



## **AGENDA**

### **THE UNIVERSITY OF WEST FLORIDA BOARD OF TRUSTEES**

**Academic Affairs Committee Virtual Meeting via Zoom Webinar  
February 16, 2023**

**University of West Florida  
11000 University Pkwy. Pensacola, FL  
Crosby Hall, Bldg. 10, Rm 224**

*To join this virtual public board meeting, please follow these Zoom Webinar instructions:  
<https://uwf.zoom.us/j/81509583350?pwd=TUVmeCtpcWZFSU4zTU1rTEt1YkdaUT09>  
Passcode: 849955*

**Call to Order/Roll Call**

**Stephanie White, Chair**

**Chair's Greeting**

**Stephanie White**

**Action Items:**

1. Approval of Tenure as a Condition of Employment – Dr. Gary Liguori
2. Approval of UWF/REG 3.001 Admission Standards for First Time in College Student Applicants

**Information Items:**

**Other Committee Business**

**Adjournment**

**UWF Board of Trustees Meeting**  
Academic Affairs Committee  
February 16, 2023

**Issue/Agenda Recommendation:** Tenure as a Condition of Employment

**Proposed Action:** Approval

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**Background Information:**

The University of West Florida Board of Trustees considers all nominations for tenure at its June meeting. Tenure nominations as a condition of employment will be considered as needed.

The following faculty is to be considered for tenure:

**Division of Academic Affairs**

Dr. Gary Liguori, Provost and Senior Vice President; Professor, Department of Movement Sciences and Health

**Implementation Plan:** Dr. Liguori began his appointment on January 23, 2023

**Fiscal Implications:** None

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**Supporting documents:** Departmental Support for Tenure  
Dr. Liguori's Curriculum Vitae

**Prepared by:** Dr. Michelle Williams, Vice Provost  
[mwilliams@uwf.edu](mailto:mwilliams@uwf.edu), 850.474.2035

**Presented by:** Dr. Martha Saunders, President  
[msaunders@uwf.edu](mailto:msaunders@uwf.edu), 850-474-2200



**MEMORANDUM**

TO: Dr. Martha Saunders, President

FROM: Dr. Christopher Wirth, Chair, Department Movement Sciences and Health

SUBJECT: Tenure Review of Dr. Gary Liguori, Provost and Senior Vice President

A handwritten signature in blue ink, appearing to be 'C. Wirth'.

I facilitated the Department of Movement Sciences and Health tenure review for Dr. Gary Liguori, Provost and Senior Vice President, at the rank of Professor. There are five tenured faculty members in the department eligible to vote for tenure review. They each voted via Google Forms by secret ballot.

The vote is in support of tenure at the rank of Professor (Vote 5-0). The anonymous vote collected on Google Forms is attached.

Please let me know if further information is needed.

# Dr. Liguori Tenure Request

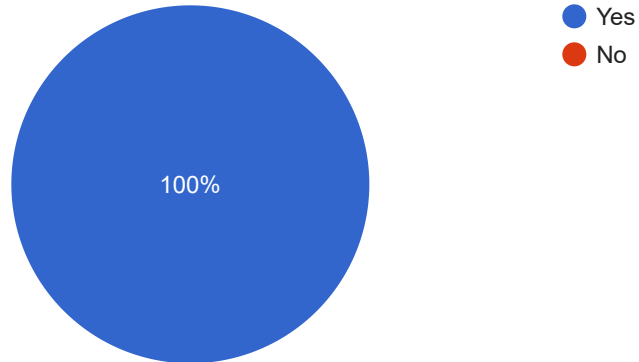
5 responses

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I support tenure for Dr. Gary Liguori in the Department of Movement Sciences and Health at the rank of Professor.

 Copy

5 responses



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Google Forms



**GARY LIGUORI, Ph.D., FACSM**  
Founding Dean, College of Health Sciences  
University of Rhode Island

**Education**

- Ph.D. Humans Development and Wellness** **2005**  
North Dakota State University, Fargo, ND  
Dissertation: “The Effect of Email Prompts on Motivation, Behavior, and Recognition Towards Physical Activity”.
- MS Cardiac Rehabilitation/Exercise Science** **1994**  
East Stroudsburg University, East Stroudsburg, PA.
- Undergraduate Research Internship** **1993**  
**Cooper Institute of Aerobics Research**  
Department of Exercise Physiology  
Dallas, TX.
- BS Fitness/Wellness** **1993**  
University of Central Missouri, Warrensburg, MO.

**Current Primary Leadership Role (2016-present)**

**Founding Dean, College of Health Sciences**  
**Coordinating Dean, URI Academic Health Collaborative**  
**Professor of Kinesiology**  
**University of Rhode Island**

Direct 7 health-related academic departments, 6 external clinics, 3200 students, 85 full time faculty, \$16M operating budget and \$6M in annual sponsored research.

Academic units: Neuroscience (BS), Psychology (BS, MS, PhD), Physical Therapy (DPT), Nutrition & Food Science (BS, MS, PhD), Communicative Disorders (BS, MS: Speech Language Pathology), Kinesiology (BS, MS, PhD), Health Studies (BS), Human Development and Family Science (BS, MS, PhD)

Patient/Revenue Clinics: Couples and Family Therapy, Psychological Counseling Center, Physical Therapy, Speech and Audiology, Child Development Center (x2).

## Significant Accomplishments

- Teaching and Advising
  - Increased college professional advising FTE allocation
  - Created a CHS Teaching Fellow initiative
    - to recognize and reward excellence in teaching
  - Increased colleges allocation of Graduate Teaching Assistants
- Research
  - Created an environment that has lead to a ~50% increase in annual grant submissions, year-year increases in secured sponsored research, and annual increases in peer-reviewed publications
  - Created a college-wide pre-and post-award research support team
  - Secured funding to develop or enhance the following research labs:
    - EEG and Eye Tracking Lab
    - Human Performance Lab
    - Virtual Reality and Motion Capture Lab
      - in partnership with Biomedical engineering
    - Parkinson Research Lab
    - Impulse Control Alcohol Misuse Lab
    - Physical Therapy Telehealth Lab
    - Nutrition and Pregnancy Lab
- Strategic planning
  - Created college's inaugural strategic plan; leading to CHS being the URI hub for Neurosciences
  - Lead or supported the creation of new academic units or degrees
    - Health Studies as a new academic unit
      - now one the the 10 largest majors at URI
    - PhD in Health Sciences (fall 2020)
    - BS in Neuroscience (fall 2020)
- Fiscal management
  - Ended each fiscal year positive
  - Developed a budget process to provide significant increases in research startup funds
  - Created a pool of money for research summer support
  - Initiated e-payments for Physical Therapy clinic, Speech and Audiology clinic, Psychological Consultation clinic, and Marriage and Family Therapy clinic
  - Decreased part-time faculty budget ~40% (pre-COVID)
- Development and Fundraising
  - Received total commitments of >\$1MM in 3 of past 4 years
  - Secured three separate ~\$1M gifts, including two Endowed Professorships
  - Created CHS Advisory council
    - 100% annual giving from council members
  - Year-over-year increase in annual giving to CHS
- DEI initiatives
  - Created a Lending Library for students facing difficulty affording textbooks
  - Initiated College's Diversity, Equity, and Inclusion Task Force

- Secured funding for 1.0 FTE Assistant Dean of DEI
- Initiated and funded undergraduate minority student research awards
- Initiated and funded graduate minority student recruitment and retention awards
- Dedicated TA lines to DEI initiatives
- Encouraged departmental membership in minority-focused professional organizations
- Revised faculty advertisements to show strong commitment towards recruiting and hiring diverse candidates

**\*Coordinating Dean, URI Academic Health Collaborative**

*(many activities for this initiative were canceled or heavily impacted by COVID-19)*

