

COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Okaloosa-Walton Community College

**APPLICATION FOR MEMBER INSTITUTIONS
SEEKING ACCREDITATION
AT A MORE ADVANCED DEGREE LEVEL**

Name of Institution: Okaloosa-Walton Community College

Address: 100 College Blvd Niceville, Florida 32578

Telephone Number: 850-678-5111

FAX Number: 850-729-5208

Internet Address: <http://www.owcc.edu>

Chief Executive Officer: Dr. James R. Richburg

Telephone Number: 850-729-5360

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Submitted September 22, 2003

The Executive Director
Commission On Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500

PART A

DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

NAMES OF PROPOSED NEW BACCALAUREATE DEGREES

**Bachelor of Applied Science Degree in Project and Acquisitions
Management**

**Courses for the Bachelor of Science Degree in Nursing from
The University of West Florida**

BACKGROUND INFORMATION

Corporate Name of Institution: **Okaloosa-Walton Community College**

Name of Institution as stated on authorization charter: (statute) **Okaloosa-Walton Community College**

Mailing address: **100 College Blvd Niceville, Florida 32578**

Name and title of Chief Executive Officer: **Dr. James R. Richburg, President**

Name, title, and address of the Chair of the Board: **Ms. Elizabeth Campbell
P.O. Box 369
Destin, FL 32540**

Date(s) chartered or authorized: **1963**

Name of agency which legally authorized the institution to provide new degree programs:

Florida State Board of Education

Date institution will enroll first students at the new degree level: **August 2004**

Date institution projects the first regular class graduates at this level: **May 2006**

The calendar system at the institution: **semester** quarter trimester other

ENROLLMENT DATA

a. Total Full-Time Undergraduate Enrollment (12 or more credit hours)	<u>2,510</u>
Total Full-Time Post-Baccalaureate Enrollment (9 or more credit hours)	<u>0</u>
b. Total Part-Time Undergraduate Enrollment (fewer than 12 credit hours)	<u>2,166</u>
Total Part-Time Post-Baccalaureate Enrollment (fewer than 9 credit hours)	<u>0</u>
c. Total Non-credit Enrollment	<u>889</u>
d. Total of all figures reported in a-c above:	<u>5,561</u>

(See Enrollment Profile Update – Preliminary, Fall 2003 Appendix 1)

PROJECTED ENROLLMENTS

Number Of Students Expected To Enroll In New Degree Programs – First Year Only

a. Full-time Enrollment	<u>24</u>	[12 or more credit hours]
b. Part-time Enrollment	<u>50</u>	[11 and fewer credit hours]
c. Non-credit Enrollment	<u>n.a.</u>	
d. Projected Total:	<u>74</u>	

Anticipated Annual Enrollments By Program – First Year

	<u>Full-time</u>	<u>Part-time</u>
Project & Acquisitions Management	12	38
Bachelor’s Nursing	12	12

Anticipated Annual Enrollments By Program – Second Year

	<u>Full-time</u>	<u>Part-time</u>
Project & Acquisitions Management	30	70
Bachelor’s Nursing	24	48

TYPE OF CONTROL

Public Postsecondary: [x] State of Florida, Department of Education

Ownership branches and other institutions: N/A

CURRENT EDUCATIONAL PROGRAMS

[Levels of Program Offerings]

- Less than one year of work beyond grade 12**
- At least one but less than two years of work beyond grade 12**
- Associate degree granting program of at least two years**
- Diploma or certificate of at least two, but less than four, years work beyond grade 12
- Four or five-year baccalaureate degree granting program
- First professional degree
- Master's and/or work beyond the first professional degree
- Work beyond the master's level but not at the doctor's level (Specialist In Education)
- A doctor of philosophy or equivalent degree
- Other (specify):

CURRENT PROGRAM AND INSTITUTIONAL ACCREDITATIONS

Institutional Accreditation: Okaloosa-Walton Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate degrees, certificates and diplomas. Initial accreditation was received in 1965 and has been maintained continuously until the present. The most recent reaffirmation of accreditation was December 2001.

<u>Program</u>	<u>Accrediting Agency</u>	<u>Date of Last/Next Review</u>
Dental Assisting	American Dental Association, Commission on Dental Accrediting	2003 2004
Nursing	Florida Board of Nursing	2001 2004
*Collegiate High School	Southern Association of Colleges and Schools Commission on Secondary and Middle Schools	2000 2003

* OWCC operates a charter high school by agreement with the Okaloosa County School Board and as provided in Florida Statutes.

PART A: PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

RATIONALE AND ASSESSMENT OF NEED

RATIONALE

Okaloosa-Walton Community College (OWCC) has been approved by the Florida State Board of Education (SBOE) to develop and implement a Bachelor of Applied Science (BAS) in the broad field of industrial management. The degree will carry the title Bachelor of Applied Science in Project and Acquisitions Management, and is structured as an AS/AAS to BS, 2+2 career-ladder program. OWCC will provide upper division instruction in the full array of program requirements, as well as confer the BAS credential. OWCC has also been approved by the SBOE to develop and implement a Bachelor of Science in Nursing (BSN) program in cooperation with the University of West Florida (UWF). The degree will be conferred by UWF, but through a memorandum of understanding, the college and the university will share responsibility for provision of the upper division coursework. (See Appendix 7.) This program is also structured in the AS to BS, 2+2 career-ladder format. Per standards of the Commission on Colleges (COC), UWF has notified the Commission of the pending degree arrangement and has pledged cooperation in assisting OWCC with the COC substantive change process. (See Appendix 8.)

The rationale for the programs is threefold: 1) these particular baccalaureate programs are a natural progression for Okaloosa-Walton Community College; 2) the programs offer a cost-effective response to the Florida Department of Education's Goal #2, strategic imperative of "achieving world-class, nationally recognized institutions of higher learning by improving access, funding, performance, and accountability;" and 3) perhaps most significantly, these curricula present a direct response to the articulated needs of the college service district.

First, as practical, workforce-oriented curricula, the Bachelor of Applied Science in Project and Acquisitions Management and the Bachelor of Science in Nursing (Cooperative Program with the University of West Florida) offer a sound expansion of the professional and technical associate degree programs with which the college already has considerable experience and expertise. Indeed, the new curricula are an outgrowth of three of the college's most popular and most successful professional career programs, the Associate of Science in Nursing (RN), the Associate of Applied Science in Industrial Management, and the Associate of Applied Science in Business Administration. OWCC is a proven leader in responding to the community's education needs at the elementary, secondary and postsecondary levels. Pursuit of the BAS and BSN degree programs is a logical new effort on that service continuum and a comfortable fit with the college's 40-year history of answering the specific training and development needs of the local workforce.

Historically, Florida has not compared well with the rest of the nation in the area of baccalaureate production and access, ranking in the bottom quartile for number of students enrolled in college, percentage of population attending baccalaureate programs and number of baccalaureate degrees awarded – despite being one of the most populous and fastest

growing states in the nation. This pattern is reinforced by several recent benchmarking entities, including the National Center for Public Policy and Higher Education, which gives Florida a grade of “D+” for adult participation in college, and the Southern Regional Education Board, which notes that only 52.4% of Florida’s recent high school graduates go on to college, a rate below the national average of 57.6%. In 2000, the Florida Postsecondary Education Planning Commission (PEPC) projected a ten-year need to expand the number of baccalaureates offered in Florida by nearly one-third, in order to accommodate an additional 150,000 undergraduate students. To assist in reaching that goal, the Commission recommended that certain community colleges be authorized to offer a limited number of four-year degrees, preferably in the high growth/high demand fields such as health care, business and technology management and teacher education.

During this same time frame, the Florida Legislature sanctioned the expanded role of community colleges by adding the language “providing upper level instruction and awarding baccalaureate degrees as specifically authorized by law” to F.S. 1004.65, which defines the community college mission. Also enacted was the very specific language of F.S. 1007.33, Site-determined Baccalaureate Degree Access, which states,

The Legislature recognizes that public and private postsecondary educational institutions play essential roles in improving the quality of life and economic well-being of the state and its residents. The Legislature also recognizes that economic development needs and the educational needs of place-bound, non-traditional students have increased the demand for local access to baccalaureate degree programs...[i]t is therefore the intent of the Legislature to further expand access to baccalaureate degree programs through the use of community colleges.

By capitalizing on the college’s existing expertise, facilities and academic resources, the BAS and BSN opportunities at OWCC are a practical and cost-efficient response to the need for increased access to baccalaureate level education in Florida. Per the very spirit of the PEPC recommendations and the legislative actions, OWCC will use flexible scheduling, distance learning, blended classes and traditional classroom instruction to accommodate student needs and provide high quality baccalaureate instruction.

Finally, these curricula were developed specifically to address both regional workforce needs and the local student demand for flexible, easily accessible baccalaureate programs. A summary of the needs assessment for each of the two curricula follows.

ASSESSMENT OF NEED

Bachelor of Applied Science in Project and Acquisitions Management (BAS)

The BAS program is designed to prepare graduates for specialized management and supervisory careers in the administration of projects, grants, contracts and targeted development activities in business and industry, including such activities as they relate to civilian and defense contracting. It is structured as a 2+2 career-ladder program whereby students may build upon a two-year technical degree.

The need for the Bachelor of Applied Science in Project and Acquisitions Management arises from three key factors: 1) the approximately 500 Air Force personnel at Eglin and Hurlburt Air Force Bases enrolled in associate degree programs who want to pursue a four-year degree that will allow them to build on their technical training/expertise and enter the civilian workforce at the management level in a field related to their Air Force specialization; 2) the statewide critical demand for graduates in the business management area; and 3) the local demand for managers as verified by regional labor market statistics and confirmed by the Okaloosa Economic Development Council and major employers in the college service district.

Student demand for this degree program has been validated by two separate surveys of students at the military bases located in the college's district. Of the more than 300 students responding to the survey, 98 percent expressed a high level of interest in pursuing a four-year degree that would build on their associate degree. In the second survey conducted by the college in October 2002, more than 90 percent of the respondents from a similar pool expressed a high level of interest in the proposed program and most specifically in a program that possessed the following characteristics:

- Designed specifically for Air Force personnel who have completed a two-year degree in a technical area.
- Offered as an AS/AAS to BAS career-ladder program.
- Designed to prepare Air Force technical personnel for management and supervisory positions in the private sector directly related to their Air Force training and experience.
- More than 50 percent of the required courses offered could be in a distance-learning format.

Labor market statistics available through the Florida Office of Workforce Information indicate substantial need in eight occupational categories (OES Codes) addressed by the BAS curriculum. These categories were cross-walked with the more definitive job titles included in the Dictionary of Occupational Titles. The college then conducted community-based research to verify the projections, identify specific job titles and define further the baccalaureate program(s) providing the most desirable educational background for these positions. The resulting labor market statistics from October 2002, project annual openings for baccalaureate level positions requiring skills and knowledge targeted by the BAS curriculum of over 15,000 statewide and nearly 200 in Okaloosa and Walton Counties.

Working in conjunction with the Existing Industry Task Force of the Okaloosa Economic Development Council and with the Technology Coast Manufacturing and Engineering Network (TeCMEN), the College surveyed local employers in October 2002 to verify the need for technically trained personnel who have completed a degree such as the proposed Bachelor of Applied Science in Project and Acquisitions Management. All of the thirty-one firms surveyed cited the need for professionals in the area of project management, acquisitions, training and development, and quality control. Representatives of the firms were also asked to identify the specific competencies and content knowledge desirable of managers for these areas. The responses revealed that all firms desired to hire individuals with a technical background (preferably with a successful service history with the Air Force), who are graduates of a baccalaureate program in management that stresses the skills and

content of the proposed BAS program. Given the opportunity to make general comments in relation to the survey, respondents offered the following:

“We need technical managers with the ability to facilitate change, who are good at group dynamics, who can lead and develop teams, who can manage costs, and who can schedule and manage projects.”

“We need good project managers who can do PERT charting, work-breakdown-structures, risk management, cost-benefit analysis, and MIPS (master integrated program scheduling).”

“Cost-benefit analysis and bottom line cost management are important to us.”

“...project and acquisitions management with good scheduling skills.”

All of the TeCMEN companies are Department of Defense contractors, and a high percentage of their personnel at all levels have military experience. These companies prefer to hire former military personnel for several reasons: 1) former military personnel are familiar with Department of Defense products, processes, procedures, and terminology; 2) former military personnel tend to have a positive work ethic and, as a result, make productive, reliable, positive employees; and 3) former military personnel have a solid background of technical training and experience. A degree program targeted to this population is, therefore, of great value to the local economy and of great appeal to a significant local student constituency.

Table 1.0 summarizes the various assessment documentation supporting the need for the BAS program.

