), Vied, Cynthia M (Co-PI), Pinto, Jose Renato Dias Oliveira (Co-PI), Salazar Aranda, Gloria A (Co-PI), Delp, Judy Muller (PI), & Driscoll, Tristan Patrick (Co-PI). (Feb 2023–Nov 2026). *Role of Adiponectin in Reversal of Age-related Vascular Dysfunction*. Funded by National Heart Lung Blood Institute. (R01HL166591). Total award \$940,133.

Vied, C., Bhide, P., & Mc Carthy, D. (Jul 2020–Jun 2023). *Nicotine, germ cells and neurodevelopmental disorders*. Funded by Florida Department of Health James and Esther King Biomedical Research Program. (045250). Total award \$626,708.

Service

Florida State University

FSU University Service

Faculty member, Faculty Senate Library Committee (2023–present).

Task Force Member, Clinical Research & Trials Unit Task Force (2021–2022).

FSU College Service

Interviewer, College of Medicine Admissions Interviewing Committee (2022–present).



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM V



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM V

September 12, 2024

SUBJECT: Termination of Management Master's Degree

PROPOSED COMMITTEE ACTION

Request to approve the termination of the College of Business Management MS Degree

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.012

BACKGROUND INFORMATION

The Florida Board of Governors Regulation 8.012 states that each university's Board of Trustees has the responsibility and authority to terminate degree programs in order to "ensure the efficient use of state resources and maintain quality and relevancy of academic programs."

The Management MS degree program was identified by the Board of Governors in February 2023 as a degree program that did not meet the minimum statewide threshold for degree production. Master's degrees are required to grant 20 degrees within the previous 5-year period and the Management MS only granted 3 degrees. In Spring 2023 the College of Business decided to temporarily suspend new enrollments to the MS while the future of the degree program was discussed. Currently, there are no students enrolled in the degree.

The College of Business has determined that current student demand favors majors within the MBA program rather than the Management MS. The MBA degree is widely recognized and valued by employers and prospective students. Additionally, the MBA degree offers more flexibility and customization options for students to choose from various concentrations and electives.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has been notified of the University's intention to terminate this program, pending Board of Trustees approval.

Academic Degree Program Termination
In Accordance with Board of Governors Regulation 8.012,
Academic Program Termination and Temporary Suspension of New Enrollments

Institution: Florida State University

Program Name: Management

Degree Level(s): MS **CIP Code:** 52.0201
B, M, M+D, Ed.D., Ph.D., Professional

Anticipated Termination Term: Spring 2023
First term when no new students will be accepted into the program

Anticipated Phase-Out Term: Spring 2025
First term when no student data will be reported for this program

Each university board of trustees has the responsibility and authority to approve termination of degree programs at the undergraduate, graduate, and professional levels with the exception of master's degree programs in nursing, which must be approved by the Board of Governors in accordance with Board Regulation 8.008. Upon termination of a degree program, the university will submit to the Board of Governors' office a request for termination prior to the start of the effective term. Upon resolution of any outstanding issues regarding the program's termination, the change will be added to the State University System Academic Degree Program Inventory, and a letter of notification shall be provided to the institution.

1. 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.

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

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

Yes

No

If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. For additional details, refer to [Board Regulation 7.008](#) and the [Programs of Strategic Emphasis Waiver Guidance](#).

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

2. Provide a narrative rationale for the request to terminate the program.

The Management MS degree was designed to provide students with advanced knowledge and skills in the field of management. The degree was intended to prepare students for leadership roles in various organizations and industries. However, the degree has been dormant and there are no longer any students enrolled in the program. Current student demand favors majors in the MBA rather than a Management MS. The MBA degree is more widely recognized and valued by employers and prospective students. The MBA degree also offers more flexibility and customization options for students to choose from various concentrations and electives.

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The Management MS degree has been historically offered on the Tallahassee Main Campus. As the enrollment has been low for the past few years, the impact on enrollment, enrollment planning, and reallocation of resources will be minimal.

4. Explain how the university intends to accommodate any students or faculty currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

There are currently no students enrolled in the degree program. Faculty and college administration have been discussing the termination of the MS degree since its suspension in Spring 2023. Faculty associated with the Management MS degree program will continue to teach in the MBA degree programs, as well as in the college doctoral programs.

5. Provide the date the teach-out plan was submitted to the institution's accreditor. Include a copy of the notification letter with your submission.

Since there are currently no students enrolled in the degree, there is no teach out necessary. SACSCOC was notified on July 30, 2024 of the intention to terminate the Management MS; see attached.

6. Identify the process for evaluating and mitigating any potential negative impact of the proposed action on the current representation of faculty and students in the program.

Since there are no students enrolled in the MS degree program, there will be no negative impact on students. Faculty associated with the Management MS degree program will continue to teach in the MBA degree programs, as well as in the college doctoral programs.

7. If this is a baccalaureate program, explain how and when the Florida College System institutions have been notified of its termination so that students can be notified accordingly.

This is a graduate degree program.

Required Signatures

Provost's Signature

Date

Board of Trustees Chair's Signature

Date

Date Approved by the Board of Trustees



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

July 30, 2024

Dr. Kevin W. Sightler, Director of Substantive Change
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4588

Dear Dr. Sightler:

This serves as notification that the university intends to terminate the **Master of Science degree program in Management (MSM)** effective September 13, 2024.