- Helped secure funding for a full-time AHC Director
- In coordination with the state Department of Labor and Training, increased opportunities for Rhode Island citizens to enter the healthcare workforce or increase their earning ability in the healthcare workforce
- Assisted with the redeployment of the URI Mobile Health Unit in response to COVID-19 needs throughout the state
- Assisted with identifying opportunities for the AHC to contribute to the states opioid mitigation efforts
- Assisted with increasing AHC capacity to deliver Mental Health First Aid training throughout the state

**Current Secondary Leadership Roles:**

- Inaugural Editor-in-Chief, ACSM’s *Exercise, Sport, and Movement* open access journal
- Senior Editor, ACSM’s Guidelines for Exercise Testing and Prescription, 11th edition
- Chair, Scientific Advisory Board, GOfit Ingesport, Madrid, Spain
- Board of Directors, American Association on Health and Disability
- Editorial Advisory Committee: HELEN, The Journal of Human Exceptionality
- Scientific Advisory Board, PlayCore Industries; Chattanooga, TN
- Founding Board Member, EuropeActive’s ThinkActive Initiative

**Past Roles**

**2012-2016**

**Department Head, Professor  
Department of Health and Human Performance**

*University of Tennessee Chattanooga*

Directly responsible for all HHP operations, including budget (\$1.2 million annually); staff hire, evaluation, and promotion recommendations (19 full time faculty and multiple adjuncts); all academic programs (7 total, undergrad and grad, including ~1000 students); three administrative staff; fundraising, etc.

- Increased number of HHP tenure-track faculty from 12-17
- Participated in DEI initiatives that lead to a significant increase in faculty diversity

- Facilitated ~50% increase in faculty scholarly output
- Secured HHP's first-ever federal grant (HRSA grant w/Nursing)
- Secured private funding for demonstration kitchen
- Part of team that created and launched UTC's MPH program
- Improved retention, progression, and graduation rates through various efforts, including HIP's, cohort models, and curricular efficiencies
- Created flexible teaching schedules for HHP faculty
- Secured funding to hire department professional academic advisor
- Created HHPs' first-ever exclusive online faculty position
- Secured funding for Internship coordinator position
- Increased annual discretionary dollars by ~\$85,000
- Served as UTC liaison to SACSCOC regional accrediting organization
- Served as site visitor for CoAES accreditation
- Conducted departmental, college, and program reviews at various schools nationally
- Appointed to department head 'executive council'
- Executive member of UTC's 2015 'Reorganization' committee
- Executive member of the UTC Faculty workload committee
- Chair of searches for UTC Honors College Director, Chair of School of Education, and Chair of Physical Therapy

### **2005-2012**

#### **Assistant/Associate Professor and Graduate Coordinator**

#### **Department of Health, Nutrition & Exercise Sciences**

*North Dakota State University, Fargo, ND*

- Performed all functions expected of a tenured faculty member; coordinated all graduate programs; supervised all department GA/TA students; conducted, supervised, and published research; secured internal and external grants; advised PhD, MS, and undergraduate students; served on committees; engaged in meaningful disciplinary specific service.
- -Lead development of first MPH track in department
- -Developed new PhD program in Exercise and Nutrition Sciences
- -Completely revised exercise science/nutrition MS program
- -Initiated 'journal article' model for PhD dissertations
- -Received external funding for Colleges first-ever post-doc appointment
- -Created numerous community partnerships for internships and practicums
- -Liaison to County Department of Health
- -Secured external funding for GA's with corporate partners
- -Published academic text

### **2002-2005**

#### **Instructor**

#### **Department of Health, Nutrition & Exercise Sciences**

*North Dakota State University, Fargo, ND*



Organize MS, MPH, and PhD programs; Deliver a full range of courses in the Health, Nutrition and Exercise Science department. Oversaw the delivery of the general education wellness offerings; conducted research; advised undergraduate majors; served on committees; performed service.

### **2001-2002**

#### **Instructor**

#### **Department of Human Performance & Exercise Science**

*Youngstown State University, Youngstown, OH*

Delivered courses in the exercise science curriculum. Advised undergraduate students and performed committee work.

### **1995-2000**

#### **Instructor**

#### **Division of Kinesiology and Health**

*University of Wyoming, Laramie, WY*

Delivered courses in the Clinical Exercise and Sport Science curriculum. Served as Undergraduate program coordinator; including supervision of all internship experiences and curriculum revisions. Directed community-wide wellness and cardiac programs, and the diagnostic exercise testing lab.

### **1994-1995**

#### **Director**

#### **Cardiac Rehabilitation and Adult Fitness**

*Heart Institute of the Desert, Rancho Mirage, CA*

Responsible for Phase II and III cardiac rehabilitation, adult wellness, risk factor education, clinical exercise testing, budgeting, training staff and interns, community outreach, insurance verification and program marketing.

### **1993-1994**

#### **Exercise Test Technologist**

#### **Division of Cardiology**

*Easton Hospital, Easton PA*

Administered all diagnostic exercise tests in conjunction with hospital cardiologists and per diem in cardiac rehab.

## **Director, Board Member, and Global Roles**

### **2021-present**

**Founding Board member: EuropeActive sub-committee ThinkActive**

### **2019-present**

**Board of Directors: American Association on Health and Disability**

### **2018-present**

**Chair, Scientific Advisory Board, GO fit Madrid (Ingesport, ESP)**

Lead an international panel of health experts for GO fit Madrid's Research and Innovation unit.

GO fit is Spain's largest provider of health and fitness facilities.

### **2014-2016**

**Founding Director**

**UTC Healthy Living Center**

*University of Tennessee Chattanooga*

Appointed by the University Chancellor to oversee partnerships between UTC and the greater Chattanooga community to create life-span health initiatives that improve the physical, emotional, and social well-being of all Chattanoogaans.

### **2017-2020**

**Visiting Professor**

**Applied Biological and Exercise Sciences**

**Faculty of Health and Life Sciences**

*Coventry University, United Kingdom*

Co-advising five PhD students, submitting international grants, conducting discipline specific research.

### **2015-2018**

**Visiting Professor**

**Medical Physiology**

**College of Health Sciences**

*Moi University, Eldoret Kenya*

Co-published research papers, created research protocols, reviewed academic curriculum.

## **Consulting**

### **1998-2004**

**Cardiac Rehabilitation**

*Academy Medical Systems, Inc.*

*Rolling Hills Estates, CA.*

Provide on-site, day-long, educational seminars across the U.S. to health professionals seeking continuing education credits in the area of cardiac rehabilitation.

## **Scholarly Activity**

### **\*Academic papers In-Review**

López Fernández J, Alejandro López-Valenciano A, Pearce G, Copeland RJ, **Liguori G**, Jiménez A, Mayo X. Prevalence of physical inactivity amongst European adolescents using the Eurobarometer surveys. In-review. *Perspectives in Public Health*.

Lopez-Valenciano A. & **Liguori G**. Gender Differences in the Glycemic Response to Structured Exercise Interventions in Type II Diabetes Mellitus Adults: a Systematic Review". *International Journal of Exercise Science*. In-review

Staniland B, Lopez-Fernandez J, Iturriaga T, Maria-Sanchez I, Mayo X, **Liguori G**, Steele J, Horton E, Jimenez A. Effects of Community Based Structured Exercise on Cardiovascular Risk: A Randomized Control Pilot Trial. *Applied Physiology, Nutrition, and Metabolism*. In-review

Lopez-Fernandez J, Lopez-Valenciano A, Mayo X, Horton E, Clavel I, **Liguori, G**, and Jimenez A. The potential role of leisure centres in supporting Active Living: A comparison of reported physical activity levels between the 2018 Eurobarometer and leisure centres' members in Spain. *Journal of Sport and Health Science*. In-review

### **\*Peer-Reviewed Publications**

Mayo X, Iglesias-Soler E, **Liguori G**, Copeland RJ, Clavel San Emeterio I, del Villar F, Jimenez A. A modifiable factors-based model for detecting inactive individuals: Are the European assessment tools fit for purpose? *European Journal of Public Health*. In-press.