Table 1.0
Summary of Bachelor of Applied Science Program Demand Factors

Student Demand	
Source	Demand/Need Indicated
<ul style="list-style-type: none"> ▪ Interest survey of 300 associate level students enrolled at Hurlburt Air Force Base, fall 2001 	<ul style="list-style-type: none"> ▪ 98% indicated a high level of interest in a career-ladder baccalaureate program in this area
<ul style="list-style-type: none"> ▪ Follow-up interest survey of Hurlburt associate degree students enrolled at Hurlburt Air Force Base, October 2002 	<ul style="list-style-type: none"> ▪ 90% indicated a high level of interest in a career-ladder baccalaureate program in this area
<ul style="list-style-type: none"> ▪ Student interest calls to OWCC after announcement that the program was under development, time period April 2003 through August 2003 	<ul style="list-style-type: none"> ▪ Over one hundred interest calls have been logged over the last five months ▪ A “waiting list”, now with over 70 students interested in enrollment, has been initiated

Workforce Demand	
<ul style="list-style-type: none"> ▪ Florida Office of Workforce Information – workforce demand in the college service district, October 2002 	<ul style="list-style-type: none"> ▪ 187 average annual openings in the college service district for positions requiring the skills and knowledge targeted in this program; this number includes both existing and growth positions
<ul style="list-style-type: none"> ▪ Florida Office of Workforce Information – statewide workforce demand, October 2002 	<ul style="list-style-type: none"> ▪ 15,856 average annual openings in the state of Florida for positions requiring the skills and knowledge targeted in this program; this number includes both existing vacancies and growth positions
<ul style="list-style-type: none"> ▪ Employer survey of 31 local technology-oriented firms and defense contractors 	<ul style="list-style-type: none"> ▪ 100% of the firms cited the need for professionals trained in the areas targeted by this program ▪ 19 firms provided specific letters of need and support for the program
<ul style="list-style-type: none"> ▪ Focus group survey through the Okaloosa-Walton Community College “OWCC Listens” Program 	<ul style="list-style-type: none"> ▪ Attendees emphasized the need for career-ladder baccalaureate options available in this skill/knowledge area ▪ Local firms often hire technically trained Air Force personnel upon their separation or retirement; firms prefer such hires also to bring the skills and knowledge available in the BAS Degree program

Bachelor of Science in Nursing (BSN)

Upper Division Coursework for the Cooperative Program with the University of West Florida (UWF)

The Bachelor of Science in Nursing (BSN), to be offered cooperatively by OWCC and the University of West Florida (UWF), is built upon Florida’s AS to BS model. Associate degree nurses will be able to earn a baccalaureate degree by completing additional studies through OWCC and UWF. The degree will be awarded by the university; however, responsibilities for offering upper division coursework will be divided between the two institutions according to a memorandum of understanding.

The need for the Bachelor of Science in Nursing arises from the well-documented national, state and local demand for nurses. In an article entitled *The Nursing Shortage and the Role of Community Colleges* (Community College Press, 2002), Arthur Viterito and Carolyn Teich put the current nursing shortage in perspective with the following statement:

“According to the American Hospital Association (AHA), there are currently 126,000 vacancies for RNs in U.S. hospitals nationwide. This number amounts to one hospital-based RN vacancy for every 2,230 persons in the United States. Seventy-five percent of all hospital personnel vacancies are for nurses, and the AHA calls the nursing shortage ‘the most critical manpower problem facing hospitals across America.’ It is the underlying cause of hospital bed closures, cancellations of elective surgeries, and diversions of ambulances from emergency rooms. It threatens to affect every American needing medical care. The shortage of hospital-based RNs is greatest in the areas of critical care medicine and emergency services.”

The national problem is compounded in Florida, which is one of 28 states losing nurses. Florida’s rate of loss is 17 nurses for every 100,000 people in the state. The critical undersupply of nurses in Florida is compounded by the state’s rapid growth, which by 2010 will increase the need for nurses by 34,000. In fact, the undersupply of nurses in Florida has caused healthcare providers to begin *importing* nurses from as far away as the Philippines, Australia, South Africa, and Canada. For example, Shands Hospital in Jacksonville imported approximately 48 nurses from the Philippines in March 2003, and the staffing firm PPR International imported approximately 25 nurses in December 2002. The statewide need for nurses is compounded further by a critical shortage of nursing instructors. Florida averages 78 unfilled nursing instructor vacancies annually. This makes the demand for the proposed program even more critical since the BSN degree is an essential step toward qualification for a nursing instructor.

Local labor statistics, job vacancy rates, turnover rates and employer surveys summarized in Table 2.0 attest to the fact that nursing is a critical concern in the college district as well. As stated by Mr. Wayne Campbell, CEO of the district’s largest health care facility, this need is not only for associate degree nurses, but also for baccalaureate level nurses.

...to meet the demand of increasing acuity in out patients, it is important that we support them with BSN prepared nurses. The demand for BSN nurses to serve as case managers, nurse educators, and nurse managers cannot be met with our current supply, we also see the BSN as an important step to becoming qualified to serve as a nursing instructor, another critical need in which demand outpaces supply.

The special interests of this service area are aptly summarized by Mr. Michael Hill, Executive Director, Health Councils of Northwest Florida, in his letter of support for the program.

... a baccalaureate degree is most welcomed news. Northwest Florida and specifically the OWCC service area have for many years experienced a nursing shortage because of the their rural location and lack of accessibility to quality nursing preparation programs...This [program] expansion should greatly assist local health care providers in the recruitment, retention and retraining of qualified nurses and interested applicants. Addition of a BSN program is a logical and needed step to provide a career ladder to retain qualified nursing personnel.

Table 2.0 summarizes the various assessment documentation supporting the need for the BSN program.

Table 2.0
Summary of Bachelor of Science in Nursing Demand Factors

Student Demand	
Source	Demand/Need Indicated
<ul style="list-style-type: none"> ▪ Survey of 100 OWCC Associate Degree Nursing Students, Summer 2002 	<ul style="list-style-type: none"> ▪ 89% of freshmen indicated a desire to pursue the BSN ▪ 78% of LPN Bridge students indicated a desire to pursue the BSN ▪ 70% of all students surveyed indicated a desire to pursue the BSN
<ul style="list-style-type: none"> ▪ Survey of 1,612 practicing RN's in the College service district, May 2000 (A follow-up survey of this population is scheduled for October 2003.) 	<ul style="list-style-type: none"> ▪ 300 of the survey respondents indicated the BSN as their educational goal
<ul style="list-style-type: none"> ▪ Florida Hospital Association 2002 Study 	<ul style="list-style-type: none"> ▪ Only 17% of associate degree nurses proceed to the BSN degree, in part due to lack of access to baccalaureate level programs
Workforce Demand	
<ul style="list-style-type: none"> ▪ “Florida Hospital Association Study on Nurse Staffing Issues in Florida”, Florida Hospital Association, October 2002 	<ul style="list-style-type: none"> ▪ Nursing vacancy rate in college service district is 2% higher than the state rate ▪ Nursing position turnover rate in college service district is nearly 5% higher than the state rate
<ul style="list-style-type: none"> ▪ OWCC Health Care Employer Survey, May 2000 	<ul style="list-style-type: none"> ▪ Respondents identified an existing need for 151 nurses in Okaloosa and Walton Counties ▪ Respondents identified a projected need for 551 nurses over the next five years
<ul style="list-style-type: none"> ▪ Nursing position announcements in the local service district (newspaper ads, internet listings, fall 2002) 	<ul style="list-style-type: none"> ▪ Vacant positions ranged from 46 to 54 at local hospitals and health care sites
<ul style="list-style-type: none"> ▪ Florida Office of Workforce Information, October 2002 	<ul style="list-style-type: none"> ▪ 123 average annual openings in the college service district, including both existing and growth positions ▪ 5,671 average annual openings in the state of Florida, including both existing and growth positions

Documentation

State Board of Education Minutes, April 15, 2003	Appendix 9
Letter of Intent with UWF on the BSN Program	Appendix 7
Letter to COC/SACS from UWF regarding BSN Program	Appendix 8
Response for COC/SACS to UWF	Appendix 8

DESCRIPTION OF NEW DEGREE PROGRAMS

In order to simplify discussion of the two curricula addressed in this application, this section is organized into eight sections, each headed by an underlined title in bold capitals. The first section presents the general institutional admission requirements, all of which apply to both curricula. The second section describes the OWCC general education requirements, which, under the Florida postsecondary education system, meet both associate and baccalaureate degree requirements, and which exceed the Commission on College's requirements. Accordingly, these general education requirements apply to both curricula. The third and fourth sections address the BAS and BSN programs individually and include each program's mission and goals, admission and completion requirements, curriculum overview, and specific core, general education and elective course requirements. The former includes details on the four BAS areas of emphasis. The fifth through eighth sections, "Curriculum and Program Oversight," "Instruction," "Evaluation of Student Achievement" and "Distance Learning Sites" respectively, provide additional operational details for the two curricula.

GENERAL INSTITUTIONAL ADMISSION REQUIREMENTS

Per Florida Statute and the college mission statement, Okaloosa-Walton Community College is an "open-door" institution. Except for certain limited access programs, all associate, certificate and diploma programs are open to students who satisfy the basic college admission process. That process is designed to guide academic advising and promote student success. In addition, the admission process addresses certain institutional objectives to provide equal educational opportunities to a diverse student body and to provide under-prepared students with opportunities to achieve college-level entry skills in reading, writing, and mathematics through the college's preparatory programs.

The *OWCC 2003-2004 College Catalog* (pages 7-12) delineates the Okaloosa-Walton Community College general institutional admission requirements for students seeking lower division degrees, diplomas, and certificates. Students pursuing upper division coursework through the proposed baccalaureate degree programs will also be required to complete these OWCC general admission process, as well as any program-specific requirements.

OWCC Admissions Process

- Complete an *Application for Admission & Residency* form.
- Request official transcripts, as applicable, which could include the following: high school transcript, GED diploma, Home Educated Affidavit, official college and/or university transcripts from all institutions attended, and other official score reports from CLEP, DANTES, AICE, Excelsior/Regents, AP, or IB.
- Submit placement test scores (ACT, SAT, FCPT), take the Florida College Placement Test (FCPT) at OWCC, or be exempt from placement testing
- Complete an Orientation/Advising session (in person or online) and meet with an Advisor, Counselor, or Faculty Advisor as appropriate

(Additional or alternate procedures apply to high school students seeking early admission or dual credit, transient students, transfers, non-degree seeking students, non-native speakers of English, and international students.)

Okaloosa-Walton Community College will continue the open-door admissions policy for its lower division degrees, diplomas, and certificates; however, admission to the proposed baccalaureate curricula will involve additional admission requirements appropriate to the program.

Documentation

OWCC 2003-04 College Catalog and Student Handbook, pages 7-12, 49

Appendix 2

OWCC GENERAL EDUCATION REQUIREMENTS

All OWCC associate degree programs include a general education component which meets or exceeds the requirements of Florida Statute and the Florida Articulation Agreement, as well as the standards of the Commission on Colleges. The Associate of Arts degree requires that at least 36 of 60 credits be completed in general education courses. All Associate of Science and Associate of Applied Science degrees require at least 18 college credits in general education. General education courses for all two-year degree programs are distributed across humanities/fine arts, social and behavioral sciences, natural sciences, mathematics, communications, and general education electives.

Courses classified by the college as "general education" are presented by subject category in the college catalog. Course content for general education courses is designed to further one or more of the OWCC mission and goals presented on page 59 of the *OWCC 2003-04 College Catalog and Student Handbook*. General education courses are foundation classes that are commonly recognized as general education courses throughout higher education. Together, these general education courses expose students to a wide breadth of knowledge and do not focus on skills, techniques, and procedures peculiar to any major field of study or career area.

Successful completion of a minimum of thirty-six (36) transferable general education credits is a graduation requirement for the baccalaureate degree at OWCC; both BAS and BSN

students will be required to meet this requirement. Per Florida Statute and the Statewide Articulation Agreement, students who are certified by a Florida Community College as having completed the college's associate in arts general education requirements and/or the associate in arts degree are deemed to have satisfied all Florida associate and bachelor level general education requirements. Accordingly, students admitted to the BAS or BSN programs under such conditions will not need to complete additional general education requirements as part of the baccalaureate program. However, a student who is admitted to either the BAS or BSN program without such certification (e.g. with an AS or AAS degree) will be required to earn appropriate additional general education credits to satisfy the graduation requirement of thirty-six (36) hours.

Documentation

OWCC 2003-04 College Catalog and Student Handbook pgs. 59, 64-65
Florida Administrative Rule on Articulation
Statewide Articulation Manual on AS to BS Programs (Nursing Section)

Appendix 2
Appendix 10
Appendix 10

**BACHELOR OF APPLIED SCIENCE IN PROJECT AND ACQUISITIONS
MANAGEMENT**

- **Mission and Goals**
- **Admission Requirements**
- **Completion Requirements**
- **Curriculum Overview**
 - **Overall 2 + 2 Degree Structure (Diagram)**
 - **AS/AAS and AA Entrance Paths Compared (Diagram)**
- **Specific Core, General Education and Elective Course Requirements**
 - **Acquisitions Emphasis**
 - **Process Improvement Emphasis**
 - **Project Management Emphasis**
 - **Training and Development Emphasis**

BAS -- Mission and Goals

The mission of the Bachelor of Applied Science in Project and Acquisitions Management is to educate, train and develop successful business leaders who are prepared to administer and supervise in the specialized setting of project management. Coursework is designed to prepare students with the technological, financial, administrative, regulatory, organizational, human relations and general business skills necessary for successful oversight of research and development activities, state and federal grants, civilian and government contracts, outsourcing projects and other related activities.

The degree program will offer four areas of emphasis: acquisitions, project management, process improvement and training and development, as well as the opportunity for a student to create a customized area of emphasis by selecting the set of program electives most valuable to his/her individual career goals. Learning experiences will include a variety of seminars, special topics, internships and interactions with business leaders, which are designed to provide students with practical, “real world” experiences and to offer opportunities for networking.