College of Business faculty made the decision to terminate the MSM program because of low student demand. The MSM program last admitted students in 1995 and the last degree was awarded in 2000.

Faculty advised the students and staff of the closure in July 2024. The closure will not negatively impact students, faculty, or staff. Faculty and staff remain in the College of Business. No students are enrolled in the program. The website was updated to reflect current program offerings.

The closure of the degree program is pending approval of the FSU Board of Trustees and SACSCOC. The FSU Board of Trustees is scheduled to take action on the program at its September meeting.

Please let me know if you need additional information.

Sincerely,

Ruth Storm, Ph.D.
Associate Provost and Associate Vice President for Academic Affairs

cc: Provost James Clark Dr. Amy Guerette
Dr. Janet Kistner Dr. James Hunt
Dr. Michael Hartline
Dr. Kim Barber
Mr. John Barnhill

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: BOG Academic Degree Program Termination Management MS Form

Submitted by: Office of Faculty Development and Advancement



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM VI



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM VI

September 12, 2024

SUBJECT: Revised FSU Regulation 5.099 – Development, Temporary Suspension, and Termination of Degree and Certificate Programs

PROPOSED COMMITTEE ACTION

Request to approve revisions to FSU Regulation 5.099, including updated title and content.

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Florida Board of Governors Regulation 8.011 and 8.012

BACKGROUND INFORMATION

This amendment brings the current FSU Regulation 5.099 into compliance with Board of Governors Regulations 8.011 and 8.012. The amended regulation includes an updated sequence of steps for proposing a new degree program and clarifies certain aspects of both temporary suspension of new enrollments and termination of a degree program.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: FSU Regulation 5.099: Development, Temporary Suspension, and Termination of Degree and Certificate Programs

Submitted by: Office of Faculty Development and Advancement

SUBSTANTIALLY REWRITTEN (REDLINE FOLLOWS)

FSU 5.099: Development, Temporary Suspension, and Termination of Degree and Certificate Programs

(1) The Board of Trustees of Florida State University establishes the following procedures for new degree and certificate program development, temporary suspension of new enrollments, and termination.

(a) Degree and certificate development, temporary suspension of new enrollments, and termination must comply with Florida Board of Governors (FBOG) Regulations 8.011 and 8.012.

(b) The faculty creates, approves, and modifies all curricula, including degree and certificate programs.

(c) Initiation of the university's formal processes related to new program development, temporary suspension, or termination requires authorization by the dean of the sponsoring college or designee to ensure fit with strategic goals and priorities of the college.

(d) University administration makes the final determination of whether funding and institutional priorities support the approval of new program development in a manner consistent with the University's mission and strategic goals.

(2) Definitions (FBOG Regulation 8.011)

(a) Degree Program: "An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by the assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities."

(b) Program Major: "An organized curriculum offered as part or all of an existing or proposed degree program. A program major, or its equivalent, shall be reasonably associated with the degree program under which it is offered and shall share core courses with all other majors within the same degree program. Core courses shall not include common prerequisites as defined in section 1007.25, Florida Statutes. Although the major and the degree program names are identical in some cases, only the degree program shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory as a stand-alone program."

(c) College Credit Certificate Program: "An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion."

(3) Development of New Degree and Certificate Programs:

(a) New academic degree and certificate programs may not be implemented at an educational site that has not been approved in accordance with FBOG

Regulation 8.009 or recognized by the university's institutional accreditation agency.

(b) The process for proposing and approving new degree programs requires three stages that must occur in the following sequential manner.

1. Annual List of Anticipated New Degree Programs: Per FBOG Regulation 8.011, the FSU Board of Trustees (BOT) must annually review and approve a list of new academic degree programs the university anticipates developing in the upcoming academic year. Only those programs included on the university's list may proceed with the FBOG approval processes during that given academic year. The Office of Faculty Development and Advancement (OFDA) shall maintain the list of the university's proposed new programs that have approval of the appropriate college dean or designee, the institutional accreditation liaison or designee, and the Provost. These approvals are required before OFDA presents the final list to the BOT for approval. Once approved by the BOT, the OFDA must submit the approved list to the FBOG for review by the Chancellor or designee.

2. SUS CAVP-ACG Pre-proposal: Following placement of a proposed program on the FBOG Anticipated New Degree Programs list, further action requires development of a pre-proposal for submission to the State University System (SUS) Council of Academic Vice Presidents Academic Coordination Group (CAVP-ACG) for approval. The pre-proposal must be drafted by the academic unit, approved by the dean of the college or designee, and then reviewed and submitted to the CAVP-ACG by the OFDA. Any concerns raised by the CAVP-ACG must be addressed in the new degree Proposal to Implement.

3. Proposal to Implement: Following approval by the CAVP-ACG, the Proposal to Implement may be initiated. The proposal must be developed by the academic unit using the FBOG new degree proposal format which addresses topics such as: consistency with institutional and state-level strategic plans, student and workforce demand, duplication of existing programs, curriculum, program faculty, and institutional resources. An external review is required for doctoral and professional degrees.

a. The Proposal to Implement must be reviewed and approved by all relevant department, school, and college curriculum committees and the dean of the sponsoring college or designee prior to submission to the OFDA.

b. After a technical review of the Proposal to Implement, the OFDA is responsible for routing it through the university approval process prior to placing it on the meeting agenda for the BOT to review and approve.

c. Following BOT approval of the Proposal to Implement, the OFDA sends BOT-approved degree programs to the FBOG.