López-Fernández J, Connell Bohlen L, Atkinson L, Jiménez A, Willinger N, Ward S, **Liguori G**, Horton E, Mayo X. Design and validation of a questionnaire to measure the psychosocial factors which influence attendance rates in fitness centres. *BMC Public Health*. In-press

Batrakoulis A, Jamurtas AZ, Metsios GS, Perivoliotis K, **Liguori G**, Feito Y, Riebe D, Thompson WR, Angelopoulos TJ, Krstrup P, Mohr M, Draganidis D, Poullos A, Fatouros IG. Comparative effectiveness of five exercise types on cardiometabolic health in overweight and obese adults: a systematic review and network meta-analysis of randomized controlled trials. *Circulation: Cardiovascular Quality and Outcomes*. In-press

Lavín-Pérez AM, Collado-Mateo D, Mayo X, **Liguori G**, Humphreys L, Copeland RJ, Jiménez A. Effects of high-intensity training on the quality of life of cancer patients and survivors: A systematic review with meta-analysis. *Scientific Reports*. In-press.

Lavin-Perez A, Collado-Mateo D, Mayo X, Humphreys L, **Liguori G**, Copeland R, Del Villar Alvarez F, Jimenez A. High-intensity Exercise to Improve Cardiorespiratory Fitness in Cancer Patients: A Systematic Review and Meta-Analysis. *Scandinavian Journal of Medicine and Science in Sports*. In-press.

- Prat-Luri A, López-Valenciano A, Sarabia-Cachadiña E, **Liguori G**, Ayala F. (2022). Sex differences in the glycemc response to structured exercise interventions in adults with type II diabetes mellitus: a systematic review. *Int J Exerc Sci* 15(3): 948-961.
- Marín-Farrona M, León-Jiménez M, García-Unanue J, Gallardo L, **Liguori G**, López-Fernández J. (2021) Influence of non-occupational physical activity on burnout syndrome, job satisfaction, stress and recovery in fitness professionals. *Int. J. Environ. Res. Public Health*. 18, 9489; <https://doi.org/10.3390/ijerph18189489>
- Lavín-Pérez AM, Collado-Mateo D, Mayo X, **Liguori G**, Humphreys L, Jiménez A. (2021). Can exercise reduce the autonomic dysfunction of cancer patients and survivors? A Systematic-Review and Meta-analysis. *Front. Psychol.* <https://doi.org/10.3389/fpsyg.2021.712823>
- Lopez-Fernandez J, Lopez-Valenciano A, Mayo X, Horton E, Clavel I, **Liguori, G**, and Jimenez A. (2021). A Comparative analysis of reported physical activity from leisure centres' members versus the general population in Spain *BMJ Open* 2021;11:e043963. doi: 10.1136/bmjopen-2020-043963
- Willinger N, Steele J, Atkinson L, **Liguori G**, Jimenez A, Mann S, Horton E. (2021). Effectiveness of Structured Physical Activity Interventions Through the Evaluation of Physical Activity Levels, Adoption, Retention, Maintenance, and Adherence Rates: A Systematic Review and Meta-Analysis. *J Phys Act Health*; 18(1):116-129. doi: 10.1123/jpah.2019-0349.
- Lopez-Fenandez J, Lopez-Valenciano A, Mayo X, **Liguori, G**, Lamb MA, Copeland RJ, Jimenez A. (2020). No Changes in Adolescent's Sedentary Behavior Across Europe between 2002 and 2017. *BMC Public Health*, 20, 1206. <https://doi.org/10.1186/s12889-020-09293-1>
- Puente-Fernández J, Seijo M, Larumbe Zabala E, Jiménez A, **Liguori G**, Rossato C, Mayo-Mauriz X, Naclerio F. (2020). Effects of Multi-Ingredient Pre-Workout Supplementation Across a 5-Day Resistance and Endurance Training Microcycle in Middle-Aged Adults. *Nutrients*, 12(12), 3778; <https://doi.org/10.3390/nu12123778>.
- Parrott M, Ruyak J, **Liguori G**. (2020). The History of Exercise Equipment: From Sticks and Stones to Apps and Phones. *ACSM Health Fitness Journal*: 24(6): pg 5-8
- López-Valenciano A, Mayo X, **Liguori G**, Copeland RJ, Lamb M, Jimenez A. (2020.) Changes in sedentary behaviour increases in European Union adults between 2002 and 2017. *BMC Public Health*; 20:1206. <https://doi.org/10.1186/s12889-020-09293-1>
- Serrablo I, Lopez-Valenciano A, Ayuso M, Horton E, Mayo X, Medina-Gomez G, **Liguori G**, Jimenez A. (2020). High Intensity Interval Training Exercise-induced physiological changes and their potential influence on metabolic syndrome clinical biomarkers: a meta-analysis. *BMC Endocrine Disorders*; 20:167 <https://doi.org/10.1186/s12902-020-00640-2>

Rowley N, Steele J, Wade M, Copeland R, Mann S, **Liguori G**, Horton E, Jimenez A. (2020). The effect of exercise referral schemes on physical activity levels: Observational findings from The National ReferAll Database. *Journal of Physical Activity and Health*; 17:6  
<https://doi.org/10.1123/jpah.2019.-0435>

Mayo X, **Liguori G**, Iglesias-Soler E, Copeland RJ, San Emeterio IMC, Lowe AC, del Villar F, Jimenez A. (2019). The active living gender's gap challenge: 2013-2017 Eurobarometers physical inactivity data show constant higher prevalence in women with no progress towards global reduction goals. *BMC Public Health* 19, 1677. doi:10.1186/s12889-019-8039-8.

**Liguori G**, Kennedy DJ, Navalta JW. (2018). Fitness Wearables. *ACSM Health Fitness Journal*: 22(6): pg 6-8

Mayo X, del Villar F, Iglesias-Soler E, **Liguori G**, Mann S, Jimenez A. (2018). A retrospective analysis of policy development on compliance with World Health Organization's physical activity recommendations between 2002 and 2005 in European Union adults: Closing the gap between research and policy. *BMC Public Health*; <https://rdcu.be/5xFH>

Bailey AW, Garner C, **Liguori G**. (2017). Exercising In The Outdoors: A Win-Win For Communities and Individuals. *ACSM Health Fitness Journal*: 22(2): p1-4

Whitfield, GP, Riebe, D, Magal M, and **Liguori G**. (2017). Applying the ACSM Preparticipation Screening Algorithm to U.S. Adults: National Health and Nutrition Examination Survey 2001-2004. *Med Sci Sports Exerc*. 49(10):2056-2063.

Adams S, **Liguori G**, Lofgren I. (2017). Technology as a Tool to Encourage Young Adults to Sleep and Eat Healthy. *ACSM Health Fitness Journal*: 21(4): p 1-3

Dolins KR, Manore MM, Hand R, and **Liguori, G**. (2017). Improving Weight Management Outcomes by Collaboration Between Nutrition and Exercise Professionals. *ACSM's Health Fitness Journal*: 21(3):22-30.