The BAS program will prepare students to:

- Apply effective oral and written communication skills in the professional work setting
- Manage a project or business entity within acceptable legal and ethical boundaries
- Apply a wide range of human relations skills to create high-performing work teams and foster a positive organizational climate
- Employ creative and critical thinking to enhance decision-making and problem solving in the workplace
- Use project and quality management strategies to successfully implement specialized projects, contracts, or development activities
- Provide comprehensive and prudent fiscal management of a project, business unit or function
- Provide technological vision and guidance to enhance productivity of the enterprise, project or business unit
- Apply sound assessment practices for the evaluation and improvement of business, unit or project operations

BAS -- Admission Requirements

- Completion of OWCC admission requirements
- Completion of an Associate of Science (AS) or and Associate of Applied Science (AAS) degree (with a minimum of 60 semester credit hours) in a professional/technical field. With the approval of the program director, students with the Associate in Arts (AA) degree may be admitted to the program. If general education credits for the AA degree have been completed, the student may be asked to complete additional credits in a

profession area (e.g. accounting, computer science, general business, etc.) in lieu of the additional general education required of the AS/AAS student

- Completion of a minimum of 15 semester hours of transferable general education credits
- Completion of the standard Florida foreign language upper division admission requirement. (If, at the time of admission, the student has not completed two years of the same foreign language in high school or eight credits in college, the student will need to complete eight credits of foreign language before completing the program.)
- Completion of Florida CLAST requirements. If, at the time of admission, the student has completed CLAST requirements, the student will need to meet this criterion by the completion 36 upper division semester hours at OWCC, or enrollment in future credits may be restricted.

BAS -- Completion Requirements

Students must meet the following requirements to receive the BAS degree:

- Successfully complete all courses required in the degree program (minimum 120 semester credits), including the lower division associate degree
- Successfully complete a minimum of 36 general education credits according to the distribution established by the college for its associate in arts degree program (See pages 15-16.)
- Successfully complete at least 40 credits of upper division coursework in the major (3000 or 4000 level courses with the MAN, BUL, GEB, ETI or FIN prefix)
- Maintain a cumulative GPA of at least 2.0 (on a 4.0 scale) for all coursework attempted for the program
- Successfully complete all four (4) parts of the CLAST Examination (through testing, exemption or waiver)
- Successfully complete the Florida foreign language requirement (two years high school or one year of college (at least eight credits) in a single foreign language)
- Complete at least 30 program credits in residence at OWCC
- Meet all other college policies graduation policies

BAS -- Curriculum: Structure, Areas of Emphasis and Specific Course Requirements

Figure 1.0 illustrates the career-ladder structure of the BAS program, showing how the student can add remaining general education, project and acquisitions management skills and elective expertise to his/her existing AS or AAS degree to complete an applied bachelor of science program. Figure 2.0 illustrates how the AA student originally set on a traditional transfer degree path can shift his/her route and earn the professional and technical expertise necessary for employment in the project and acquisitions management field. Immediately following these diagrams are the specific course requirements for the BAS degree and its four areas of emphasis.

Figure 1.0

**Bachelor of Applied Science in Project and Acquisitions Management
Curriculum Overview: Basic Degree with Areas of Emphasis**

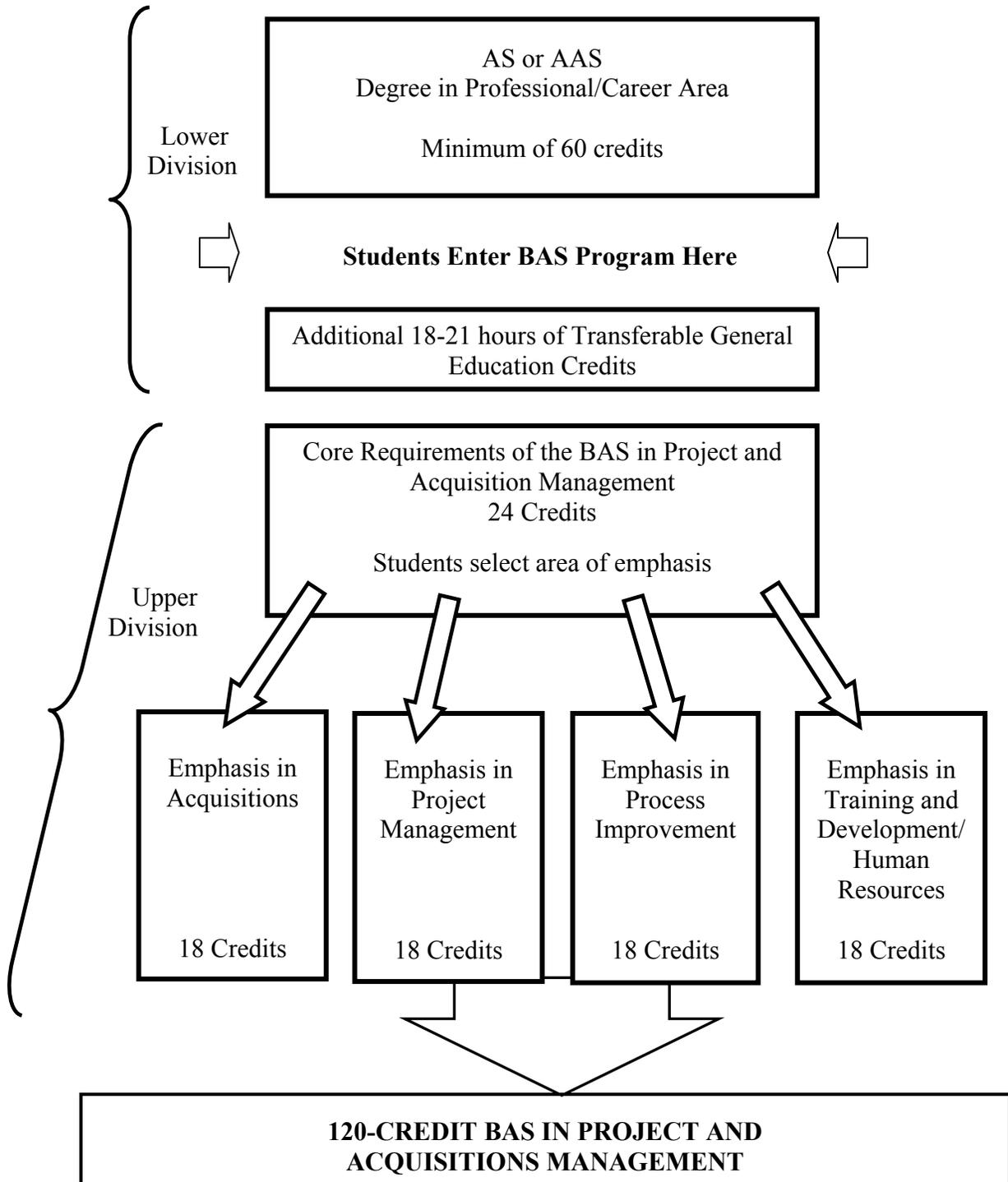
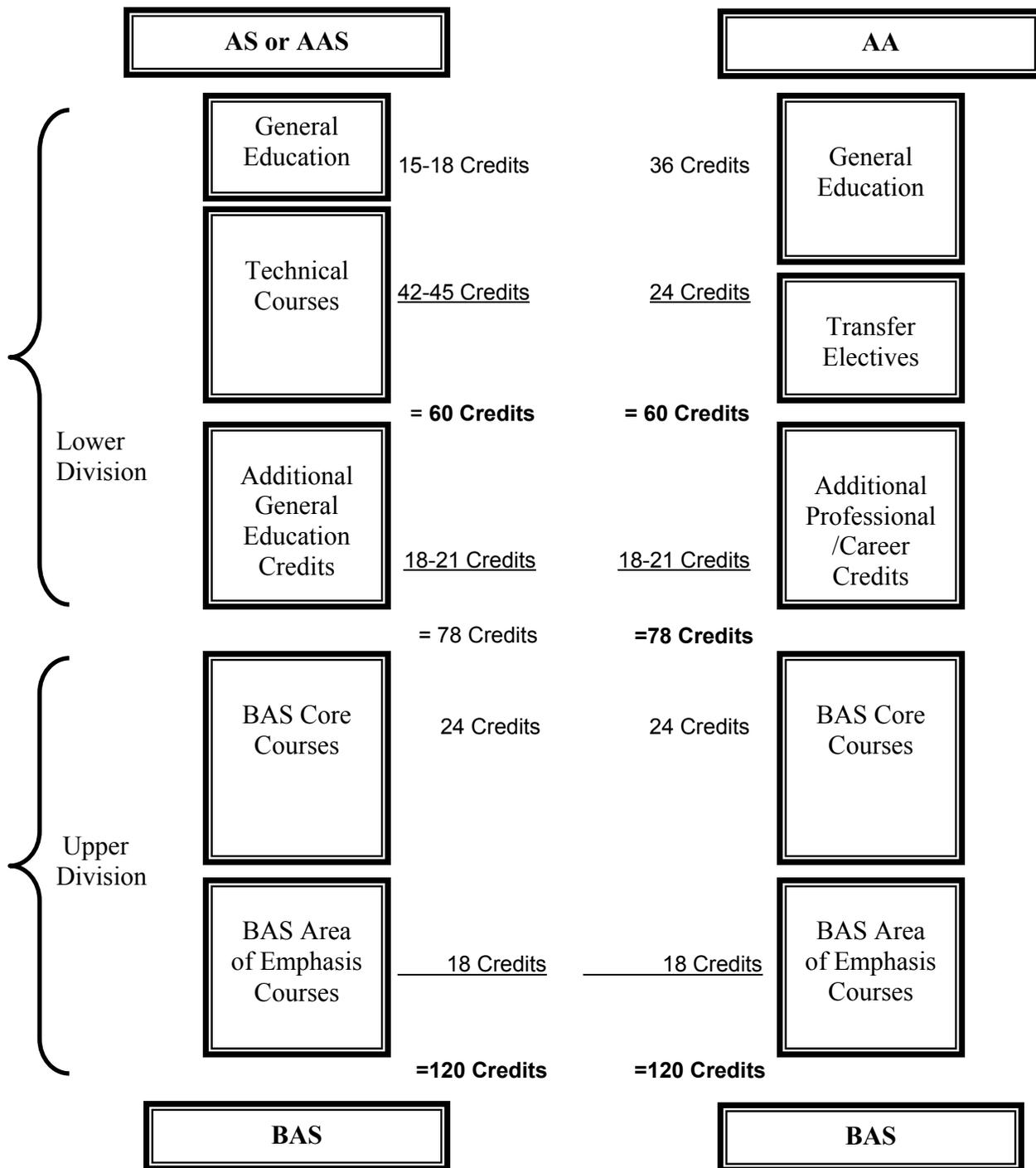


Figure 2.0

**Bachelor of Applied Science in Project and Acquisitions Management
Curriculum Overview: Comparison of Associate Entry Degree Paths**

This BAS Degree program is built on Florida's AS to BS model, modified slightly to fit the applied baccalaureate degree. Although designed as a career ladder for the AS or AAS degree holder, it is adaptable to the student with an AA degree.



Bachelor of Applied Science in Project and Acquisition Management Emphasis in Acquisitions

LOWER DIVISION REQUIREMENTS (Associate Degree)

Transferable General Education Credits (See pages 15-16)	15-18 credits
Professional/Technical Credits	42-45 credits
Additional Transferable General Education Credits (See pages 15-16)	<u>18-21 credits</u>
Total Lower Division Credits	78 credits

Note: Students entering with an Associate in Arts Degree and 36 General Education Credits may be required to complete additional technical professional courses, but will have satisfied the general education requirement.

UPPER DIVISION REQUIREMENTS

Required Core Courses

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3___	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3___	Managing in a High Technology Environment	<u>3 credits</u>
Total Core Course Credits			24 credits

Required Emphasis Courses

MAN	3___	Project Cost Management	3 credits
MAN	4___	Government Acquisition/Contracting	3 credits
MAN	4___	Private Sector Acquisition/Contracting	<u>3 credits</u>
Total Required Emphasis Course Credits			9 credits

Elective Courses

With the approval of an advisor, select 9 credits from the following

MAN	3301	Human Resource Management	3 credits
MAN	3441	Conflict Management	3 credits
MAN	3522	Quality Management	3 credits
MAN	4741	Change Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4330	Management and Compensation	3 credits
MAN	4120	Leadership and Group Dynamics	3 credits
MAN	4___	Quality Certification: ISO 9000	3 credits
GEB	4___	Internship/Work Experience	3 credits
MAN	4905	Independent Study in Management	3 credits
GEB	4905	Independent Study in Business	3 credits
ETI	4700	Occupational Safety	3 credits
MAN	49___	Special Topics in Project Management	<u>1 credit</u>
Total Elective Course Credits			<u>9 credits</u>

TOTAL PROGRAM CREDITS

120 credits

Bachelor of Applied Science in Project and Acquisition Management Emphasis in Process Improvement

LOWER DIVISION REQUIREMENTS (Associate Degree)

Transferable General Education Credits (See pages 15-16)	15-18 credits
Technical and Professional Credits	42-45 credits
Additional Transferable General Education Credits (See pages 15-16)	<u>18-21 credits</u>
Total Lower Division Credits	78 credits

Note: Students entering with an Associate in Arts Degree and 36 General Education Credits may be required to complete additional technical professional courses, but will have satisfied the general education requirement.