BOT-approved bachelors, master's, and specialist degrees undergo a technical review followed by placement on the SUS Academic Degree Program Inventory. BOT-approved research doctorates and professional degrees require FBOG approval as an agenda item during one of its regular meetings prior to placement on the SUS Academic Degree Inventory.

d. Once approved by the FBOG, the OFDA shall notify the sponsoring college and institutional administrators.

(c). The process for proposing new college credit certificate programs follows the institutional process outlined in FSU Policy 3A-1. Once approved by the all committees and offices noted in FSU Policy 3A-1, the OFDA shall notify the sponsoring college and institutional administrators.

(4) Temporary Suspension of New Enrollments in a Degree or Certificate Program

(a) Units considering the temporary suspension of new enrollments for an entire degree program (i.e., including all majors within) must consult with the OFDA, as well as the institutional accreditation liaison or designee, and complete the required form. The request must be reviewed and approved by the department chair and the dean of the college prior to review and approval by the institutional accreditation liaison or designee and university administrators.

1. BOG Regulation 8.012 limits temporary suspension of new enrollments in a degree program to a maximum of 9 semesters, including summer. Degree programs that are temporarily suspended remain active on the SUS Academic Degree Program Inventory, but no new students may be admitted.

2. Once approved, the OFDA shall notify the sponsoring college and institutional administrators. The sponsoring college is responsible for updating the department or program website with notice of the temporary suspension of admissions.

(b) Units considering the temporary suspension of new enrollments for a college credit certificate program must consult with the OFDA, as well as the institutional accreditation liaison or designee, for guidance with the institutional processes outlined in FSU Policy 3A-1. Temporary suspension of new enrollments in certificate programs is limited to a maximum of 6 semesters, including summer.

(c) The temporary suspension of a major within a degree program that has other active majors is governed by a less formal process that is organized by the OFDA.

(5) Termination of a Degree or Certificate Program

(a) Units intending to terminate a degree program must work with the OFDA, as well as the institutional accreditation liaison or designee, to plan for the termination and an approved teach out plan to accommodate active students and faculty affected by the program termination.

1. The termination of degree programs is governed by the BOG Regulation 8.012 and must follow FSU Policy 3A-4 related to teach out requirements.
2. The Board of Trustees has authority for termination of degree programs at the undergraduate, graduate, and professional levels except for master's degree programs in nursing, which must be approved by the FBOG in accordance with Regulation 8.008. The BOT approval for a degree program termination must be granted prior to the start of the effective term.
3. With the assistance of the OFDA and the institutional accreditation liaison, the unit must complete the "Academic Degree Program Termination" form and the "Teach Out Plan Summary" form.
4. The OFDA must route the required forms for administrator approval and then place the item, along with required forms, on the meeting agenda for approval by the FSU Board of Trustees. Following approval from the FSU Board of Trustees, the degree program termination paperwork is submitted to the FBOG by the OFDA. Following a FBOG technical review, the degree program will be removed from the SUS Academic Degree Program Inventory and the FBOG will notify the institution.
5. Once approved for termination, the OFDA shall notify the sponsoring college and university administrators. The sponsoring college is responsible for updating the department or program website with notice of the termination and teach out status of the degree program.

(b) Units intending to terminate a college credit certificate program must work with the OFDA, as well as the institutional accreditation liaison or designee, to plan for the termination and an approved teach out plan to accommodate active students and faculty affected by the termination. The termination of certificate programs must follow FSU Policy 3A-1 as related to college credit certificates and FSU Policy 3A-4 related to teach out requirements.

(c) The termination of a major within a degree program that has other active majors is governed by a less formal process that is organized by the OFDA.

Authority: BOG Regulations 1.001(3) (j), (4) (a), 8.009, 8.011 and 8.012, BOG Regulation Procedure July 21, 2005, History: New 1-18-18, _____

REDLINE

FSU-5.099: Development, ~~Approval, Temporary Suspension, and Termination, and~~ **Suspension** of Degree and Certificate Programs

1) (1) — ~~The purpose of this Regulation is to outline~~ Board of Trustees of Florida State University establishes the following procedures governing for new degree and certificate program development, as well as temporary suspension of new enrollments, and termination, at Florida State University. The core tenets that guide the process are:

a. (a) — Degree and certificate development, temporary suspension of new enrollments, and termination must comply with Florida Board of Governors Regulations (FBOG) 8.011 and 8.012.

b. The faculty creates, approves, and modifies all curricula, including degree and certificate programs.

c. (b) — The initiation of the university's formal processes related to new program development, temporary suspension, or termination requires authorization by the dean of the sponsoring college or designee to ensure fit with strategic goals and priorities of the college.

d. University administration determines makes the final determination of whether funding and funding institutional priorities support the approval of specific degree programs, given the resources needed to support those programs new program development in a manner consistent with the University's status as a preeminent institution mission and strategic goals.

(c) — All portions of the Florida State University degree approval process, including criteria for degree approval, must be consistent with Florida Board of Governors Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings. [See especially (3) (a), Institutional and State-Level Accountability and (3) (b), Institutional Readiness.]