**Liguori G**, Schuna JM, Tucker J, and Fountaine, CJ. (2017). Impact of Prescribed Exercise on Physical Activity Compensation in Young Adults. *Journal of Strength and Conditioning Research. Journal of Strength & Conditioning Research*: 31(2):p 503–508

Hathaway E. & **Liguori G**. (2016). SEDding Ourselves Up for Problems: The Detrimental Effects of Sedentary Behavior. *ACSM Health Fitness Journal*: 20(6): p 4–6

Kinsinger K, Oglesby B, Ojiambo R, Johann J, and **Liguori G**. (2016). Effects of 5-Hour ENERGY® Shot on Oxygen Consumption, Heart Rate, and Substrate Utilization During Submaximal and Maximal Exercise. *International Journal of Exercise Science*: 9(5). Available at: <http://digitalcommons.wku.edu/ijes/vol9/iss5/15>

Manore MM, Hand RK, **Liguori G**, Bayles M, Dolins K, Steinmuller P, Cotton R, and Smith-Edge M. (2016). Knowledge and Beliefs That Promote or Hinder Collaboration among

Registered Dietitian Nutritionists and Certified Exercise Professionals—Results of a Survey. *Journal of the Academy of Nutrition and Dietetics*. E-pub ahead of print ([http://www.andjrn.org/article/S2212-2672\(16\)30226-X/fulltext](http://www.andjrn.org/article/S2212-2672(16)30226-X/fulltext))

Strand B, **Liguori, G**, and Craw MJ. (2016). Leading Fast and Slow: Leadership Principles in Higher Education, Part II. *International Journal of Kinesiology in Higher Education*. 27(1):5-10

Fontaine CJ, Johann J, Skalko C, and **Liguori G**. (2016). Energy Expenditure of Sitting, Standing, and a Novel Sitting/Stepping Protocol. *International Journal of Exercise Science*: 9(2). Available at <http://digitalcommons.wku.edu/ijes/vol9/iss2/11/>

Schuna J, **Liguori, G**, and Tucker, J. (2016). Seasonal changes in preschoolers' sedentary time and physical activity at childcare. *International Journal of Child Health and Nutrition*, 5;17-24.

Mozumdar A & **Liguori G**. (2016). Correction equations to adjust self-reported height and weight for obesity estimates among US adult population of NHANES 1999-2008. *Research Quarterly for Exercise and Sport*, 87:1, 47-58, DOI: 10.1080/02701367.2015.1124971

Strand B, **Liguori G**, and Craw MJ. (2015). Leading Fast and Slow: Leadership Principles in Higher Education, Part I. *International Journal of Kinesiology in Higher Education*. 26(2):6-11.

Randles A & **Liguori G** (2015). The effect of neighborhood socioeconomic status on food selection at neighborhood retail food stores. *International Journal of Health and Nutrition*: 6(1):18-25.

Randles A & **Liguori, G**. (2015). Nutritional information and healthy eating promotions in restaurants according to restaurant type and neighborhood socioeconomic status. *International Journal of Health and Nutrition*: 6(1):9-17.

Harvey J, **Liguori G**, Zinke M, and Ezell G. (2015). The Effect of a 4-week Safe Routes to School Educational Curriculum on Pre-Post Knowledge of Fourth Grade Students. *Missouri AAPHERD Journal*. 25:44-51

**Liguori G**, Lonbaken B, and Schuna J. (2015). Alcohol Consumption and Academic Retention in First-Year College Students. *College Student Journal*: 49(1):69-77.

Fontaine CJ, Piacentini M, and **Liguori G**. (2014). Occupational Sitting and Physical Activity Among University Employees. *International Journal of Exercise Science*: 7(4) Article 5. Available at: <http://digitalcommons.wku.edu/ijes/vol7/iss4/5>

Schuna JM, Hilgers SJ, Manikowske TL, Tucker JM, and **Liguori G**. (2013). Evaluation of a Circumference-based Prediction Equation to Assess Body Composition Changes in Men. *International Journal of Exercise Science*: Vol. 6: Iss. 3, Article 2. Available at: <http://digitalcommons.wku.edu/ijes/vol6/iss3/2>

Schuna JM, Lauersdorf RL, Behrens TK, **Liguori G**, and Liebert M. (2013). An Objective Assessment of Children's Physical Activity During the Keep It Moving! After-School Program. *Journal of School Health*. 83(2):105-111

Lim S, Jang HC, Park KS, Cho SI, Lee M-G, Joung H, Mozumdar A, and **Liguori G**. (2013). Changes in Metabolic Syndrome in American and Korean Youth, 1997-2008. *Pediatrics*. 131:1-9. DOI 10.1542/peds.2012-0761

Barney, D, Gust, A, and **Liguori, G**. (2012). College Student Use of Personal Music Players (PMP) During Exercise. *ICHPER-Research Journal*. 7(1);23-26.

**Liguori G**, Krebsbach K, and Schuna J. Jr. (2012). Decreases in Maximal Oxygen Uptake Among Army Reserve Officers' Training Corps Cadets Following Three Months Without Mandatory Physical Training. *International Journal of Exercise Science*. 5(4), Article 5. <http://digitalcommons.wku.edu/ijes/vol5/iss4/5>

Mozumdar A, **Liguori G**, and DuBose K. (2012). Occupational physical activity and risk of coronary heart disease among active and non-active working-women of North Dakota: A Go Red North Dakota study. *Anthropologischer Anzeiger*. 69(2):201-219. DOI 10.1127/0003-5548/2011/0111

**Liguori G**, Schuna Jr, J, and Mozumdar A. (2011). Semester long changes in sleep duration for college students. *College Student Journal*. 45(3):481-492.

Mozumdar A and **Liguori G**. (2011). Correction equations to adjust self-reported height and weight for obesity estimates among college students. *Research Quarterly in Exercise Science*. 82(3):391-399.

Fontaine C, **Liguori G**, Mozumdar A, and Schuna Jr., J. (2011). Physical Activity and Screen Time Sedentary Behaviors in College Students. *International Journal of Exercise Science*, 4(2): Article 3. <http://digitalcommons.wku.edu/ijes/vol4/iss2/3>

Mozumdar A & **Liguori G**. (2011). Occupational physical activity and the metabolic syndrome among working-women: A Go Red North Dakota study. *Journal of Physical Activity and Health*. 8(3):321-331.

Mozumdar A & **Liguori G**. (2011). Persistent Increase of Prevalence of Metabolic Syndrome Among US adults: NHANES III to NHANES 1999-2006. *Diabetes Care*. 34(1):216-219, doi:10.2337/dc10-0879.

Fontaine CJ, **Liguori G**, and Mozumdar A. (2010). The relationship among physical activity, television viewing, computer use, and video game playing in college students. *International Journal of Fitness*, 6(2):19-26.

Mozumdar A & **Liguori, G.** (2010). Statewide Awareness Study on Personal Risks of Cardiovascular Disease in Women Public Employees of North Dakota: A ‘Go Red North Dakota’ Study. *Women’s Health*, 6(1):37-50.

Mozumdar A, **Liguori G**, and Baumgartner TA. (2010). Additional Revised Push-up Test Norms for College Students. *Measurement in Physical Education and Exercise Science*, 14(1):1-6

**Liguori G** & Mozumdar A. (2009). Reliability of self-assessments for cardiovascular fitness assessment. *International Journal of Fitness*, 5(1): 33-40.