UPPER DIVISION REQUIREMENTS

Required Core Courses

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3__	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3__	Managing in a High Technology Environment	<u>3 credits</u>
Total Core Course Credits			24 credits

Required Emphasis Courses

MAN	3522	Quality Management	3 credits
MAN	3__	Project Cost Management	3 credits
MAN	4__	Quality Certification: ISO 9000	<u>3 credits</u>
Total Required Emphasis Course Credits			9 credits

Elective Courses

With the assistance of an advisor, select 9 credits from the following

MAN	3301	Human Resource Management	3 credits
MAN	3441	Conflict Management	3 credits
MAN	4741	Change Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4330	Management and Compensation	3 credits
MAN	4120	Leadership and Group Dynamics	3 credits
MAN	4__	Government Acquisition/Contracting	3 credits
MAN	4__	Private Sector Acquisition/Contracting	3 credits
GEB	4__	Internship/Work Experience	3 credits
MAN	4905	Independent Study in Management	3 credits
GEB	4905	Independent Study in Business	3 credits
MAN	49__	Special Topics in Project Management	1 credit
ETI	4700	Occupational Safety	<u>3 credits</u>
Total Elective Course Credits			<u>9 credits</u>

TOTAL PROGRAM CREDITS 120 credits

Bachelor of Applied Science in Project and Acquisition Management Emphasis in Project Management

LOWER DIVISION REQUIREMENTS (Associate Degree)

Transferable General Education Credits (See pages 15-16)	15-18 credits
Technical and Professional Credits	42-45 credits
Additional Transferable General Education Credits (See pages 15-16)	<u>18-21 credits</u>
Total Lower Division Credits	78 credits

Note: Students entering with an Associate in Arts Degree and 36 General Education Credits may be required to complete additional technical professional courses, but will have satisfied the general education requirement.

UPPER DIVISION REQUIREMENTS

Required Core Courses

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3___	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3___	Managing in a High Technology Environment	<u>3 credits</u>
Total Core Course Credits			24 credits

Required Emphasis Courses

MAN	4120	Leadership and Group Dynamics	3 credits
MAN	4905	Independent Study in Management	<u>3 credits</u>
Total Required Emphasis Course Credits			6 credits

Elective Courses

With the approval of an advisor, select 12 credits from the following

MAN	3301	Human Resource Management	3 credits
MAN	3441	Conflict Management	3 credits
MAN	3522	Quality Management	3 credits
MAN	4741	Change Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4330	Management and Compensation	3 credits
MAN	3___	Project Cost Management	3 credits
MAN	4___	Government Acquisition/Contracting	3 credits
MAN	4___	Private Sector Acquisition/Contracting	3 credits
GEB	4___	Internship/Work Experience	3 credits
MAN	4___	Quality Certification: ISO 9000	3 credits
GEB	4905	Independent Study in Business	3 credits
ETI	4700	Occupational Safety	3 credits
MAN	49___	Special Topics in Project Management	<u>1 credit</u>
Total Elective Course Credits			<u>12 credits</u>

TOTAL PROGRAM CREDITS

120 credits

Bachelor of Applied Science in Project and Acquisition Management Emphasis in Training and Development/Human Resources

LOWER DIVISION REQUIREMENTS (Associate Degree)

Transferable General Education Credits (See pages 15-16)	15-18 credits
Technical and Professional Credits	42-45 credits
Additional Transferable General Education Credits (See pages 15-16)	<u>18-21 credits</u>
Total Lower Division Credits	78 credits

Note: Students entering with an Associate in Arts Degree and 36 General Education Credits may be required to complete additional technical professional courses, but will have satisfied the general education requirement.

UPPER DIVISION REQUIREMENTS

Required Core Courses

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3	Managing in a High Technology Environment	<u>3 credits</u>
Total Core Course Credits			24 credits

REQUIRED EMPHASIS COURSES

MAN	3301	Human Resource Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4330	Management and Compensation	<u>3 credits</u>
Total Required Emphasis Credits			15 credits

ELECTIVE COURSES

With the assistance of an advisor, select 6 credits from the following

MAN	3441	Conflict Management	3 credits
MAN	3522	Quality Management	3 credits
MAN	4741	Change Management	3 credits
MAN	4	Quality Certification: ISO 9000	3 credits
MAN	4120	Leadership and Group Dynamics	3 credits
GEB	4	Internship/Work Experience	3 credits
MAN	3	Project Cost Management	3 credits
MAN	4	Government Acquisition/Contracting	3 credits
MAN	4	Private Sector Acquisition/Contracting	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4905	Independent Study in Management	3 credits
GEB	4905	Independent Study in Business	3 credits
ETI	4700	Occupational Safety	3 credits
MAN	49	Special Topics in Project Management	<u>1 credit</u>
Total Elective Course Credits			6 credits

TOTAL PROGRAM CREDITS 120 credits

BACHELOR OF SCIENCE IN NURSING
COOPERATIVE PROGRAM WITH THE UNIVERSITY OF WEST FLORIDA

- **Mission and Goals**
- **Admission Requirements**
- **Completion Requirements**
- **Curriculum Overview**
 - **Overall 2 + 2 Degree Structure (Diagram)**
 - **OWCC-UWF Cooperative Program Structure (Diagram)**
- **Specific Core, General Education and Elective Course Requirements**

BSN -- Mission and Goals

As stated on the UWF website (<http://uwf.edu/nursing/rntobsn>), the overall mission of the University of West Florida BSN program follows.

“The curriculum in the Nursing program prepares students to become clinical generalists who are leaders, managers, and life-long learners who integrate research findings into their nursing practice. The graduate is prepared to plan health care for individuals, families or groups.”

As a curricular option within the existing accredited UWF program, the “Okaloosa Track” assumes the mission stated above, with the addition of the following objectives that are specific to the “Okaloosa Track” within that program.

- To provide site-based access to the full complement of didactic, laboratory and clinical experiences for the 2+2 BSN curriculum within the Okaloosa-Walton Community College service district.
- To provide sufficient course electives and flexibility to meet the specialized needs for BSN-level nurses in Okaloosa and Walton Counties.
- To deliver the BSN curriculum so that the access and scheduling needs of non-traditional and working students are accommodated.

BSN -- Admissions Requirements

The admission requirements for the “Okaloosa Track” within the BSN program will parallel those stated in the *Florida Statewide Articulation Manual* for the AS to BS 2+2 program in Nursing (<http://www.facts.org/pdf/statwidearticulationmanual.pdf>.)

In addition, for admission to the “Okaloosa Track” within the UWF 2+2 program, students will need to meet the following.

- Completion of OWCC institutional admission requirements (See pages 14-15.)
- Completion of UWF institutional admission requirements
- Completion of an Associate in Science (AS) or Associate in Arts (AA) degree (with at least 72 semester credit hours) in nursing and with at least eighteen credit hours in transferable general education courses and appropriate prerequisites
- Verification of currently valid RN license
- Completion of Florida CLAST requirements. If, at the time of admission, the student has completed CLAST requirements, the student will need to meet this criterion by the completion 36 upper division semester hours at OWCC/UWF, or enrollment in future credits may be restricted.
- Completion of the standard Florida foreign language upper division admission requirement. If, at the time of admission, the student has not completed two years of the

same foreign language in high school or eight credits in college, the student will need to complete eight credits of foreign language before completing the program.

- A minimum cumulative GPA of 2.0 (on a 4.0 scale) in all postsecondary coursework
- Completion of other program specific requirements per memorandum of understanding with UWF currently under development

BSN -- Completion Requirements

The completion requirements for the “Okaloosa Track” within the BSN program will parallel those stated in the *Florida Statewide Articulation Manual* for the general AS to BS 2+2 program in Nursing (<http://www.facts.org/pdf/statwidearticulationmanual.pdf>.)

For successful completion of the “Okaloosa Track” in the cooperative program, students must complete the following requirements.

- Successfully complete all courses required in the degree program (minimum 124 semester credits), including the lower division associate degree
- Successfully complete a minimum of 36 general education credits according to the distribution established by the college for its associate in arts degree program (See pages 15-16.)
- Maintain a cumulative GPA of at least 2.0 (on a 4.0 scale) for all coursework attempted for the program
- Successfully complete all four (4) parts of the CLAST Examination (through testing, exemption or waiver)
- Successfully complete the Florida foreign language requirement (two years high school or one year of college (at least eight credits) in a single foreign language)
- Meet all general UWF graduation requirements
- Meet all applicable OWCC graduation policies

BSN -- Curriculum: Structure, Areas of Emphasis and Specific Course Requirements

Figure 3.0 uses the Florida AS to BS Articulation agreement in Nursing as the basic structure of the BSN cooperative program, showing how the student with both the RN license and an associate degree can build on that to earn a Bachelor of Science in Nursing. Figure 4.0 delineates how OWCC and the University of West Florida will partner in delivery of the BSN curriculum in Okaloosa and Walton Counties. Note that the box showing the upper division coursework is split between the two institutions; the disproportionate split is intended to indicate that a majority of the upper division instruction will fall to UWF and a lesser portion, primarily clinical in nature, will be provided through OWCC.

Following the two diagrams, is a summary of the specific core and elective requirements required in the “Okaloosa Track” of the cooperative BSN program.

Figure 3.0

**Bachelor of Science in Nursing
Basic 2 + 2 Curriculum Overview**

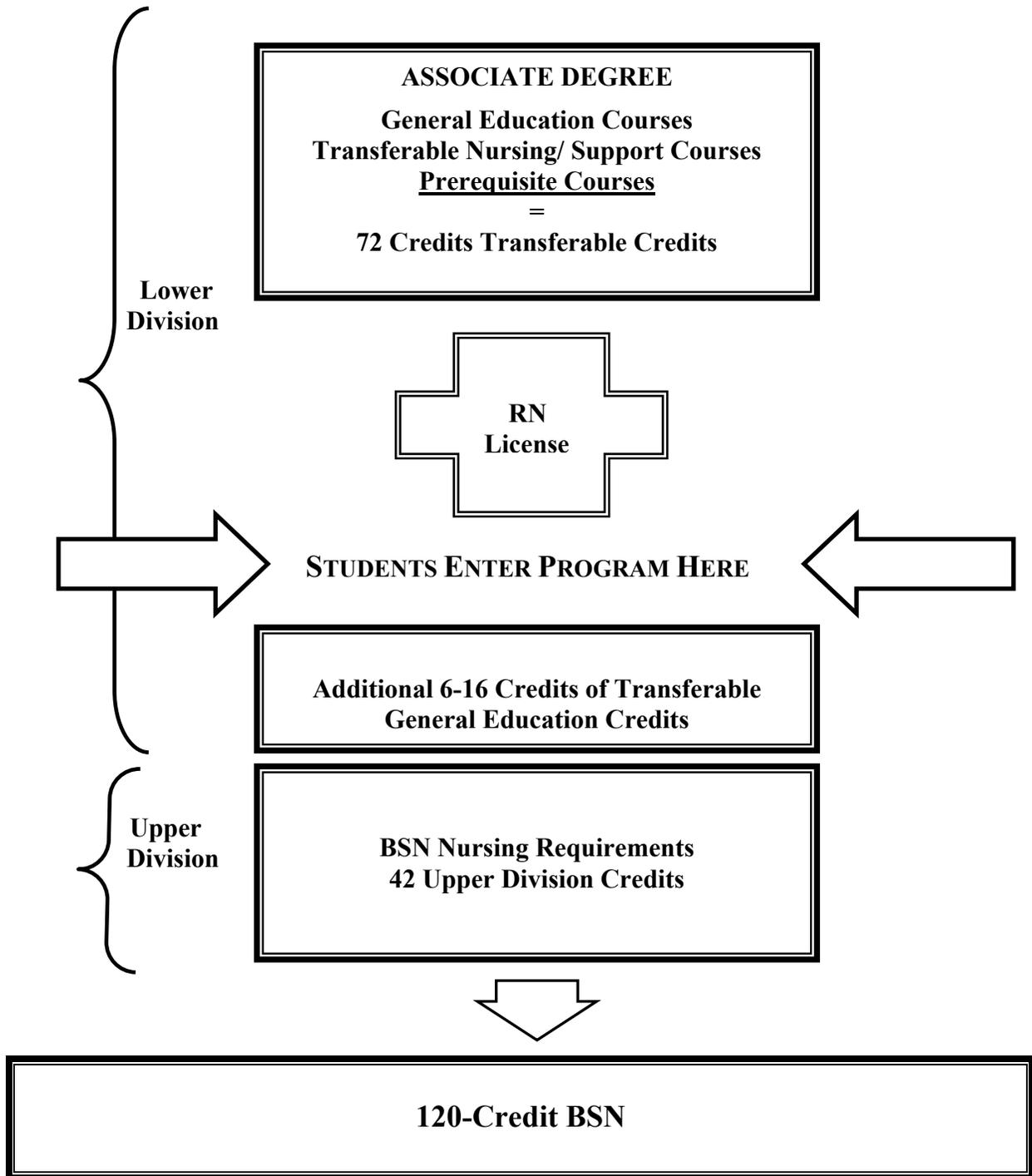
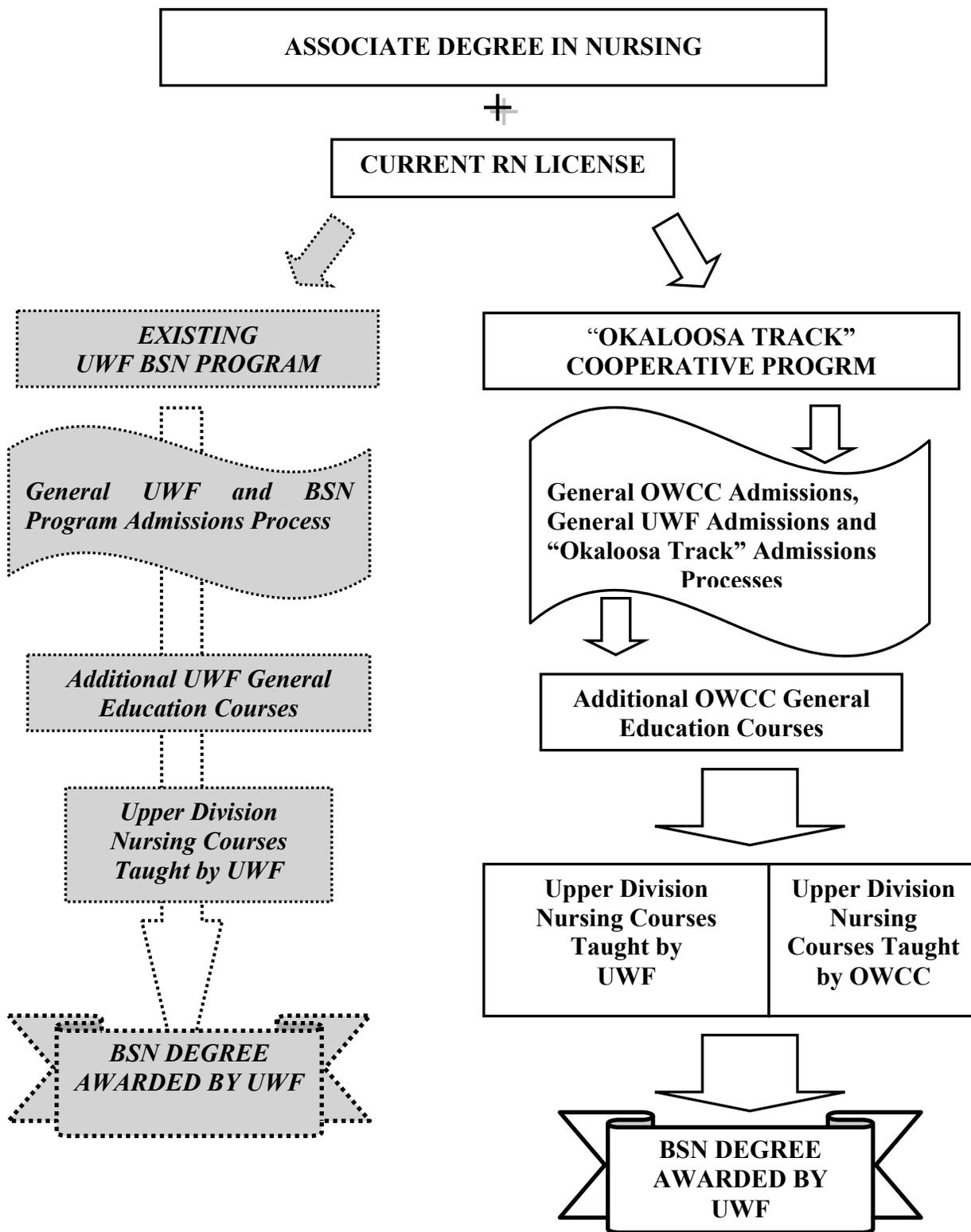