(d) — The Florida Board of Governors (BOG) retains authority for reviewing all research doctoral and professional degree proposals and delegates authority for all degrees below that level (specialist, master's, bachelor's) to the Florida State University (FSU) Board of Trustees.

(2) — Board of Governors Regulation 8.011 [(2) (a) and (b)] defines both an academic degree program and a major within an academic degree program:

2) (a) A degree program is defined as “an Definitions (FBOG Regulation 8.011)

a. Degree Program: “An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by the assignment of a Classification of Instructional Programs (CIP) Code code by the National Center for Education Educational Statistics; or as demonstrated by the existence of similar degree programs at other colleges and universities.”

~~b. (b) A major is defined as “an Program Major: “An organized curriculum offered as part or all of an existing or proposed degree program. A program major, or its equivalent, shall be reasonably associated with the degree program under which it is offered and shall share common-core courses with any all other majors within the same degree program.” Majors may be developed during. Core courses shall not include common prerequisites as defined in section 1007.25, Florida Statutes. Although the major and the degree process by describing the various majors within program names are identical in some cases, only the curriculum section of the common SUS new degree proposal format, or they may be added to an existing degree using the New Major (Within Existing program shall be assigned a CIP code and included in the State University System Academic Degree Program) Proposal. Inventory as a stand-alone program.”~~

~~(3) — All format new degree proposals are developed by FSU faculty members, individually or in groups, whether or not they hold an administrative role such as program director or department chair. The process for approving new degrees requires two stages within FSU (Proposal to Explore and Proposal to Implement) as well as the CAVP Academic Coordination Group Pre-Proposal and presentation.~~

~~—— (a) — Early in the development process, the lead faculty author works with the Office of Faculty Development and Advancement to prepare a CAVP Pre-Proposal for the Provost’s approval. This approved Pre-Proposal is then discussed in accordance with the CAVP Academic Coordination Group’s procedures:~~

~~(b) — The Proposal to Explore is reviewed and approved by the committees and individuals listed in Steps 1-9 below, with schools outside of colleges beginning at Step 3. Approved proposals are included in the University’s annual BOG Workplan;~~

- ~~—— 1. Department/School Faculty Curriculum Committee~~
- ~~—— 2. Department Chair/School Director/Program Director~~
- ~~—— 3. College/School Faculty Curriculum Committee~~
- ~~—— 4. Dean or School Director~~
- ~~—— 5. Faculty Senate Undergraduate or Graduate Policy Committee, as appropriate~~
- ~~—— 6. SACSCOC Liaison~~
- ~~—— 7. Vice President for Faculty Development and Advancement~~

~~_____ 8. Provost~~

~~_____ 9. FSU Board of Trustees (discussion in Academic Affairs Subcommittee)~~

~~(c) _____ The Proposal to Implement, written in accordance with the common State University System (SUS) new degree proposal format, is reviewed and approved by the committees and individuals listed in Steps 1-11 below, with schools outside of colleges beginning at Step 3. After approved by each of these faculty and administrative entities, degrees (except for research doctorate and professional) are implemented by informing the Board of Governors Office, which places them on the SUS Degree Program Inventory after a technical review. (At times, implementation of bachelor's degree programs is contingent upon BOG approval of limited-access status or an exception to the 120-credit-hour limit.) As soon as the degree is placed on the SUS Degree Inventory, it is also placed on the FSU Degree Program Inventory:~~

~~_____ 1. Department/School Faculty Curriculum Committee~~

~~_____ 2. Department Chair/School Director/Program Director~~

~~_____ 3. College/School Faculty Curriculum Committee~~

~~_____ 4. Dean or School Director~~

~~_____ 5. Faculty Senate Undergraduate or Graduate Policy Committee, as appropriate~~

~~_____ 6. SACSCOC Liaison~~

~~_____ 7. Library Director~~

~~_____ 8. Equal Opportunity Officer~~

~~_____ 9. Vice President for Faculty Development and Advancement~~

~~_____ 10. Provost~~

~~_____ 11. FSU Board of Trustees (discussion in Academic Affairs Subcommittee)~~

~~(d) All research doctorate and professional degrees must be reviewed by a qualified external consultant prior to consideration by the FSU Board of Trustees. The reviewer's report is advisory to the FSU Board of Trustees. After Board of Trustees approval, research doctorate and professional degrees are forwarded to the Board of Governors staff in~~

preparation for Board of Governors review and approval. Degrees at these levels are placed on the appropriate degree inventories only after approval by the BOG.

(4) The process for terminating an FSU degree program mirrors that found in Board of Governors Regulation 8.012. The academic unit requesting termination prepares an “Academic Degree Program Termination Form” for the Provost’s approval, then the issue is placed on the FSU Board of Trustees agenda for final approval of bachelor’s, master’s, and specialist degrees and initial approval of research doctorates and professional degrees. Degrees at the professional and doctoral levels are terminated only with approval from the Board of Governors and require a teach-out plan, in accordance with the FSU Teach-Out Policy (FSU Policy 3A-4). Majors within degrees are terminated through a less formal process that requires neither BOT approval nor a formal teach-out. Either the Graduate Policy Committee or the Undergraduate Policy Committee of the Faculty Senate (as appropriate) may recommend termination of a degree program based on the results of its review.