Barney D & **Liguori G.** (2009). Student teachers’ interaction with students during middle school physical education game play. *Journal of Physical Education & Recreation*, 14(2): 20-25

**Liguori G**, Baruth M, and Mozumdar, A. (2008). Effectiveness of an online and traditional physical activity class on promoting physical activity in college students. *International Electronic Journal of Health Education*, 11:74-84

**Liguori G** & Mozumdar A. (2007). Can email prompting minimize the decrease in wintertime physical activity levels? *International Electronic Journal of Health Education*, 10:85-94

Granner ML, **Liguori G**, Kirkner GJ, and Ainsworth BE. (2000). Health care provider counseling for physical activity among Black and White South Carolinians. *South Carolina Medical Journal*, 97:338-341

## **Books and Journals**

### Journals

*Inaugural Editor-in-Chief*, ACSM’s [\*Exercise, Sport, and Movement\*](#) journal, 2022-

*Associate Editor-in-Chief*, ACSM Health Fitness Journal, 2019-2022

*Editorial Advisory Board*, Exceptional Parent magazine, 2014-2022

*Column Editor*, ACSM Health Fitness Journal A-Z column, 2016-2022

*Guest Editor*, PLOS ONE, Fall, 2018

*Editorial Board*, ACSM Health Fitness Journal, 2009-2016

*Editorial Board*, International Journal of Fitness, 2009-2016

*Editorial Board*, McGraw-Hill Annual Editions: Health, 2007-2014



## Books

*ACSM's Guidelines for Exercise Testing and Prescription*, 11<sup>th</sup> edition. Senior Ed: **Liguori G.** Assoc Ed: Feito Y, Fountaine C, Roy B. Wolters Kluwer, Philadelphia, PA: ISBN13: 978-1-975150-18-1.

*Questions and Answers: A Guide to Fitness and Wellness.* **Liguori G** & Carroll-Cobb S. 6th ed. McGraw-Hill, NY, NY. (in-progress, June 2021 pub date)

*ACSM's Health-Related Physical Fitness Assessment Manual*, 5<sup>th</sup> edition. **Liguori G**, Senior Editor. Philadelphia, PA: Wolters Kluwer (2018)

*ACSM's Guidelines for Exercise Testing and Prescription*, 10<sup>th</sup> edition. Senior Ed: Riebe D. Assoc Ed: Ehrman JK, **Liguori G**, Magal M. Philadelphia, PA: Wolters Kluwer (2018). ISBN 9781496339065

*ACSM's Resources for the Health Fitness Specialist*, 1st edition. Sr. Ed: **Liguori G.**, Assoc. Ed: Dwyer G, Fitts T, and Lewis B. Baltimore, MD: Wolters Kluwer/Lippincott Williams & Wilkins. (2013). ISBN: 978-1-4511-1480-5

## Book Chapters

**Liguori G.** & Schuna Jr. JM. Understanding Physical Activity and Exercise. (2017). In: *ACSM's Resources for the Certified Exercise Physiologist*. Magaryi, P. Sr. Ed. Wolters Kluwer/Lippincott Williams & Wilkins, Baltimore.

**Liguori G**, Johann J, Burns K, Gordon B, & Durstine JL. Exercise Programming for Special Populations. (2017). In: *ACSM's Resources for the Certified Exercise Physiologist*. Magaryi, P. Sr. Ed. Wolters Kluwer/Lippincott Williams & Wilkins, Baltimore.

**Liguori G** & Johann, J. (2017). Exercise Prescription for Metabolic Syndrome, in *ACSM's Guidelines for Exercise Testing and Prescription*, 10<sup>th</sup> ed. Riebe D., Sr. Ed. Wolters Kluwer/Lippincott Williams & Wilkins, Baltimore. ISBN 9781496339065

Jimenez A, Beedie C, & **Liguori G.** Health Behaviour: an overview of effects and issues (Chapter 2). *The Future of Health & Fitness: A Plan for Getting Europe Active By 2025*. The European Health Fitness Association. Blackbox publishers, 2014. ISBN# 9082190400

Heath GW, & **Liguori G.** (2015). Physical Activity and Health Promotion. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 18. Oxford: Elsevier. pp. 91–99. ISBN: 9780080970868

**Liguori G.** & Schuna Jr. JM. (2013). Understanding Physical Activity and Exercise. In: *ACSM's Resources for the Health Fitness Specialist*. Liguori G. Sr. Editor. Wolters Kluwer/Lippincott Williams & Wilkins, Baltimore.

Durstine JL, Burns K, Gordon B, & **Liguori G.** (2013). Exercise Programming for Special Populations. In: *ACSM's Resources for the Health Fitness Specialist*. Liguori G, Sr. Ed. Wolters Kluwer/Lippincott Williams & Wilkins, Baltimore.

### **Contracts and Grants**

Smith, C and **Liguori, G.** \$1,107,000 Health Resources and Services Administration (HRSA) *Advanced Nurse Education COMPASS Grant*. (July 2014-June 2017). An interprofessional collaboration of the School of Nursing and the Health & Human Performance, which addresses obesity and associated chronic health conditions in the local community through curricular and practicum opportunities.

Bailey A & **Liguori G.** (2013). Beyond the Classroom ThinkAcheive Development grant to support Outdoor Leadership Training. \$1,495.

**Liguori, G,** Roemmich J, & Garden-Robinson J. (2012). USDA AFRA grant to fund 2-year post-doc. \$135,000. (approved Round 1)

**Liguori, G.** (2011). Increasing physical activity and decreasing sedentary time in childcare centers. NIH R03 PA-094. Submitted for \$75,000.00 (not funded)

**Liguori, G.** Assessment of the Built Environment, American Heart Association, Midwest District. \$3,000.00, August 2008-May 2009

**Liguori, G.** Assessment of the Built Environment, North Dakota IDeA Network of Biomedical Research Excellence (INBRE). \$6,100.00 2008-2009.

**Liguori, G.** NDSU College of Human Development, \$1,000.00 awarded to participate in advanced biostatistical training. 2007.

**Liguori, G.** Dakota Medical Foundation, \$350,000.00, awarded February 2006. Three year funding to support a Post-Doctoral Research assistant in the 'Go Red North Dakota' community intervention program.

**Liguori, G.** Altru Medical Systems and Impact Foundation, Grand Forks, ND, \$3,000.00 to support work as expert evaluators of independent worksite wellness programs. Awarded November, 2006

**Liguori, G.** North Dakota State Department of Health, Healthy North Dakota \$6,500.00, to support work as expert evaluators of state worksite wellness pilot project. Awarded August, 2006

**Liguori, G.,** NDSU Faculty Development Grant for Building Research and Grant Writing Capacity. \$3,000.00 awarded October 2006 to incentify freshman students to complete one-year health and wellness follow-up survey and testing.

**Liguori, G.,** Barney, D., & Duetsch, J. (2006). NDSU Instructional Development Grant, \$2,800.00, awarded to purchase Dance, Dance Revolution machine.

**Liguori, G.** (2005). NDSU Faculty Development Grant for Building Research and Grant Writing Capacity. \$700.00. Supported attendance at CDC/USC Physical Activity and Public Health Research Directions and Strategies Course.

**Liguori, G.,** NDSU Faculty International Development Grant. \$850.00, awarded 2005. Supported travel to The Netherlands.

Garden-Robinson, J., Rather, S., **Liguori, G.,** Barney, D. Nickelodeon Let's Just Play Grant, \$10,000 awarded 2005 for improving health and fitness of native American elementary school students in the Fort Yates, ND school district.

**Liguori, G.** Human Development & Education Faculty Development Grant. \$2,000, awarded November, 2004. Funds purchased laptop computer to support health and fitness assessment of NDSU undergraduate students.

**Liguori, G.** NDSU Instructional Technology Grant, \$1,500, awarded February 2004. Funds used to bring exercise consultant (Dr. Barry Franklin) to NDSU campus relative to Physical Activity and Wellness courses.

Garden-Robinson, J., Courneya, J., **Liguori, G.,** and Bartoszek, K. General Mills Champions Grant, \$10,000, awarded October, 2003. Funding to support "Stepping Up Physical Activity among North Dakota Youth", which introduced pedometers to native American elementary students in the Fort Yates, ND school district.