Figure 4.0

**Bachelor of Science in Nursing – Cooperative Program with University of West Florida
Structure of “Okaloosa Track” within Existing UWF Program**



BSN – General Education, Core and Elective Course Requirements

Bachelor of Science in Nursing – Cooperative Program with UWF “Okaloosa Track”

LOWER DIVISION REQUIREMENTS (ASSOCIATE DEGREE)

Transferable General Education Courses, including six prerequisite courses (e.g. chemistry, statistics, etc.) (See pages 15-16)	18 credits
Transferable Common Pre-requisites	12 credits
Nursing Core Courses	<u>42 credits</u>
Total Lower Division Credits	<u>72 credits</u>

UPPER DIVISION REQUIREMENTS

Required Nursing Courses

NUR 3065	Health Assessment	3 credits
NUR 3065L	Health Assessment Lab	3 credits
NUR 3116	Concepts for Nursing Practice	3 credits
NUR 3145	Pharmacology	3 credits
NUR 3837	Health Care Issues	2 credits
NUR 4165	Nursing Research	3 credits
NUR 4615	Family and Community Health Nursing	3 credits
NUR 4615L	Family and Community Health Nursing Lab	5 credits
NUR 4827	Nursing Management and Leadership	3 credits
NUR 4827L	Nursing Management and Leadership Lab	5 credits
NUR 3____ or 4____	“Okaloosa Track” Nursing Elective	3 credits
CHM 2200/2200L	Organic and Biochemistry	4 credits
HSC 3550	Pathophysiology	3 credits

Upper Division Electives

_____	“Okaloosa Track” Nursing or Related Electives	<u>9 credits</u>
Total Upper Division Credits		<u>52 credits</u>

TOTAL PROGRAM CREDITS **124 credits**

CURRICULUM AND PROGRAM OVERSIGHT

The two baccalaureate curricula will be administered by in-field Division Directors who report to the Vice President for Instructional Services. These individuals also supervise the related associate degrees (e.g. nursing, business management, etc.) offered by the college, thus providing a strong organizational link across the curriculum levels. According to established college policies and procedures, deans, directors and faculty have direct oversight responsibilities for curriculum design, course development, program review and instruction. Prior to the implementation of any new program or course, however, the proposed curriculum and its courses must be reviewed and approved by the College Curriculum Committee. Comprised of representatives from each departmental discipline and college center, the Committee studies the compatibility of the proposal with the educational objectives of the program and of the college in general. The BAS and BSN curricula will be subject to these procedures as well. The BSN curricula will also be reviewed through the appropriate channels at the University of West Florida.

The college plans to hire additional in-field faculty members to support the upper division programs. The new faculty members will assume the lead role in program instruction, curriculum development, program evaluation and academic advising, mirroring the job duties of existing college faculty, thus maintaining a significant voice in program oversight.

Two full-time faculty members, with doctorates in the field will be hired specifically to support the BAS program. Recruitment efforts for the first of the two positions are currently underway; the second faculty member will be recruited in time to begin the second year of the program. At least two full-time faculty members at the master's or doctoral level will be hired by OWCC to work with the UWF faculty members in the cooperative BSN program. Two faculty members have been hired thus far, one will serve full-time with the BSN program, the other will fill a split assignment between the BSN program and the OWCC associate degree nursing program. These instructors, working with existing full-time and part-time faculty members in their respective programs, will ensure that the appropriate portion of upper division instruction is conducted by doctoral level faculty members and that program oversight rests with individuals who are experts in the field.

In addition, the BSN cooperative program will enjoy guidance from a joint committee of in-field faculty and department personnel appointed by the Presidents of Okaloosa-Walton Community College and the University of West Florida. A joint planning committee, comprised of OWCC and UWF nursing faculty and administrators, is already at work on the cooperative program and has set a positive tone for future program oversight. Select members of this planning group are slated to continue as members of the oversight committee.

Finally, the BAS and BSN curricula will also be incorporated into the college's program evaluation system, which calls for a comprehensive program review, presented to the Board of Trustees, at least once every three years. This provides an additional institutional perspective, as well as an out-of-field check and balance on program quality.

Documentation

OWCC Organizational Chart
Instructional Services Supervisors Handbook
 Faculty Position Announcement

Appendix 11
 Appendix 3
 Appendix 12

INSTRUCTION

All instruction in the baccalaureate curricula will be available in the same formats and with the same quality controls as that traditionally offered at Okaloosa-Walton Community College. Students will encounter a wide variety of learning methods, including seminars, internships, web casts, guest speakers, demonstrations, individual and group projects, reading assignments, computer-assisted instruction, clinicals, simulations, and traditional classroom presentations. The delivery options planned for the proposed upper division curricula are designed to accommodate the needs of student populations most likely to pursue each program of study and are reflective of early input from prospective students.

Accordingly, the college intends to offer coursework through three primary delivery modes: traditional classroom instruction, online and text-based distance learning, and blended classes (a combination of in-class sessions and independent, distance learning style activities, which, when taken together, reduce in-class “seat-time” by 40-60%.) Depending upon individual preferences and course selection, students may earn approximately 50% of their credits beyond the associate degree through distance learning format or approximately 75% of the program credits beyond the associate degree through various non-traditional instructional options. As student scheduling patterns and desires emerge, the proportion of instruction within the ranges appearing in the following table may be adjusted to accommodate those preferences.

Table 3.0

Anticipated Instructional Delivery Options for the BAS and BSN Programs

Delivery Method	BAS Program	BSN Program	
Distance Learning Online, web-based courses and/or text-based/multimedia courses; includes simulations for BSN program	30-50%	Junior Level Theory	40-60%
		Junior Level Labs	20%
		Junior Level Clinical/Practicums	100%
		Senior Level Theory	70%
		Senior Level Labs	20%
		Senior Level Clinical/Practicums	
		<i>(Some theory may be delivered in blended classes)</i>	
Traditional In-class group instruction in didactic or lab setting with synchronous format	25-35%	Junior Level Theory	40-60%
		Junior Level Labs	80%
		Junior Level Clinical/Practicums	100%
		Senior Level Theory	30%
		Senior Level Labs	80%
		Senior Level Clinical/Practicums	100%

Documentation

EVALUATION OF STUDENT ACHIEVEMENT

At OWCC, the evaluation of student achievement occurs at both the micro and macro levels, and the baccalaureate evaluation activities will be structured in that tradition. At the course level, students will be graded using a variety of assessment strategies including papers, presentations, portfolios, group and individual projects, research activities, quizzes and examinations. Final course grades, reported through the college's traditional "A" through "F" grade system, are tied to specific skills, content and competencies detailed in the course syllabus, initially derived from the program's mission and goals. Although grading activities and standards are essentially the purview of the individual faculty member, program faculty will coordinate activities, review student achievement patterns and confer on course standards to ensure appropriate sequencing of program content and to facilitate student progress through the program.

At the macro level, student achievement in the baccalaureate curricula will be measured through a variety of mechanisms already in place for the college's associate degree programs, as well as through specific accountability measures outlined by the Florida Department of Education as part of its letter of agreement with OWCC regarding authorization to offer the baccalaureate curricula. These measures include, but are not limited to the following.

- Student Evaluation of Instruction
- Course Grade Patterns
- Employer Satisfaction Surveys
- Course Completion/Success Rates
- Student Satisfaction Surveys (e.g. CCSSE and ACT)
- Program Graduation Rates
- Program Retention Rates
- Job Placement Rates
- Course and Program Enrollment Patterns
- Graduate Satisfaction Surveys (local instrument)

Student achievement in the BSN curriculum will also be measured through the various institutional and departmental assessment processes applicable to the full BSN program at the University of West Florida. In addition, as the existing BSN program at UWF is accredited by the Commission on Collegiate Nursing Education, standards and measures applicable to that accrediting body will also apply to the cooperative program.

Documentation

DISTANCE LEARNING SITES

At present no specially designated distance learning sites are needed for the proposed baccalaureate programs; however, each program will include significant opportunities for asynchronous distance learning classes as well as for other non-traditional scheduling options. (See “Instruction” section on page 33.) The OWCC Distance Learning Program includes a variety of asynchronous delivery methods, including online, text-based, multi-media and blended classes (a combination of in-class sessions and independent, distance learning activities.) All distance learning courses are designed by faculty members credentialed in the field and are reviewed by the OWCC Curriculum Committee prior to implementation. The review mandates that each distance learning format course be comparable in breadth, depth, rigor and quality to the traditional version of the course or similar courses. All faculty teaching in a distance learning format are held to the same institutional and COC/SACS qualifications and standards applicable to faculty teaching traditional classes.

In addition to an institutional requirement that distance learning faculty members provide their students with a variety of direct access, “office hour” strategies through which students may receive help, the college provides numerous support services through its “Assistance-At-A-Distance” program, including “Ask-A-Tutor” through the Academic Success Center, “Ask-A-Librarian” through the college website, and other online inventories of support services and tutorial sites. The college’s library and Florida’s statewide automated library system also provide direct support to online students through electronic databases, courier service, and phone, email and chat reference for remote learners. All state community colleges and universities allow checkout privileges for any student enrolled on another campus.

Documentation

Instructional Services Supervisors Handbook

Appendix 3

FACULTY RESOURCES AND QUALIFICATIONS

The current educational profile of the OWCC faculty illustrates an established pattern of instructors who are not only well qualified in their fields, but also educated well above the minimum levels required by the Commission on Colleges. Thanks to its existing associate degree programs, OWCC enjoys a qualified pool of full-time and part-time instructors available to teach in both the business/management and nursing fields. In addition, the highly educated and technically experienced professionals in the local community provide a rich pool from which to recruit instructors. Professionals associated with Eglin Air Force Base, which is a technology-oriented research and development facility located within the college service district, comprise a continuous pool of active-duty Air Force officers and high-level civil servants with the graduate credentials appropriate to postsecondary teaching. Instructional support for the cooperative BSN program is also impressive, as local health care providers have pledged assistance in securing qualified BSN faculty members.

CURRENT AND NEW FACULTY RESOURCES FOR THE NEW PROGRAMS

Bachelor of Applied Science in Project and Acquisitions Management

For the BAS program, the college plans to add two additional full-time faculty members at the doctoral level. The new faculty members will assume the lead role in program instruction, curriculum development, and academic advising, mirroring the job duties of existing college faculty. Additional instruction will be provided by qualified faculty already teaching at OWCC and newly recruited associate (part-time) faculty members. The college has already identified fifteen local executives working in technology and industrial firms who have graduate credentials, substantial experience in the field and an expressed an interest in teaching in the BAS program on an adjunct basis. Considering new full-time and part-time faculty members, existing college faculty with selected BAS course assignments and the efficiencies of distance learning instruction, a total of 3.5 FTE positions are anticipated to support this program. Per COC requirements, at least 25% of the upper division instruction will be provided by faculty members with doctorates in the field. Table 4.0 presents the anticipated mix of faculty members available for the BAS program.