(5) Temporary suspensions of FSU degree programs also follow the requirements set forth in Board of Governors Regulation 8.012 and require the unit to prepare a “Request for Temporary Suspension of New Enrollments in an Academic Degree Program” form. Programs may be suspended for up to 9 semesters. After that time, the degree may either be terminated or a request made to the Board of Governors for an extension of the suspension period. Either the Graduate Policy Committee or the Undergraduate Policy Committee of the Faculty Senate (as appropriate) may recommend suspension of a degree program based on the results of its review.

Authority: ~~BOG Regulation Procedure July 21, 2005, BOG Regulations 1.001(3) (j), 1.001(4) (a).~~ and Florida Board of Governors Regulations 8.011 and 8.012. — History: New 1-18-18

- c. College Credit Certificate Program: “An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion.”
- 3) Development of New Degree and Certificate Programs:
 - a. New academic degree and certificate programs may not be implemented at an educational site that has not been approved in accordance with FBOG

Regulation 8.009 or recognized by the university's institutional accreditation agency.

- b. The process for proposing and approving new degree programs requires three stages that must occur in the following sequential manner.
 - i. Annual List of Anticipated New Degree Programs: Per FBOG Regulation 8.011, the FSU Board of Trustees (BOT) must annually review and approve a list of new academic degree programs the university anticipates developing in the upcoming academic year. Only those programs included on the university's list may proceed with the FBOG approval processes during that given academic year. The Office of Faculty Development and Advancement (OFDA) shall maintain the list of the university's proposed new programs that have approval of the appropriate college dean or designee, the institutional accreditation liaison or designee, and the Provost. These approvals are required before OFDA presents the final list to the BOT for approval. Once approved by the BOT, the OFDA must submit the approved list to the FBOG for review by the Chancellor or designee.
 - ii. SUS CAVP-ACG Pre-proposal: Following placement of a proposed program on the FBOG Anticipated New Degree Programs list, further action requires development of a pre-proposal for submission to the State University System (SUS) Council of Academic Vice Presidents Academic Coordination Group (CAVP-ACG) for approval. The pre-proposal must be drafted by the academic unit, approved by the dean of the college or designee, and then reviewed and submitted to the CAVP-ACG by the OFDA. Any concerns raised by the CAVP-ACG must be addressed in the new degree Proposal to Implement.
 - iii. Proposal to Implement: Following approval by the CAVP-ACG, the Proposal to Implement may be initiated. The proposal must be developed by the academic unit using the FBOG new degree proposal format which addresses topics such as: consistency with institutional and state-level strategic plans, student and workforce demand, duplication of existing programs, curriculum, program faculty, and institutional resources. An external review is required for doctoral and professional degrees.
 - 1. The Proposal to Implement must be reviewed and approved by all relevant department, school, and college curriculum committees and the dean of the sponsoring college or designee prior to submission to the OFDA.
 - 2. After a technical review of the Proposal to Implement, the OFDA is responsible for routing it through the university approval process prior to placing it on the meeting agenda for the BOT to review and approve.
 - 3. Following BOT approval of the Proposal to Implement, the OFDA sends BOT-approved degree programs to the FBOG.

BOT-approved bachelors, master's, and specialist degrees undergo a technical review followed by placement on the SUS Academic Degree Program Inventory. BOT-approved research doctorates and professional degrees require FBOG approval as an agenda item during one of its regular meetings prior to placement on the SUS Academic Degree Inventory.

4. Once approved by the FBOG, the OFDA shall notify the sponsoring college and institutional administrators.

c. The process for proposing new college credit certificate programs follows the institutional process outlined in FSU Policy 3A-1. Once approved by the all committees and offices noted in FSU Policy 3A-1, the OFDA shall notify the sponsoring college and institutional administrators.

4) Temporary Suspension of New Enrollments in a Degree or Certificate Program

a. Units considering the temporary suspension of new enrollments for an entire degree program (i.e., including all majors within) must consult with the OFDA, as well as the institutional accreditation liaison or designee, and complete the required form. The request must be reviewed and approved by the department chair and the dean of the college prior to review and approval by the institutional accreditation liaison or designee and university administrators.

i. BOG Regulation 8.012 limits temporary suspension of new enrollments in a degree program to a maximum of 9 semesters, including summer. Degree programs that are temporarily suspended remain active on the SUS Academic Degree Program Inventory, but no new students may be admitted.

ii. Once approved, the OFDA shall notify the sponsoring college and institutional administrators. The sponsoring college is responsible for updating the department or program website with notice of the temporary suspension of admissions.

b. Units considering the temporary suspension of new enrollments for a college credit certificate program must consult with the OFDA, as well as the institutional accreditation liaison or designee, for guidance with the institutional processes outlined in FSU Policy 3A-1. Temporary suspension of new enrollments in certificate programs is limited to a maximum of 6 semesters, including summer.

c. The temporary suspension of a major within a degree program that has other active majors is governed by a less formal process that is organized by the OFDA.

5) Termination of a Degree or Certificate Program

a. Units intending to terminate a degree program must work with the OFDA, as well as the institutional accreditation liaison or designee, to plan for the termination and an approved teach out plan to accommodate active students and faculty affected by the program termination.