### **Peer-Reviewed Abstracts**

Mayo X, Valenciano-Lopez J, Liguori G, Jimenez A. Assessment of Reported COVID-19 Cases Across European Leisure Centres and Fitness Clubs. Accepted for presentation at the 2022 ACSM Annual Meeting, San Diego, CA, June 2022.

Lavín-Pérez AM, Collado-Mateo D, Mayo X, **Liguori G,** Jiménez A. Can physical exercise attenuate heart rate variability decline produced by cancer? Accepted for presentation at the 2021 ACSM Virtual Annual Meeting.

Willinger N, Steele J, Atkinson L, **Liguori G,** Mann S, Jimenez A, Horton E. Comparing and explaining membership length and attendance behaviour of women in female-only and mixed-gender gyms. Accepted for presentation at the ACSM Annual Meeting, May 2020, San Francisco, CA.

Rowley N, Steele J, Mann S, **Liguori G**, Jimenez A, Horton E. Observing key characteristics of exercise referral schemes in the United Kingdom. Accepted for presentation at the ACSM Annual Meeting, May 2020, San Francisco, CA.

López-Fernández J, Connell Bohlen L, **Liguori G**, Horton E, Atkinson L, Jiménez A. Design of a questionnaire to support behaviour change in fitness centres. Accepted for presentation at the ACSM Annual Meeting, May 2020, San Francisco, CA.

Lopez-Valenciano A, Ayuso M, Mayo X, **Liguori G**, Jimenez A. Effects of aquatic-based exercise on perceived-fatigue in people with multiple sclerosis: a systematic review and meta-analysis. Accepted for presentation at the ACSM Annual Meeting, May 2020, San Francisco, CA.

Jimenez A, Ayuso M., Lopez-Valenciano A, Mayo X, **Liguori G**. The potential role of leisure centres in supporting Active Living: A comparison of reported physical activity levels from the 2018 Eurobarometer data and leisure centres' members in Spain. Accepted for presentation at the ACSM Annual Meeting, May 2020, San Francisco, CA.

Mayo X, **Liguori G**, Iglesias-Soler E, del Villar F, Mann S, Jimenez. A Modifiable Factors-based Model for Detecting Physically Inactive Individuals Using the Eurobarometer Survey. Presented at the ACSM Annual Meeting, May 2019, Orlando, FL.

López-Fernández J, **Liguori G**, Atkinson L, Jiménez, A. A weekly structured physical activity program enhances short-term retention of middle-aged adult fitness centre users. Presented at the ACSM Annual Meeting, May 2018, Minneapolis, MN.

Price N, Williams T, Horton E, **Liguori G**, Mann S, Jimenez A. Effects of Exercise Referral Schemes on Physical Activity Levels. Presented at the ACSM Annual Meeting, May 2018, Minneapolis, MN.

Sami AKM & **Liguori G**. Comparison Of The Effects Of A Novel Structured Nanotechnology Water On Physical Performance. Presented at the ACSM Annual Meeting, May 2018, Minneapolis, MN.

Staniland B, Lopez-Fernandez J, Sanchez I, Iturriaga T, Ayuso M, Horton E, Atkinson L, Mann S, **Liguori G**, Jimenez A. Effects of a 12-week Structured Exercise Intervention on Cholesterol. Presented at the ACSM Annual Meeting, May 2018, Minneapolis, MN.

Tuvey S, Mann S, Horton E, **Liguori G**, Jimenez A. In-situ testing of cardiorespiratory fitness and body mass index of school children in the UK. Presented at the ACSM Annual Meeting, May 2018, Minneapolis, MN.

Willinger N, Williams T, Mann S, **Liguori G**, Jimenez A. Member movement rates of fitness facilities in England. Presented at the ACSM Annual Meeting, May 2018, Minneapolis, MN.

**Liguori G**, Bayles M, Hand R, and Cotton R. ACSM Certified Non-Degreed and Degreed Fitness Professional's Attitudes and Actions Towards Healthy Eating Information. Presented at the ACSM Annual Meeting, May 2016, Boston MA.

Johann, J. and **Liguori, G**. Injury rate and training volume comparison between Ironman competitors with and without hired coaches. Presented at the ACSM Annual Meeting May 2015, San Diego CA.

**Liguori, G**, Piacentini M, and Schuna Jr. J. M. Changes in anaerobic power in ROTC cadets. Presented at the ACSM Annual Meeting June 2014, Orlando FL.

Andrews E, Thompson WR, Benardot D, Brandon LJ, **Liguori G**, and Hendricks R. The Relationship Between BMI, Perceived Weight, and Academic Performance In Minority Middle School Students. Presented as a thematic poster at the ACSM Annual Meeting June 2014, Orlando FL.

Redenius N, Hilgers-Greterman S, Schuna Jr. JM, and **Liguori G**. Health-related Quality of Life Change in Cancer Survivors Participating in a 12-week YMCA Exercise Program. Presented at the ACSM Annual Meeting June 2014, Orlando FL.

**Liguori G**. Transforming the Usual into the Unusually Effective. Accepted for presentation at the 4th Annual Dalton State College Teaching and Learning Conference, Dalton GA, April 2013

Schuna, Jr., J.M., Tucker, J.M., and **Liguori, G**. Seasonal Changes in Childcare-related Physical Activity and Sedentary Time among Preschoolers. Presented at the ACSM Annual Meeting, June 2013, Indianapolis, IN.

Redenius, N., Hilgers-Greterman, S.J., Schuna Jr., J.M., Frost, J., and **Liguori, G**. Quality of Life Perception and Physical Activity in the LIVESTRONG® at the Y Program. Presented at the ACSM Annual Meeting, June 2013, Indianapolis, IN.

Lewis, A., Sloan, S., Peacock, J., Mozumdar, A., Fountaine, C.J., Schuna Jr., J.M., and **Liguori, G**. Behavioral Intent to Change Body Weight and Actual Body Weight Change. Presented at the ACSM Annual Meeting, June 2013, Indianapolis, IN.

Lim S, Jang HC, Soo Park K, Cho SI, Shin H, Mozumdar A, & **Liguori G**. Changes in Prevalence of Metabolic Syndrome between Korean and U.S. adolescents. Accepted for presentation at the 2<sup>nd</sup> World Congress of Endobolism, Beijing, China, June 2012.

Schuna, J.M., Lauersdorf, R.L., Behrens, T.K., Liebert, M., and **Liguori, G**. (2012). Evaluation of an After School Physical Activity Program for Disadvantaged Youth. Poster presentation at the ACSM annual meeting, June 2012, San Francisco, CA.

Hilgers, S., Frost, J., Schuna, J., Redenius, N., Klika, R, and **Liguori, G**. Evaluation of Physical Activity in Cancer Survivors Enrolled in a Livestrong Program. Poster presentation at the ACSM annual meeting, June 2012, San Francisco, CA.

Gust, A., Jorissen, K., Schuna, J., Redenius, N., Hilgers, S., Christensen, B., and **Liguori, G.** Upper and Lower Body Strength Associations in ROTC Cadets. Poster presentation at the ACSM annual meeting, June 2012, San Francisco, CA.

Christensen, B., Hilgers, S., Schuna, J., Radenic, C., Kresbach, K., Terbizan, D., Tucker, J., Manikowski, T., and **Liguori, G.** A comparison of vertical jump displacements between a vertec and a forceplate. Presented at the International Society of Biomechanics in Sports annual meeting, Porto, Portugal, June 2011.

Schuna, J., **Liguori, G.**, Tucker, J., and Mozumdar, A. (2011). No Difference in Daily Physical Activity Between Reserve Officer Training Corps Cadets and Non-Cadets. Presented at the ACSM annual meeting, June 2011, Denver, CO.