Table 4.0
Anticipated BAS Faculty Resource Pool by Education Level
(Includes New Faculty to be Hired)

Education Level	Full-time	Part-time	Total
Doctorate in field (includes 2 anticipated full-time hires)	6	2	8
Doctorate in any field; master's in field	2	2	4
Master's or Master's+30 graduate credits in field	<u>8</u>	<u>13</u>	<u>21</u>
Totals	16	17	33

Bachelor of Science in Nursing

Initial plans call for BAS instruction to be provided by a combination of existing UWF faculty members and new OWCC full-time nursing faculty members, up to an estimated 3.6 FTE positions for the OWCC portion of upper division instruction. To that end, the college has already hired one full-time faculty member for the BSN program and a second faculty member with responsibilities in both the associate degree nursing program (ADN) and BSN programs. Depending on program enrollments, scheduling limitations for UWF faculty members, and availability of part-time instructors, assigning the second new instructor full-time to the BSN program or hiring a third faculty member is a planning contingency. Regardless, given the cooperative arrangement with UWF and the existing associate degree nursing program (ADN) at OWCC, the resource pool for upper division BSN faculty members will be a strong and experienced one. (See Table 5.0.)

The college also enjoys an excellent relationship with the local health care community—especially the Fort Walton Beach Medical Center—and has been able to coordinate the use of

qualified hospital professionals as associate instructors for its ADN program. Indeed, through a cooperative agreement, the Medical Center currently provides funding for seven part-time instructors and assists in recruiting potential part-time faculty members. Local health care providers assisting in the development of this program have pledged continued support in the recruitment of qualified faculty members.

Per COC requirements, at least 25% of the upper division instruction will be provided by faculty members with doctorates in the field.

Table 5.0
Anticipated BSN Faculty Resource Pool by Education Level
(Includes Current Full-time UWF Nursing Faculty)

Education Level	Full-time	Part-time	Total
Doctorate in field	2	1	3
Doctorate in any field; master's in field	1	-	1
Master's or Master's+30 graduate credits in field	<u>12</u>	<u>2</u>	<u>14</u>
Totals	15	3	18

Documentation

Roster of Instructional Staff – New Curricular Areas

Appendix 13

FINANCIAL/ PHYSICAL RESOURCES

FINANCIAL RESOURCES

Okaloosa-Walton Community College is a component of the State of Florida public postsecondary education system. As such, the college's principle source of revenue is from state funding through Community College Program Funds, Gross Receipts Tax – Public Education Capital Outlay (PECO) and Workforce Development Education Funds. Grant funds, such as Title III Strengthening Institutions and Federal Carl Perkins awards, support specific categorical efforts. The most recent financial audit report (year ending June 30, 2002) indicates total revenues (operating, non-operating and other revenues) of \$42,725,857.

Fiscal Support

The new baccalaureate curricula will be supported through three primary funding categories: 1) student tuition and fees, 2) state program funds and 3) donations through the OWCC Foundation.

Student Tuition and Fees

The Board of Trustees will establish upper division tuition rates within the range defined by Florida law and rule. It is anticipated that the fees will be equal to or slightly greater than those for lower division courses, but significantly less than upper division fees charged at other Florida colleges and universities. Traditionally student fees for public postsecondary education programs in Florida support approximately 25-30% of the cost of instruction, thus planning for these programs anticipates continuation of that mix.

State Funds

The Board of Trustees will submit an annual budget to the Florida Department of Education reflecting the appropriate state allocation of operational and capital funds. Traditionally state support for postsecondary education programs in Florida underwrites approximately 70-75% of operational costs, thus planning for these programs anticipates continuation of that mix. The Florida Board of Education has already voted to recommend state funding for the 2003-04 fiscal year in the amount of \$7.5 million dollars to support approved, site-based baccalaureate programs at selected Florida community colleges, including OWCC.

OWCC Foundation

The OWCC Foundation has initiated a fund-raising campaign for the Bachelor of Applied Science Degree, entitled "Shaping the Future by Degrees." Three months into the campaign, pledges for this fund total approximately \$200,000, of which approximately \$50,000 is targeted to assist with non-recurring start-up costs such as LRC acquisitions. At the same time, the Foundation expanded its "Health Technology Endowment Campaign" to include support of the cooperative BSN program. Funds from that campaign have already gone to support purchase of a pediatric human patient simulator for use in the BSN program.

In addition, the Florida Department of Education awarded the college start-up and planning grants for each of the new curricula in the amount of \$137,099 for the 2003-04 fiscal year. Funds under the start-up grants have been allocated according to the following budget plan.

Bachelor of Applied Science		Bachelor of Science in Nursing	
Budget Plan for Start-up Grant		Budget Plan for Start-up Grant	
Lead Faculty Member(s)	46%	Lead Faculty Member(s)	46%
Library/LRC Acquisitions	20%	Library/LRC Acquisitions	14%
Accreditation	5%	Accreditation	5%
Equipment	14%	Equipment	25%
Other Operating	<u>15%</u>	Other Operating	<u>10%</u>
	100%		100%

First Year Budget

The following budget estimates address upper division instruction for both the BAS and BSN curricula in the first year of student enrollment, 2004-05. Numbers are based upon 2003-04 costs and are consistent with estimates submitted to the Florida Department of Education for state-level budget planning. Certain start-up costs normally expected in the first year (e.g. accreditation expense, selected equipment purchases, and curriculum development, etc.) appear in the 2003-04 planning year budgets. As planning continues throughout the current year and information such as tuition rates becomes available, appropriate adjustments will be made. Note the following figures reflect only *additional* costs associated with the new curricula, as overhead, general administrative oversight and related costs will be absorbed within existing college functions.

FIRST YEAR ESTIMATED UPPER DIVISION PROGRAM BUDGETS (Additional Costs)

Item	BAS* Upper Division Instruction	BSN** Upper Division Instruction
Personnel Expense		
Full-Time Faculty		
Salary and Benefits	\$67,419	\$97,419
Part-time Faculty		
Salary and Benefits	12,675	14,415
Part-time Program Support Staff		
Salary and Benefits	10,500	17,000
Part-time LRC/Technology Support Staff		
Salary and Benefits	<u>10,500</u>	<u>10,500</u>
Total Personnel Expense	101,184	139,334
General Operating Expense		
Materials/Supplies/Printing (Educational and Office)	15,470	16,500
Travel and Faculty Development	5,750	6,600
Communications	2,000	3,600
Miscellaneous (minor equipment, etc.)	<u>3,500</u>	<u>4,500</u>
Total General Operating Expense	26,720	31,200
Capital Outlay		
Library Resources	15,400	10,000
Equipment	<u>5,000</u>	<u>39,500</u>
Total capital Outlay	<u>20,400</u>	<u>49,500</u>
Total Estimated Program Expense	\$148,304	\$220,034

* Assumes an opening year upper division enrollment of 50 full and part-time students; future enrollments are expected to reach 125 by the academic year 2006-07; the first year budget reflects the smaller initial year of operation

** Assumes an opening year upper division enrollment of 24 full and part-time students; future years will reflect an annual enrollment of 48 FTE students; the first year budget reflects the smaller initial year of operation, as well as part of the instruction being provided by UWF

LIBRARY/LEARNING RESOURCES

The proposed baccalaureate curricula will enjoy especially strong support in the library/learning resources area based upon five key factors: 1) excess resources associated with existing related associate degree programs; 2) start-up funds to provide early identification and acquisition of specialty references, texts, periodicals, monographs, databases and other resources; 4) participation in the state-supported Center for College Library Automation (CCLA), which provides access to information services via a statewide “electronic catalog” listing the holdings of all member colleges; and 5) library access agreements with the US Air Force at Hurlburt Field and Eglin Air Force Base, Walton County Public Library, Robert L.F. Sikes Public Library and the University of West Florida. The UWF agreement authorizes OWCC students to access the holdings of a university-level library. (See Appendix 23.)

As part of the baccalaureate planning process, the staff of the OWCC Learning Resources Center (LRC) and members of the baccalaureate planning team have already begun compilation of comprehensive acquisitions lists appropriate to the BAS and BSN programs. In addition to the traditional LRC collection development activities, the process has included review of library holdings from established college/university collections in the appropriate fields and review of references listed in the journals and publications of professional organizations and accrediting groups in the curricular areas. All forms of information resources, from texts, journals and other periodicals to databases and other technology-based resources, were included in these reviews. After identifying the main topical areas and the collection emphasis likely to best serve both the students and the faculty, draft lists of potential acquisitions were developed. (See Appendix 24.) These lists are currently under review by in-field faculty to establish purchase priorities.

As the college is working in cooperation with the University of West Florida for the BSN curricula, the materials identified in the nursing area are centered on electronic databases and clinical subject areas that will supplement the UWF collection of nursing materials. For the BAS resources, many of the materials reflect the governmental and military emphasis identified as crucial by local employers. Other BAS materials are designed to provide more advanced support for the financial, regulatory, managerial and project development aspects of the BAS curriculum. The current resource lists present a working approach to acquisitions, as most actual purchases will not be made until the spring and summer of 2004. This timing strategy will help to ensure that subscriptions more closely match program enrollment and use cycles and that the newest editions of print resources can be acquired.

PHYSICAL FACILITIES

Both the BAS and BSN curricula will be housed in existing college facilities, primarily on the Niceville and Fort Walton Beach Campuses. Two circumstances permit this efficiency. First, as both programs are designed to accommodate working and part-time students, the weekend, evening, distance learning and other flexible scheduling aspects of these programs permit use of existing instructional space without encroaching on the traditionally busy “prime time” class periods. Second, OWCC has recently completed construction of a new 52,000 square foot Learning Resource Center on its Niceville Campus and the remodeled former LRC will house a comprehensive learning site for nursing instruction that will be

available for the new BSN students, fall 2004. The new LRC facility will easily accommodate the expanded reference and research needs of the baccalaureate curriculum, as well as provide state-of-the-art instructional technology support for the distance learning components of the new programs.

Of particular advantage is the fact that the Fort Walton Beach facility, a shared, joint campus with the University of West Florida, was originally designed to accommodate baccalaureate programs. As such it includes a university-level library to which OWCC students enjoy full access. A fully equipped “smart classroom”, operated at that site by the University of West Florida, will also provide space to conduct synchronous BSN distance learning instruction, as needed, out of the UWF Nursing Department on the main campus in Pensacola.

INSTRUCTIONAL EQUIPMENT

Although any allied health program is by its nature an “equipment-intensive” curriculum, the proposed BSN program enjoys the significant advantage of access to new instructional facilities on the Niceville Campus, which include the majority of general and specialized equipment needed to support the program. As BSN instruction is designed to accommodate working and part-time students, the weekend, evening, distance learning and other flexible scheduling aspects of the program permit use of the equipment without encroaching on the existing ADN program. Further, funds available through the state planning grant and OWCC Foundation (see page 39) will permit acquisition of any additional essential equipment.

In contrast, the BAS program requires a minimum of support equipment. The primary need in this area is for computers and software. Although plans are in place to use state start-up grant and/or OWCC Foundation funds to acquire additional computer stations and specialized software for the program, there will be little additional equipment required. Like the BSN program, this curriculum is designed to accommodate working and part-time students, thus the weekend, evening, distance learning and other flexible scheduling aspects of the program permit use of existing equipment without displacing current associate degree students.

Documentation

Audit report for Fiscal Year Ended June 30, 2002
State Board of Education Minutes, September 16, 2003 – online

Appendix 14
Appendix 15

PART B

DESCRIPTION OF ONGOING COMPLIANCE WITH THE *CRITERIA*

CONDITIONS OF ELIGIBILITY

Documentation of compliance with the Conditions of Eligibility, as listed in the *Criteria for Accreditation (1998)*, is included with this application for approval at an advanced degree level. Okaloosa-Walton Community College agrees to disclose any and all information that the Commission on Colleges may request to carry out its evaluating and accrediting function. Okaloosa-Walton Community College's accreditation and compliance with the Conditions of Eligibility was last reaffirmed by the Commission On Colleges in December of 2001.

I. CONDITION OF ELIGIBILITY ONE: BASIC QUALIFICATIONS

No response required by SACS/COC

II. CONDITION OF ELIGIBILITY TWO: FORMAL AUTHORITY

Chapter 1004.65 of the Florida Statutes specifically vests Florida's public community colleges with the authority to award degrees and certificates, and chapter 1000.21 cites Okaloosa-Walton Community College as a member institution within the State Community College System. The *Florida Administrative Code*, section 6A-14.030, delineates the specific awards and degrees that may be conferred by community colleges, including the Associate of Arts, Associate of Science and Associate of Applied Science.

In addition, F.S. 1004.65 includes provision of "upper level instruction and awarding baccalaureate degrees" as a secondary mission of community colleges, and F.S. 1007.33 provides the process for authorizing a given community college to pursue this expanded upper division mission. As of May 2003, Okaloosa-Walton Community College was authorized through this process by the Florida Board of Education to award certain upper division baccalaureate degrees (with appropriate accreditation by the Southern Association of Colleges and Schools). Specifically, In April of 2003, the Florida State Board of Education approved the proposal from Okaloosa-Walton Community College (OWCC) to award the Bachelor of Applied Science in Project and Acquisitions Management (BAS) Degree. In addition, the Board granted approval for OWCC to offer upper division courses in partnership with the University of West Florida as part of a 2+2 Bachelor of Science in Nursing Degree. To that end, OWCC signed Letters of Agreement with the Florida Department of Education in June, 2003.