- i. The termination of degree programs is governed by the BOG Regulation 8.012 and must follow FSU Policy 3A-4 related to teach out requirements.
- ii. The Board of Trustees has authority for termination of degree programs at the undergraduate, graduate, and professional levels except for master's degree programs in nursing, which must be approved by the FBOG in accordance with Regulation 8.008. The BOT approval for a degree program termination must be granted prior to the start of the effective term.
- iii. With the assistance of the OFDA and the institutional accreditation liaison, the unit must complete the "Academic Degree Program Termination" form and the "Teach Out Plan Summary" form.
- iv. The OFDA must route the required forms for administrator approval and then place the item, along with required forms, on the meeting agenda for approval by the FSU Board of Trustees. Following approval from the FSU Board of Trustees, the degree program termination paperwork is submitted to the FBOG by the OFDA. Following a FBOG technical review, the degree program will be removed from the SUS Academic Degree Program Inventory and the FBOG will notify the institution.
- v. Once approved for termination, the OFDA shall notify the sponsoring college and university administrators. The sponsoring college is responsible for updating the department or program website with notice of the termination and teach out status of the degree program.
- b. Units intending to terminate a college credit certificate program must work with the OFDA, as well as the institutional accreditation liaison or designee, to plan for the termination and an approved teach out plan to accommodate active students and faculty affected by the termination. The termination of certificate programs must follow FSU Policy 3A-1 as related to college credit certificates and FSU Policy 3A-4 related to teach out requirements.
- c. The termination of a major within a degree program that has other active majors is governed by a less formal process that is organized by the OFDA.



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM VII



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM VII

September 12, 2024

SUBJECT: FSU-3.045 College of Law Student Conduct Code

PROPOSED COMMITTEE ACTION

Request to repeal FSU-3.045 College of Law Student Conduct Code

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulation 1.001 (3) (j), (4); Florida Board of Governors Regulation Development Procedure for State University Boards of Trustees

BACKGROUND INFORMATION

This regulation addresses only academic misconduct and is exclusively for the College of Law. The university academic honor regulation specifies that the professional colleges are governed by the academic integrity policies and procedures of their respective colleges. The College of Law has adopted and enforces academic integrity policies and procedures which are located at <https://law.fsu.edu/academics/academic-resources/academic-rules-policies>. As a result, this regulation is not needed.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: FSU-3.045 College of Law Student Conduct Code

Submitted by: Office of the Provost

FSU-3.045 College of Law Student Conduct Code.

(1) Definitions and Violations. This Code defines and prohibits:

(a) Cheating. Cheating is receiving or giving unauthorized aid or assistance in the completion of examinations or of any other work used in evaluating a student's academic performance.

(b) Plagiarism. Plagiarism is representing the work of another as the student's own. Students are expected to know and employ accepted conventions of citation and attribution. Failure to indicate quoted or paraphrased sources constitutes plagiarism. More specific definitions of plagiarism for particular courses or in particular contexts may be supplied by a course instructor, editor, or faculty employer of a student. A student should request clarification in case of doubt. Any student charged under this section may prove by a preponderance of the evidence that the misrepresentation of work resulted from mistake or inadvertence as a complete defense.

(c) Library Offenses. Library offenses are sequestering, hiding or mutilating library materials, or using the library or library materials in a manner which violates official library rules on manner or length of use.

(d) Disruption. Disruption is disturbance of or interference with the scholarly pursuits of the College. It includes, but is not limited to, interference with the conduct of an examination, defiance of rulings or instructions issued by an instructor or proctor in the course of an examination, and defacing or destroying class notes, drafts, or any other scholarly or administrative work product of faculty, fellow students, or other users of College facilities.

(e) Fraud. Fraud is material falsification of documents or any other form of deceit or misrepresentation committed in regard to the administrative or academic processes of the College of Law.

(f) Serious Misconduct. Other serious misconduct is intentional and serious offenses involving acts for which criminal or other punitive sanctions are provided by

~~federal, state, or local law, or ordinance that directly relate to a student's fitness to continue as a student at the College.~~

~~(2) Procedures.~~

~~(a) Initiation of Code Violation Investigation. Students, faculty and staff of the College are expected to inform the Dean of any facts constituting cause to believe a violation of this Code has been committed, or will be committed. Failure to report information is not a violation of this Code. The information required under this section may be communicated in confidence, and the fact that such a communication has been received shall not be disclosed until the Dean determines that probable cause exists.~~

~~(b) Investigation.~~

~~1. The Dean shall appoint a faculty member as investigator upon determining that the reported facts constitute probable cause to believe a violation of this Code has occurred. The investigator should not be either an accuser or anticipated witness in the matter.~~

~~2. The investigator shall:~~

- ~~a. Notify the accused of the allegations, the investigation, and the accuser;~~
- ~~b. Interview all persons believed to have knowledge of the facts and circumstances surrounding the alleged offense, provided such persons are within the reach of the investigator without subpoena powers;~~
- ~~c. Interview the accused if considered appropriate and if the accused agrees, provided that the accused may terminate the interview at any time;~~
- ~~d. Report findings and recommendations to the Dean. A recommendation to proceed shall be supported by a complaint. A recommendation to terminate shall give reasons. In either case, a recommendation shall be supported by documentation as to the findings.~~

~~(c) Dean's Review of Recommendations. The Dean shall review the investigator's findings and recommendations. The Dean may accept or reject recommendations in whole or in part, and may adopt or revise a proposed complaint. The Dean may also initiate a complaint although the investigator has recommended a termination of~~

~~proceedings, but the Dean must provide a statement of reasons and documentation explaining the decision to proceed.~~