Hilgers, S., Schuna Jr., J., Manikowske, T., Tucker, J., Terbizan, DJ., Christensen, B., and **Liguori, G.** Validity of U.S. Department of Defense Instruction 1308.3 Circumference Equation in Detecting Body Composition Changes. Presented at the ACSM annual meeting, June 2011, Denver, CO.

Manikowske, T., Ching, N., Terbizan, D.J., and **Liguori, G.** Differences in Fitness, Power, and Body Composition between New and Returning ROTC Cadets. Presented at the ACSM annual meeting, June 2011, Denver, CO.

Schuna Jr, J & **Liguori, G.** Sleep duration is not associated with BMI in college students. Presented at the International Congress of Obesity, Stockholm, Sweden, July 2010

Mozumdar, A & **Liguori, G.** Utility of personal risk screening on nutritional behavior for a community-based cardiovascular disease intervention: A Go Red North Dakota Study. Accepted for presentation at the International Society of Behavioral Nutrition and Physical Activity annual meeting, Minneapolis, MN, June 2010

**Liguori, G.**, Fountaine, C., & Mozumdar, A. Self-Reported Month to Month Changes in Physical Activity and Screen Time in College Students. Poster presentation at the ACSM Annual Meeting, Baltimore, MD, June 2010

Fountaine, C., **Liguori, G.**, & Mozumdar, A. Multiple regression analysis of factors influencing physical activity in college students. Presented at the ACSM Annual Meeting, Baltimore, MD, June 2010

**Liguori, G.** "Go Red North Dakota: A worksite health promotion program". Accepted for presentation at the annual Art and Science of Health Promotion Conference, San Francisco CA. March 2009.

Ames, C. & **Liguori, G.** "Lifestyle Changes For Reducing Cardiovascular Disease Risk In Women: A North Dakota Goes Red For Women Study." Oral presentation at the American Dietetic Association Annual Meeting, Chicago, IL. Nov. 2008

Ames, C. **Liguori, G.**, Mozumdar, A. “North Dakota Goes Red for Women: A Worksite Wellness Study”. Poster presentation at the American Public Health Association Annual Meeting, San Diego, CA. Nov. 2008

Niemeier, B.S and **Liguori, G.** “Working across county and state lines: Evaluating access of weight-related health promotion programs.” Roundtable presentation at the American Public Health Association Annual Meeting, San Diego, CA. Nov. 2008

**Liguori, G.** & Anenson, L., Jr. Predictors and Programs in addressing obesity on campus. Poster presentation at the national meeting of the American College Health Association, Orlando, FL, June 2008

Fountaine, C.J., **Liguori, G.**, & Mozumdar, A. “Semester Differences in Body Weight, Physical Activity, and Screen Time”. Presented at the AAHPERD national meeting, Ft. Worth, TX. April 2008

Fountaine, C., **Liguori, G.**, Mozumdar, A. The Association Between Physical Activity and Television Viewing in College Students. Presented at the national meeting of the Society for Behavioral Medicine, San Diego, CA. May 2008

Fountaine, C., **Liguori, G.**, Mozumdar, A., Kouba, S., and Kincaid, J. Television Viewing, Screen Time, and Physical Activity in College Students. Presented at the ACSM Annual Meeting, Indianapolis, IN, June 2008

Mozumdar, A., **Liguori G.**, Fountaine, C., Braun, S., and Muenchow, E. Working status, academic activity, leisure time activity, and BMI among first and second year college students. Presented at the ACSM Annual Meeting, Indianapolis, IN, June 2008

Hams-Moellenkamp, S., Fountaine, C., Mozumdar, A., and **Liguori, G.** Association of Healthy Behaviors in College Students. Presented at the ACSM Annual Meeting, Indianapolis June 2008

**Liguori, G.**, Mozumdar, A., & Fountaine, C.J. Soda consumption and BMI in college students. Presented at the ACSM Annual Meeting, New Orleans, LA. June 2007

Fountaine, C.J, Mozumdar, A., Terbizan, D.J, & **Liguori, G.** Screen time and BMI in college students. Presented at the ACSM Annual Meeting, New Orleans, LA. June 2007

McCabe, K., Lauf, L., Mozumdar, A., Fountaine, C.J., Terbizan, D.J., & **Liguori, G.** The influence of employment on cardiovascular fitness on college students. Presented at the ACSM Annual Meeting, New Orleans, LA. June 2007

Mozumdar, A., Fountaine, C.J., Terbizan, D.J., & **Liguori, G.** Gender difference in association between eating habits and body mass index. Presented at the ACSM Annual Meeting, New Orleans, LA. June 2007

Terbizan, D.J., Mozumdar, A., Fountaine, C.J., & **Liguori, G.** (2007). Physiological Characteristics and Comparisons Between Different Types of Wellness Classes. Presented at the ACSM Annual Meeting, New Orleans, LA. June 2007

Stritesky, M. & **Liguori, G.** Using the SenseWear Pro Armband as a tool to promote physical activity in a college activity course. Presented at the AAHPERD annual, Salt Lake City, UT. April 2006

**Liguori, G.**, Strey, A. M., & Hetland, K.M. Self-Reported Body Weight and BMI in College Students. Presented at the ACSM Annual Meeting, Denver, CO. June 2006  
\*selected by attending media as 'of high public interest\*

Hetland, K.M., **Liguori, G.** & Strey, A.M. Health Attributes of College Freshman. Presented at the ACSM Annual Meeting, Denver, CO. June 2006

Stritesky, M.J., & **Liguori, G.** Using the SenseWear Armband as a Tool to Promote Physical Activity in College Students. Presented at the ACSM Annual Meeting, Denver, CO. June 2006

Strey, A.M., **Liguori, G.**, & Hetland, K.M. Breakfast consumption frequency in relation to fitness in college students. Presented at the ACSM Annual Meeting, Denver, CO. June 2006

**Liguori, G.**, & Templeton, D.L. Parenting Status and Physical Activity Levels In Rural Working-class Adults. Presented at the ACSM Annual Meeting, Nashville, TN. June 2005

Stritesky M.J. & **Liguori, G.** Examination of Lifestyle Choices and Association with Fitness in College Students. Presented at the ACSM Annual Meeting, Nashville, TN. June 2005

### **Peer-Reviewed Oral Presentations**

Roy BA, Sforzo GA, and **Liguori G.** Power and Future of Behavior Change for Fitness Professionals. Presented at the 2017 ACSM Health Fitness Summit, San Diego, CA.

**Liguori, G.** & Magal, M. ACSM Scientific Roundtable: Update on Pre-Participation Exercise Screening Guidelines. Presented at the SEACSM meeting, Greenville, SC, Feb 2016

**Liguori G.** The Politics of Higher Ed Administration. Presented at the NAKHE Leadership Development Conference, Atlanta GA, July 2015

**Liguori, G.** & Estes, S. Mentoring Kinesiology Faculty Into the Department Chair Role. NAKHE Annual Conference, Clearwater FL, January 2015.

**Liguori, G.**, Bailey, A, & Heath, GW. The University-Community Connection to Healthy Living. CUMU Annual Conference, Syracuse NY, Oct. 2014.



Riebe, D., Cotton, R., & **Liguori, G.** University Connection. Presented at the ACSM Annual Meeting, June 2013, Indianapolis, IN

Randles, A., **Liguori, G.**, & Gust, A. Assessing Healthful Food Choices and Nutritional Information on Kid's Restaurant Menus in Fargo, ND. Oral presentation at the 139th APHA Annual Meeting, Washington, DC, Oct. 2011. \*(2<sup>nd</sup> place student abstract competition)

**Liguori, G.**, Schuna Jr., J., Geffre, E., Radenic, C., Ching, D., and Terbizan D. J. Changes in Fitness and Power in Army ROTC cadets. Oral presentation at the ACSM annual meeting, Denver, CO. June 2011

Randles A & **Liguori G.** (2010). Does SES influence healthy eating promotions in restaurants? Oral presentation at the American Public Health Association annual meeting. Denver, CO, Nov 2010

Fountaine, C, **Liguori, G**, & Mozumdar A. Screen Time is not an impediment to physical activity in college students. Oral presentation at the ACSM annual meeting. Seattle WA, May 2009.