Documentation

Letter of Agreement with Florida Department of Education on BAS

Appendix 9

III. CONDITION OF ELIGIBILITY THREE: GOVERNING BOARD

The District Board of Trustees is the legal governing body of Okaloosa-Walton Community College and derives its duties and authority from the Florida Statutes. It comprises eight members, four of whom represent Okaloosa County and four of whom represent Walton County. The board members are appointed by the Governor of Florida, approved by the Florida State Board of Education, and confirmed by the Florida Senate to serve staggered four-year terms.

The governing board appointment process is prescribed by Florida Statute and is designed to provide both continuity and appropriate terms of appointment. To augment and strengthen that process, OWCC provides a comprehensive orientation program for new board members, conducts a bimonthly dinner presentation of information regarding current college projects and activities, and encourages board members to participate in state and national trusteeship conferences and events. The District Board of Trustees is not controlled or dominated by a minority of board members or by organizations, agencies, or interests separate from or in conflict with the board, nor is any trustee an employee of the college. In addition, as appointees of the governor, OWCC trustees file statements of financial disclosure.

The District Board of Trustees is empowered by Florida Statutes; the scope of its authority and duties is specifically delineated by statute, administrative rule, and local policy. The board appointment procedures, statutory definitions of board duties and responsibilities, and adherence to Florida's "sunshine laws," which mandate open meetings and public agendas, combine to ensure an independent and objective governing board. The Board operates under Florida Statute, the Florida Administrative Code, and its own policies that are changed by a vote of the Board after reasonable deliberation and publication in adherence to Florida's "sunshine laws."

Pursuant to Florida law and rule, the District Board of Trustees serves as an active policy-making body for the institution and will continue that role as the college curricula is expanded to include upper division responsibilities. The board bears ultimate responsibility for the review and approval of the college mission and goals, measures of institutional effectiveness, employment policies, admission and graduation requirements, appeals processes, programs of study, equity plan, strategic plan, facilities plan, travel and purchasing procedures, organizational structure, calendar, and other primary operational policies.

The District Board of Trustees also bears ultimate responsibility for ensuring that the fiscal resources of the college are used to provide an efficient, effective and sound educational program. To that end, the board controls the expenditure of funds appropriated under law, sets tuition and matriculation fees, establishes other service and student fees, regulates the acceptance and disbursement of funds, reviews and approves contracts, approves the college

budget, and regularly evaluates the fiscal stability of the institution through annual and interim financial reports.

Documentation

<i>Florida Statutes</i> – online	Appendix 15
<i>Florida Administrative Code</i> – online	Appendix 15
District Board of Trustees Minutes, November 19, 2002	Appendix 16
District Board of Trustees Membership Roster	Appendix 16
District Board of Trustees Orientation Agenda	Appendix 16

IV. CONDITION OF ELIGIBILITY FOUR: CHIEF EXECUTIVE OFFICER

The president of the college, who reports to the District Board of Trustees, serves as the chief executive officer of the college and is responsible for administration of all the operations and functional units of the institution. Per Florida Statute 1001.65, the president is not a member of the board, but serves as the college chief executive officer and as the corporate secretary for the District Board of Trustees. The duties of the president are further articulated by section 6A-14.0262 of the *Florida Administrative Code* and in the *District Board of Trustees Policy Manual*.

Documentation

<i>Florida Statutes</i> – online	Appendix 15
<i>Florida Administrative Code</i> – online	Appendix 15
<i>District Board of Trustees Policy Manual</i> – online	Appendix 16
OWCC Organizational Chart, 2003-04	Appendix 11
Position Description, President of the College	Appendix 17

V. CONDITION OF ELIGIBILITY FIVE: COLLEGE OPERATIONS

Okaloosa-Walton Community College has been in continuous operation, with student enrollments, since August 1964 and will be in operation, with students enrolled in degree programs, in 2004, when the Commission's review committee is expected to visit. Upon approval of this application by the Commission on Colleges, the college is poised to enroll its first upper division students in the fall of 2004.

Documentation

SACS Institutional Profile Update Fall 2002	Appendix 1
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VI. CONDITION OF ELIGIBILITY SIX: UPPER DIVISION DEGREE PROGRAMS

Both the Bachelor of Applied Science in Project and Acquisitions Management and the Bachelor of Science in Nursing cooperative program with the University of West Florida are compatible with the mission of Okaloosa-Walton Community College, as reflected in the draft revised mission statement which appears on page 46. The new curricula are appropriate to higher education, and based upon local and statewide needs. (See pages 22-25, 31.) The upper division instruction will utilize structures currently in place for administrative and faculty responsibility in the areas of curriculum design, course development, and instructional delivery. As required by recent state legislative action, both curricula are designed to compliment one or more of the college's existing associate degree programs. Current and new OWCC faculty will provide instruction for all coursework in the BAS; in cooperation with instructors from the University of West Florida, college faculty will provide instruction for upper division coursework in the "Okaloosa Track" of the cooperative BSN program. All aspects of the college's efforts in these areas will be regularly evaluated per the comprehensive review processes described in the *Instructional Services Supervisor Handbook*.

Documentation

Application Part A: Description of Baccalaureate Programs
Instructional Services Supervisor Handbook

Pages 14-35
Appendix 3

VII. CONDITION OF ELIGIBILITY SEVEN: STATEMENT OF PURPOSE

The college has a clearly defined statement of mission and goals that conforms to the statutory mission of Florida's public colleges and is appropriate to an institution of higher education. The statement is published in chapter 6Hx17-1 of the *District Board Of Trustees Policy Manual* and in each edition of the *College Catalog and Student Handbook* and the *Personnel Handbook*, as well as in other appropriate materials. The OWCC mission statement and goals were developed over a period of several months with input from all of the college constituencies.

In anticipation of its new role in providing baccalaureate level instruction, the college began extensive review and discussion of its mission and goals. Suggestions for changes were generated by the College-Wide Council at its annual planning day, which included input from representatives of the various college constituencies, including trustees, administrators, faculty, staff and students. This effort will result in a current, updated statement of mission and goals that will be presented to the District Board of Trustees for review and action late in the fall of 2003. The most current draft of the revised mission and goals statement follows. Additional language is underlined and deletions are ~~struck through~~. The mission and goals are published in chapter 6Hx17-1 of the *District Board Of Trustees Policy Manual* and in each edition of the *College Catalog and Student Handbook* and the *Personnel Handbook*, as well as in other appropriate materials.

Okaloosa-Walton Community College Mission Statement

(Revision Process August - November 2003)

The mission of Okaloosa-Walton Community College is to provide quality educational programs and services ~~whereby~~ which enable students ~~may to~~ achieve their goals and ~~the~~ community is ~~which~~ enhanced the community through academic, vocational, cultural, economic, and personal development opportunities.

Goals

- To provide an environment that promotes equity and access to college programs for all members of the community.
- To provide student services and activities that enhance student success.
- To provide ~~freshman and sophomore~~ courses leading to approved associate and baccalaureate degrees.
- To provide ~~associate degrees and occupational~~ certificate and degree programs that prepare students for employment and careers in the public and private sectors.
- To provide leadership and support for the economic and workforce development of Okaloosa and Walton counties.
- To provide college preparatory and basic skills instruction, literacy programs, English for speakers of other languages (ESOL), adult secondary education, and vocational preparatory instruction.
- To provide social, cultural, and co-curricular opportunities in Okaloosa and Walton counties.
- To provide a variety of continuing education and distance learning opportunities.
- To promote understanding, application, and use of technology.

With the goal of ensuring that the institutional name reflect the full range of curricula offered by the college, informal discussions regarding the need for a name change were begun internally during the baccalaureate development period in the spring of 2003. Formal discussion on the issue was conducted along with the mission and goals review during the July 2003 annual planning day. The consensus in all venues was that “community college” does not sufficiently indicate a baccalaureate granting institution. Accordingly, several possible names were proffered, including “Northwest Florida College” “Okaloosa-Walton State College”, and “College of Okaloosa-Walton”; the prevailing sentiment was to build on the strong reputation of OWCC by adopting the name “Okaloosa-Walton College”. Although a formal name change will first require approval by the OWCC Board of Trustees and then the Florida Legislature, the groundwork is being laid for such actions with resolution anticipated before the first upper division enrollments in the fall of 2004.

Documentation

District Board of Trustees Policy Manual – online

Appendix 16

OWCC Personnel Handbook

Appendix 5

OWCC 2003-04 College Catalog and Student Handbook

Appendix 2

College-wide Planning Day Minutes, September 19, 2002 & September 18, 2003

Appendix 18

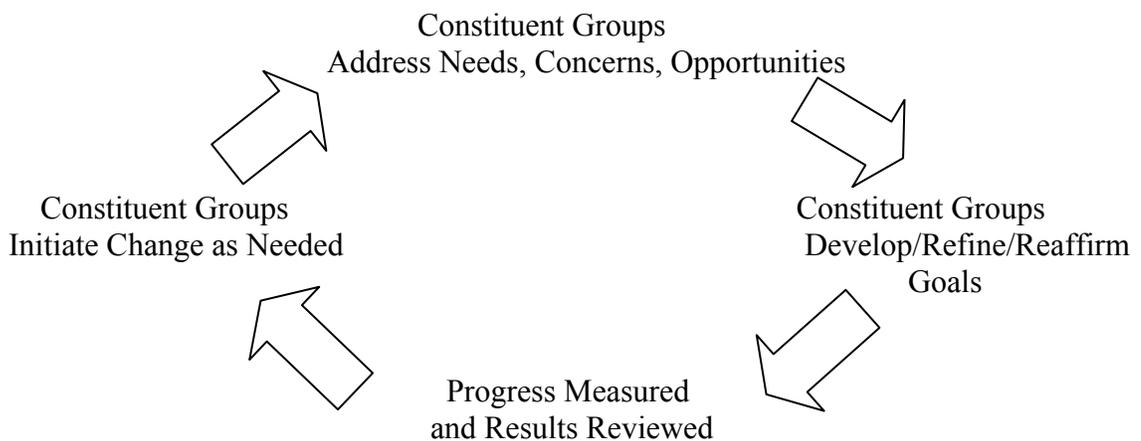
VIII. CONDITION OF ELIGIBILITY EIGHT: PLANNING & EVALUATION

Planning at Okaloosa-Walton Community College (OWCC) is driven by three critical factors 1) the college's desire to achieve its strategic vision and goals; 2) the college's desire to carry out its mission and accomplish its mission-related goals; and 3) the college's desire to continually improve quality and institutional effectiveness. Planning activities are integrated and dynamic, shaped by numerous influences which include 1) measures of institutional effectiveness and the performance data relating to these measures; 2) program and unit evaluations; 3) input and feedback from the college's external constituent groups; and 4) input and feedback from the college's internal constituent groups.

OWCC planning occurs at both the strategic and operational levels. The responsibility for development of strategic direction rests primarily with the College-Wide Council, which is led by the college president and includes elected and appointed representatives from the various college constituencies, including faculty, students, and career service and administrative staff. Ultimate approval of planning activities rests with the Board of Trustees. OWCC's *vision statement* represents an ideal toward which the college is always progressing. The *strategic goals* provide the blueprint for attaining that vision for and achieving an exemplary standard of quality when compared with other institutions of higher education. OWCC's *mission statement* describes the college's overall purpose in more operational terms. The *mission-related goals* set forth the means by which the college will fulfill its purpose. Like all OWCC planning efforts, both sets of goals were developed through the same fundamental, cyclical process. Figure 5.0 presents that cycle.

Figure 5.0

OWCC Planning Cycle



Together, the strategic goals and the mission-related goals provide a framework for all college planning activities. Each department and administrative unit within the college serves a role in pursuing one or more of these goals. Administrative or operational plans such as the Staff and Program Development Plan, the Distance Learning Plan, the Instructional Services Annual Plan and the Plan for Institutional Resource Development all target mission related-goals, while reflecting appropriate strategic goals. Together these plans comprise one comprehensive, cohesive blueprint to guide the college.

Determining the college’s success in achieving these various goals is a key component in the planning process; so too is the review of various program evaluations, surveys, and feedback from constituent groups. The status of each strategic goal and each mission-related goal is assessed using institutional-level measures of effectiveness, developed expressly for this purpose. These measures are applied on a continual basis and are reported at least annually to the District Board of Trustees, the faculty, and other constituent groups. Periodically, a “strengths, weaknesses, opportunities, and threats” exercise is also conducted as part of the college’s annual planning day. Constituent recommendations, as well as the results from measuring progress toward the strategic goals, are used to refine and reaffirm both the strategic goals and the mission-related goals. Similarly, constituent recommendations and results from assessing attainment of mission-related goals are used to refine and reaffirm strategic goals. The entire process is designed so that the college can build on its strengths and take advantage of opportunities that present themselves. At the same time, it allows the college to correct weaknesses and mitigate threats.

Table 6.0 outlines the major planning elements and the measuring processes used to assess progress and guide reaffirmation or refinement of planning goals.