~~(d) Proceedings After Dean's Review.~~

~~1. After reviewing the Dean shall advise the accused in writing of a decision to terminate proceedings or to proceed with a complaint. A decision to terminate is final and concludes the matter. A decision to proceed shall be accompanied by copies of the complaint, the investigator's findings and recommendations, and the documentation supporting them. The accused shall also be provided with a copy of this Code.~~

~~2. Unless the accused admits guilt in writing within fifteen school days after receiving a decision to proceed, the Dean shall appoint a panel to hear the case. The accused, upon admission of guilt, may also demand a hearing for the sole purpose of presenting matters in mitigation.~~

~~3. Every hearing panel shall consist of three permanent faculty members and two students, all of the College of Law. Student members shall be appointed after consultation with the Student Bar Association. Notice of appointment shall be given to panel members and to the accused, with the notice designating the Chair. The Chair shall make arrangements for meetings, the attendance of witnesses, the reproduction of necessary documents, and the recording of proceedings.~~

~~4. Unless the Dean directs otherwise, the investigator shall present the case against the accused. The investigator shall also present any evidence tending to exonerate the accused. However, no accuser or potential witness may present the case.~~

~~(e) Hearings.~~

~~1. Hearings shall be scheduled at the convenience of all participants, and upon notice to the accused. Unless the accused consents, the first hearing shall not be scheduled within ten school days of the appointment of the panel.~~

~~2. Hearings shall not be governed by formal rules of evidence. An accused is entitled to present evidence in person, or through an attorney or other counselor, or both. No faculty member shall~~

~~represent an accused. Paid counsel must be supplied by the accused. An accused is entitled to present witnesses and documentary evidence, to cross-examine any witnesses, and to inspect and inquire concerning any evidence. Upon request, the Chair shall make every reasonable effort to secure the presence of witnesses or documentary evidence for the accused. In exercising any of these procedural rights, an accused may address both innocence and matters in mitigation.~~

~~(f) Panel Procedure After Hearings.~~

~~1. After final hearing, the panel shall meet in closed session upon call of the Chair to discuss and consider the case, to determine guilt or innocence, and to consider sanctions upon determination or admission of guilt. One or more sessions may be held.~~

~~2. The standard of proof for conviction is clear and convincing evidence. Findings of fact shall be based exclusively on evidence of record.~~

~~3. A vote to convict and a vote as to any sanction requires the concurrence of at least four members.~~

~~4. The panel shall submit to the Dean a written summary of its factual findings, its finding of guilt or innocence, and its recommendations as to sanctions. The panel may also recommend terms for suspension of any sanctions. This summary should be made within five school days of the final hearing. The Dean shall make available to the accused a copy of the panel's recommendation and shall allow the accused at least ten calendar days in which to submit written exceptions to the recommendation. When a case involves multiple charges and/or multiple accused persons, each charge and accused shall be separately covered in the findings and recommendations.~~

~~(g) Sanctions. A student convicted of a violation of this Code is subject to one or more of these sanctions:~~

~~1. Expulsion from the College of Law;~~

~~2. Suspension from the College of Law for a specified period of time;~~

~~3. Loss of privileges to participate in any nonrequired course, program or activity of the College of Law;~~

~~4. Replacement, repair or restitution for damaged, destroyed or stolen property;~~

~~5. Written reprimand to be included in the student's permanent records;~~

~~6. Oral reprimand;~~

~~7. Disclosure by the Dean to the College of Law and Bar agencies.~~

~~(h) Disclosure. Disclosure to the Bar of any proceeding, regardless of the result, by the~~

~~Dean or the accused student, may be required by Bar rules.~~

~~(i) Imposition of Sanctions.~~

~~1. A panel finding of innocence as to any charge terminates the proceedings, upon delivery of the written report to the Dean. A panel recommendation that no sanctions be imposed upon a finding of guilt as to any charge terminates the proceedings as to sanctions.~~

~~2. The Dean shall review all findings as to guilt and mitigating matters, and all recommendations to impose sanctions. Rejection by the Dean of a finding of guilt terminates the proceedings.~~

~~3. When sanctions have been recommended, the Dean may determine to impose them or to reduce or suspend them in whole or in part. The Dean shall promptly communicate this determination to the student in writing.~~

~~4. Upon being informed of sanctions proposed by the Dean, the student may request a faculty review provided five faculty members join in the request. If faculty review is requested, the faculty by majority vote may reduce or suspend the proposed sanctions in whole or in part. Faculty review must be requested in writing within five school days after a student is informed of proposed sanctions.~~

~~5. The Dean imposes those sanctions not reduced or suspended as a result of faculty review.~~

~~(j) Action by Dean's Representative. Whenever this Code specifies that any action is to be taken by the Dean, it may be performed by an Associate Dean, except that only the Dean or an Acting Dean designated by the University may perform those duties specified in subsection (i) of this rule (Imposition of Sanctions).~~

~~(k) Timeliness. All actions prescribed or authorized by this Code shall be accomplished as expeditiously as possible, except where the Code expressly provides otherwise or where prejudice to an accused or convicted student would result.~~

~~Specific Authority BOG Regulation 1.001(3)(j) ; Reg. Procedure July 21, 2005. Law
Implemented 1001.74(2)(f), 1002.22, 1006.52, 1006.60, 1006.62, 1006.63 FS History New
8-25-83, Formerly 6C2~~

~~5.146.~~



FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES
Academic Affairs Committee

ACTION ITEM VIII



FLORIDA STATE UNIVERSITY

BOARD OF TRUSTEES

Academic Affairs Committee

ACTION ITEM VIII

September 12, 2024

SUBJECT: FSU-4.0395 College of Law Phased Retirement Program

PROPOSED COMMITTEE ACTION

Request to repeal FSU-4.0395 College of Law Phased Retirement Program

AUTHORITY FOR BOARD OF TRUSTEES ACTION

Board of Governors Regulation 1.001 (3) (j), (4); Florida Board of Governors Regulation Development Procedure for State University Boards of Trustees

BACKGROUND INFORMATION

The College of Law Phased Retirement Program operated during a six-year period ending June 30, 1997. Neither the Florida Retirement System nor the State University System Optional Retirement Program currently allow or support phased retirement. Therefore, the request is to repeal this regulation.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: FSU-4.0395 College of Law Phased Retirement Program

Submitted by: Office of the Provost

FSU-4.0395 College of Law Phased Retirement Program.

~~(1) Eligibility. College of Law faculty who have accrued at least ten years of creditable service in the Florida or Teachers Retirement System or Optional Retirement Program and who are tenured are eligible to participate in the College of Law Phased Retirement Program. A College of Law faculty member at any age after accruing ten years of creditable service may retire from the University and participate in this Program during a six year period ending June 30, 1997. Thereafter, if phased retirement continues to be permitted by the Florida Retirement System, eligibility shall expire not later than one year after the employee's 62nd birthday. Employees who choose to participate must provide written notice during an academic year that they will retire with an effective date to be agreed upon by the employee and the University.~~

~~(2) Program Provisions.~~

~~(a) All participants must retire and thereby relinquish all rights to tenure.~~

~~(b) Upon retirement, the participant will receive payment for any unused annual leave or sick leave to which the participant is entitled.~~

~~(c) Participants shall be offered reemployment as a College of Law Service Associate Professor or College of Law Service Professor under an Other Personal Services (OPS) contract by the University for 780 hours in any academic year (.50 FTE), one semester at full pay or two semesters at one-half pay, at a salary proportional to the salary prior to retirement, including an amount comparable to the pre-retirement employer contribution for health and life insurance during the period of reemployment.~~

~~(d) The period of reemployment obligation shall extend over five consecutive years, beginning with the academic year next following the date of retirement. If a participant chooses to decline employment for an academic year, the participant shall request a leave of absence without pay for the period of time involved with reasonable notice to the University. The period of reemployment, however, shall not be extended beyond that described above.~~

~~(e) The assignment shall begin with the academic year next following the date of retirement and shall be scheduled within one semester of the academic year, unless the participant and the University agree to reemployment for the entire academic year at 0.50 FTE. Participants who are~~

~~on the Florida Retirement System or Optional Retirement Program must remain off the State payroll for one calendar month following the effective date of retirement in order to validate their retirement, and may be reemployed by the State University System for only 780 hours in the first year after retirement.~~

~~(f) Participants shall be credited with five days of paid leave at the beginning of each full-time semester appointment. The leave may be accumulated but shall not be reimbursed as unused leave at the termination of the five-year reemployment period. The leave shall be used in increments of not less than one-half day (4 hours) when the participant is unable to perform assigned duties as a result of illness or injury to the participant or a member of the participant's immediate family which shall include only the spouse, mother, father, brother, sister, natural, adopted, or step child, or other relative living in the participant's household.~~

~~(g) Participants shall receive all across-the-board salary adjustments available to employees in established positions in an amount proportional to their part-time appointment. They shall be eligible for discretionary salary increases on the same basis as such other employees.~~

~~(h) Participants shall retain all rights, privileges, and benefits of employment as provided by law, rules, and University policies. During the period of reemployment, participants are to be treated as tenured faculty members for the purposes of Rule 6C 5.125, F.A.C., Layoff. The participant is entitled to an allocable portion of funds normally made available to faculty for research assistants if he or she is maintaining an active research program, and for travel, books and photocopying services.~~

~~(i) Office assignments within the College of Law shall be made at the discretion of the Dean. In all likelihood the participant will have to vacate his or her office to provide space for a new faculty member; however, office space will be made available to the participant when he or she has teaching responsibilities.~~

~~(j) While under policy of the Faculty Senate participants are to be given the same opportunities to participate in faculty activities as regular non-tenured faculty members have, a participant would not be required to attend faculty meetings or serve on University committees but would be entitled to vote as a regular faculty member on any issues in which non-tenured faculty members are eligible to vote.~~

~~(k) The decision to participate in the College of Law Phased Retirement Program is irrevocable.~~

~~(l) At the conclusion of the five year period of reemployment and upon the permanent retirement of the faculty member from the College of Law Phased Retirement Program, the faculty member, at the discretion of the Dean, may be reemployed as an adjunct employee on a year-to-year basis as permitted by Board of Governors Regents rules.~~

~~(m) Recommendation for Emeritus Status shall not be considered for faculty members until retirement from the College of Law Phased Retirement Program.~~

~~Specific Authority BOG Regulation 1.001(3)(j) , Reg. Procedure July 21, 2005 Law Implemented 121.091(9)(b)5., 240.227(1), (5), 240.227(19) FS. History New 10-10-91.~~