Table 6.0
Summary of OWCC Planning and Assessment Activities

Planning Area	Primary Measurement Tools
Strategic Plan	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Accountability Outcomes Measures ▪ Annual Strategic Goals Analysis ▪ “OWCC Listens” ▪ ACT Student Opinion Survey ▪ Graduate Survey
College Annual Accountability Plan	<ul style="list-style-type: none"> ▪ Accountability Outcomes Measures ▪ Instructional Program Reviews ▪ Student Evaluations ▪ ACT Student Opinion Survey ▪ Graduate Survey
College Annual Budget Plan	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Budget Process Evaluation Survey ▪ Instructional Program Reviews ▪ Cost Analysis Report

Five-year Plan for Facilities	<ul style="list-style-type: none"> ▪ ACT Student Opinion Survey ▪ Campus Feedback Cards ▪ State Board of Community Colleges Facilities Use Report
Annual Plan for Renovation and Construction	<ul style="list-style-type: none"> ▪ ACT Student Opinion Survey ▪ Campus Feedback Cards ▪ State Board of Community Colleges Facilities Use Report
Annual Instructional Services Plan	<ul style="list-style-type: none"> ▪ Measures of Institutional Effectiveness ▪ Accountability Outcomes Measures ▪ Instructional Program Reviews ▪ ACT Student Opinion Survey ▪ Graduate Survey ▪ Student Evaluations
Staff and Program Development Plan	<ul style="list-style-type: none"> ▪ Participant Evaluations ▪ State Board of Community Colleges Evaluation Report
Administrative Plan for Fort Walton Beach Campus and Military Education	<ul style="list-style-type: none"> ▪ Campus Feedback Cards ▪ Instructional Program Reviews ▪ ACT Student Opinion Survey ▪ Graduate Survey ▪ Student Evaluations
Administrative Plan for Distance Learning	<ul style="list-style-type: none"> ▪ Student Evaluations ▪ Measures of Institutional Effectiveness ▪ Instructional Program Review
Administrative Plan for Institutional Resource Development	<ul style="list-style-type: none"> ▪ Asset Level and Growth Rates ▪ Number and Level of Grants Awarded ▪ Grant Evaluation Reports

New initiatives at the college are derived from and linked to the strategic directions resulting from these processes. In particular, the baccalaureate level initiatives provide a typical illustration of how such efforts flow directly from the strategic planning process, as they exemplify two of the current strategic goals.

- X. *An appropriate mix of programs services and activities should be provided to meet the ever-changing needs of the college district*
- XI. *The college should respond proactively and systematically to change*

Once implemented, the BAS and BSN programs will be incorporated into these planning and assessment activities, undergoing the same scrutiny as all other OWCC curricula. (Also see Part A, pages 32-34.)

Documentation

<i>Strategic Plan</i>	Appendix 19
College-wide Planning Day Minutes, September 2002 and September 2003	Appendix 18
Measures of Institutional Effectiveness Report, 2001-02	Appendix 20
Accountability Report for 2001-02	Appendix 21
Baccalaureate Curricula Evaluation and Assessment Plan	Appendix 22

XII. CONDITION OF ELIGIBILITY NINE: ADMISSION POLICIES

Per Florida Statute and the college mission statement, Okaloosa-Walton Community College is an “open-door” institution. Except for certain limited access programs, all associate, certificate and diploma programs are open to students who satisfy the basic college admission process. That process is designed to guide academic advising and promote student success. In addition, the admission process addresses certain institutional objectives to provide equal educational opportunities to a diverse student body and to provide under-prepared students with opportunities to achieve college-level entry skills in reading, writing, and mathematics through the college’s preparatory programs.

The *OWCC 2003-2004 College Catalog* (pages 7-12) delineates the Okaloosa-Walton Community College general institutional admission requirements for students seeking lower division degrees, diplomas, and certificates. Students pursuing upper division coursework through the proposed baccalaureate degree programs will also be required to complete these OWCC general admission process, as well as any program-specific requirements. (See pages 18-19, 27-28.) The upper division admission requirements are consistent with the college mission and address the institutional goals related to preparing students for careers in selected professional fields.

OWCC will continue the open-door admissions policy for its lower division degrees, diplomas, and certificates; however, as 2+2 curricula, the proposed baccalaureate programs have additional admission requirements that must be satisfied. (See Part A; “Description of Programs,” pages 14-35.) The upper division baccalaureate admission requirements will be published in the *OWCC College Catalog and Student Handbook*, posted to the college website and be clearly stated in marketing materials.

Documentation

<i>OWCC 2003-04 College Catalog and Student Handbook</i>	Appendix 2
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XII. CONDITION OF ELIGIBILITY TEN: GENERAL EDUCATION REQUIRED

All OWCC associate degree programs include a general education component which meets or exceeds the requirements of Florida Statute and the Florida Articulation Agreement, as well as the standards of the Commission on Colleges. The Associate in Arts degree requires that at least 36 of 60 credits be completed in general education courses. All Associate in Science and Associate in Applied Science degrees require at least 18 college credits in general education. General education courses for all two-year degree programs are distributed across humanities/fine arts, social and behavioral sciences, natural sciences, mathematics, communications, and general education electives.

Courses classified by the college as “general education” are presented by subject category in the college catalog. Course content for general education courses is designed to further one or more of the OWCC mission and goals presented on page 59 of the *OWCC 2003-04 College Catalog and Student Handbook*. General education courses are foundation classes that are commonly recognized as general education courses throughout higher education. Together, these general education courses expose students to a wide breadth of knowledge and do not focus on skills, techniques, and procedures peculiar to any major field of study or career area.

Successful completion of a minimum of thirty-six (36) transferable general education credits is a graduation requirement for the baccalaureate degree at OWCC; both BAS and BSN students will be required to meet this requirement. Per Florida Statute and the Statewide Articulation Agreement, students who are certified by a Florida Community College as having completed the college’s associate in arts general education requirements and/or the associate in arts degree are deemed to have satisfied all Florida associate and bachelor level general education requirements. Accordingly, students admitted to the BAS or BSN programs under such conditions will not need to complete additional general education requirements as part of the baccalaureate program. However, a student who is admitted to either the BAS or BSN program without such certification (e.g. with an AS or AAS degree) will be required to earn appropriate additional general education credits to satisfy the graduation requirement of thirty-six (36) hours.

Documentation

OWCC 2002-03 College Catalog and Student Handbook, p. 59, 64-65
Application Part A: General Education

Appendix 2
Pages 15-16

XII. CONDITION OF ELIGIBILITY ELEVEN: UPPER DIVISION FACULTY

As evidenced by feedback on student evaluation of instruction, student performance on state defined accountability measures, state and national recognition of teaching achievement, and student graduation and opinion surveys, OWCC’s full-time faculty and instructional administrators provide a qualified and effective cadre of professionals sufficient to provide

effective teaching, advising, and scholarly pursuits. The stated job responsibilities for full-time faculty members include teaching, advising, and professional development, and each faculty member is evaluated annually on those responsibilities. Faculty members are encouraged to engage in scholarly pursuits, including academic research and advanced formal studies.

Each program and curricular area is coordinated by a full-time instructional staff member qualified in that subject/discipline; many areas enjoy the support of several full-time faculty members. The Office of Instructional Services maintains a roster of the individuals assigned to each program and discipline, and the Office of Enrollment Services publishes a list of instructional advisors by program and degree major.

Sufficient full-time and part-time faculty will be provided to the new baccalaureate degree programs to ensure continued effective teaching, student advising, and scholarly or creative activity. In all cases, upper division faculty will meet the minimum credential requirements contained in the *Criteria for Accreditation*, Section IV 4.8.2.2. At least one full-time, in-field lead instructor will be assigned responsibilities in the BAS and BSN curricula. The initial full-time position in the BAS program has already been filled and the lead instructor position for the BAS is currently advertised.

The baccalaureate faculty will be governed by the same policies that now apply to the current OWCC faculty, save any exceptions required by Florida statute or rule. Faculty-related policies are published in the *OWCC Personnel Handbook* and the *Instructional Services Faculty Handbook*.

Documentation

Application Part A: Faculty Resources and Qualifications	Pages 35-37
Roster of Instructional Staff – New Curricular Areas	Appendix 13
<i>Instructional Services Faculty Handbook</i>	Appendix 4
OWCC Personnel Handbook	Appendix 5
Faculty Position Announcement	Appendix 12

XII. CONDITION OF ELIGIBILITY TWELVE: LEARNING RESOURCES

The college has extensive learning resources and services available to support the courses, certificates and degree programs currently offered. This support ranges from the traditional library-related information services and tutorial support activities to open computer learning labs and sophisticated online assistance. Graduate and student opinion surveys, as well as analysis of opinions reported to the Director of Learning Resources, indicate a high level of satisfaction with such services. Student evaluations of library instructional services are equally positive. An increase in the number of reference transactions and in the number of patrons in the Learning Resource Center (LRC), as well as participation in the LRC liaison program, indicate the high level of confidence college students and faculty maintain in the LRC.

The LRC is an active participant in both the College Center for Library Automation and the Panhandle Library Access Network. As a result of these activities, as well as an institutional commitment to quality information resources, full library services, including reference, library instruction, circulation, reserve, interlibrary loan, and quiet study areas, are available to faculty, students and staff at both the Niceville and Fort Walton Beach Campuses. The LRC is open to students on weekdays and Saturdays for an average of 67 hours per week, during which time patrons may consult approximately 88,000 books, 390 subscriptions to journals and periodicals, 10,000 audiovisual materials and numerous online databases. Library faculty and career staff members are available to assist students and faculty whenever the library is open. Through special partnership agreements, students and faculty using the college's education centers at Eglin Air Force Base and Hurlburt Field may also use the libraries on those military installations. Additionally, agreements with the Walton DeFuniak Public Library and the Robert L.F. Sikes Library permit faculty and staff access to these libraries, which is especially advantageous to students attending classes at those locations. All library resources at are available to all students, regardless of their home campus or center. Faculty, staff and students may also access such resources via Internet in college locations and at other remote sites.

A new 52,000 square foot LRC on the Niceville campus offers expanded instructional technology options, excellent study options and greater access to print and electronic resources. Numerous subscriptions to individual databases and database aggregators provide full text electronic articles from newspapers, periodicals and journals. Back files of selected scholarly journals can also be accessed electronically through the statewide Distance Learning Library Initiative (DLLI) that provides a base of electronic databases for all colleges and universities in Florida. These databases provide access to a multitude of additional databases and approximately 1,000 additional electronic books. A state courier system for ground delivery of interlibrary loan provides five days a week service at all campuses and centers. Table 7.0 summarizes the current holdings of the OWCC Learning Resource Center.

Table 7.0
CURRENT LIBRARY HOLDINGS AT (AS OF JUNE 30, 2003)

Print Volumes	88,614	Microform units	149,991
Subscription titles	393	Audiovisual units	9,306
Video and film units	1,695	*Electronic Resources	327
*See Appendix 24 for list of current electronic databases.			

Tables 8.0 and 9.0 present details regarding current baccalaureate-related library holdings, including database subscriptions, and a financial plan for new purchases to support the BAS and BSN programs. (Also see Appendix 24 for a draft listing of new baccalaureate acquisition selections lists.) Specialized electronic databases in support of both upper division curricula are also included in the financial plan which follows.

Table 8.0
Bachelor of Applied Science in Project & Acquisitions Management
Existing and Planned Library Acquisitions

	Volume of Existing Resources	Planned Resource Acquisitions	
		Volume	Cost
Print Volumes	5,887	100	\$6,860
Periodicals	47	10	\$1,200
Electronic Resources	17	3	\$5,300
Audiovisual resources	175	12	\$1,060
Totals		125	\$15,400

Table 9.0
Bachelor of Science in Nursing – Cooperative Program
Existing and Planned Library Acquisitions

	Volume of Existing Resources*	Planned Resource Acquisitions	
		Volume	Cost
Print Volumes	1,368	--	--
Periodicals	24	--	--
Electronic Resources	9	1 (OVID)	\$8,000
Audiovisual resources	14	15	\$2,000
Totals		16	\$10,000

* Exclusive of UWF holdings

Documentation

LRC Memoranda of Understanding
LRC Selection Lists for Baccalaureate Programs

Appendix 23
Appendix 24

XIII. CONDITION OF ELIGIBILITY THIRTEEN: FINANCIAL RESOURCES

OWCC has sufficient financial resources to accomplish its mission at an acceptable level and on a continuing basis. Sound financial planning and management, which includes an institutional commitment to eight strategic goals aimed at fiscal stability and flexibility, place the institution in a sound financial position. Additional indicators of stability include an unrestricted fund balance near the top of the percentage range permitted under Florida Statute, a strong, well-endowed foundation (direct support organization), and a decreasing dependence on state revenues to support operations. A series of finding-free audit reports

prepared by the Auditor General for the State of Florida are further evidence of the strong financial position of the college.

Bimonthly financial reports summarizing revenues, expenditures, and other financial trends are prepared and presented to the District Board of Trustees. Annual financial statements and notes, prepared in accordance with generally accepted accounting principles and the *Accounting Manual for Florida's Public Community Colleges*, are prepared and submitted annually to the District Board of Trustees. The annual financial statements are audited by the Auditor General for the State of Florida, whose final report is submitted to the Florida Department of Education. All such practices and procedures will continue with implementation of the new upper division programs.

For the fiscal year 2003-04 year, Okaloosa-Walton Community College received state planning and start-up grants of \$137,099 each for development of the BAS and BSN curricula. The college has completed significant analysis of revenues and expenses associated with the upper division programs, identifying major sources of revenues and developing prospective budgets based on various state funding scenarios. Given recent actions by the Florida State Board of Education, sufficient state funding and tuition revenues are anticipated to support these programs without negative financial impact on existing college programs and services. (See pages 37-39.)

Documentation

Audit report for Fiscal Year Ended June 30, 2002
Application Part A: Financial Resources
OWCC Operating Budget, July 1, 2003 – June 30, 2004

Appendix 14
Pages 37-39
Appendix 6