Ames, C, & **Liguori, G.** (2008). The Influence of Meal Preparation on CVD Risk Factors in Women: A Go Red Study. Oral presentation at the American Dietetic Association annual meeting, Chicago, IL. October 2008

Niemeier, B.S. & **Liguori, G.** “Working across county and state lines: Evaluating access of weight-related health promotion programs.” Roundtable presentation at the American Public Health Association Annual Meeting, San Diego, CA. 2008

**Liguori, G.** & Mozumdar, A. “Coaching Your Community: The Wellcoaches Model In Community Based Health Promotion Programming”. Oral presentation at the American College of Sports Medicine Health/Fitness Summit, Long Beach, CA. March, 2008

Fountaine, C, **Liguori, G**, Hetland, K.M., & Mozumdar, A. “Life and Times of the Co-ed”. Oral presentation at the Central District American Alliance for Health, Physical Education, Recreation and Dance, Overland Park, KS, 2007

Hetland, K. M., **Liguori, G**, Fountaine, C , & Mozumdar, A. Joe vs Jane in a Gym. Oral presentation at the Central District American Alliance for Health, Physical Education, Recreation and Dance, Overland Park, KS. 2007

Hetland, K. M., **Liguori, G**, & Fountaine, C. “And the Answer Is...”. Using PRS to teach sensitive issues in college health and wellness courses. Oral presentation at the American Alliance for Health, Physical Education, Recreation and Dance national meeting, Baltimore, MD. 2007

Hetland K. M. & **Liguori G.** Using technology to improve outcomes in a university health or wellness course. Oral presentation at the Hawaii International Conference on Education, Honolulu, HI. 2007

**Liguori, G.** Symposium: Assessing and Improving Outcomes in College Physical Activity Courses: Changes in Cardiovascular Fitness in a College Fitness and Wellness Course. Oral presentation at the American Alliance for Health, Physical Education, Recreation and Dance annual meeting, Salt Lake City, UT. 2006

Stritesky M. & **Liguori G.** Using the SenseWear Pro Armband as a tool to promote physical activity in a college activity course. Symposium presented at the American Alliance for Health, Physical Education, Recreation and Dance annual meeting, Salt Lake City, UT. 2006

### **Public Interviews**

Elemental; Bloomberg News; Clarin, AR (the largest Argentine newspaper in America); Newswise; US News & World Report; SHAPE magazine; Club Business International; Real Simple magazine; Wall Street Journal; National Public Radio; Oxygen magazine; Fitness magazine; Reuters Health; Runner's World magazine.

### **PhD Students**

#### **Dr. John M. Schuna Jr.**

Dissertation: Physical activity of preschool aged children during childcare: Examination of seasonal changes and evaluation of a dance-based intervention.

Current position: Associate Professor, Exercise Science, Oregon State University.

#### **Dr. Anthony Randles**

Dissertation: The association between the consumer nutrition environment and free and reduced school lunch rates.

Current position: Interim Associate Dean, University of Indiana South Bend School of Education

#### **Dr. Barbara Lonbaken**

Dissertation: The impact of alcohol consumption on student retention and lifestyle behaviors.

Current position: Associate Dean of Wellness, NDSU.

#### **Dr. Charles (Chuck) Fountaine**

Dissertation: The association between screen time and physical activity in college Students.

Current position: Professor and Associate Department Chair, Department of Applied Human Sciences, University of Minnesota Duluth.

## **Invited Presentations**

*Changes in Sedentary Behavior of European Union Adults between 2002 and 2017.* López-Valenciano A, Mayo X, **Liguori G**, Copeland RJ, Lamb M, Jimenez A. World Nursing Congress. Rome, Italy, Sept. 2022.

*ACSM Guidelines for Exercise Testing and Prescription updates: 2021 International Virtual Symposium "Exercise is the Best Medicine: What's New?"* Hosted by the SmArt Lab (Exercise Biochemistry, Physiology, and Nutrition), Department of Physical Education and Sport Science of the University of Thessaly, Greece. June, 2021

*ACSM-based Updates for Cardiac and Pulmonary Rehabilitation.* NYSACVPR Monthly Professional Development Series, Hosted by the New York Chapter of the American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR). June 2021.

*Higher Education's contribution to Health Care Workforce Transformation in Rhode Island.* LeadingAge Rhode Island Long-Term Care Policy Conference. Providence, RI, September, 2017.

*High Intensity Training in Chronic Disease. Exercise Prescription in Metabolic Syndrome.* China Performance Training Forum, Wuhan Sport University, Wuhan China, June, 2017

*ACSM Preparticipation Exercise Screening Guidelines.* China Performance Training Forum, Wuhan Sport University, Wuhan China, June, 2017

*Health Risks of Sedentary Behavior.* Global Fitness Summit, Wuhan Sport University, Wuhan China, Oct 2015

*Exercise Prescription in Metabolic Syndrome.* Global Fitness Summit, Wuhan Sport University, Wuhan China, Oct 2015

*Administrative Viewpoint on University Politics.* NAKHE Summer Leadership Academy, Atlanta GA. July 2015

*ACSM Scientific Roundtable: Controversy in Pre-participation Physical Activity Screening.* Indianapolis, IN, June 2014

*When Children are Physically Ready for Youth Sports.* Tennessee Parks and Recreation Annual Meeting, Chattanooga TN. Nov, 2013

*Lessons Learned Teaching Online Classes.* Invited Panelist. UT Chattanooga Summer Teaching Workshop. May 2013

*ACSM Publications as a Tool to Enhance the Health Fitness Professional.* Japanese Fitness Association 16<sup>th</sup> annual meeting, Tokyo, Japan, Oct. 2011

*Using High Intensity Training for Optimal Client Outcomes.* Japanese Fitness Association 16<sup>th</sup> annual meeting, Tokyo, Japan, Oct. 2011

*The (Exercise) Science Behind Cardiac Rehabilitation.* Sanford Health continuing education conference. Fargo, ND, Feb. 2011.

*ACSM certifications: What's new for students.* Texas Community College Teachers Association 62<sup>nd</sup> annual meeting, San Antonio, TX, Jan 2011

*College Student Wellness: What does the research say?* Texas Community College Teachers Association 62<sup>nd</sup> annual meeting, San Antonio, TX, Jan 2011

*The Changing Role of the Health Fitness Specialist.* Japanese Fitness Association 15<sup>th</sup> annual meeting, Tokyo, Japan, Oct. 2010

*Physical activity and chronic disease: Prevention, management, reduction.* Japanese Fitness Association 15<sup>th</sup> annual meeting, Tokyo, Japan, Oct. 2010

*Patient education in outpatient cardiac rehabilitation.* Meritcare hospital professional education series. Fargo, ND, Feb. 2007.

*"Mommy, can I go out and play?"* Washington State Women, Infant, and Children (WaWIC) Association annual meeting, Seattle, WA, Oct. 2006.

*"Behavior Change Strategies for Increasing Physical Activity".* Graduate Education for Valley City High School Academic Staff. Valley City, ND, Feb. 2006.

*"Best Teaching Practices for Enhanced Learning",* North Dakota State University Faculty Development Day. Fargo, ND, August, 2005.

*"How Much Exercise Do I Need?"* National Women, Infant, and Children (WIC) Association meeting, St. Louis, May 2005.

*"Choosing the Right Wellness Program",* Human Development and Education Professional Development Day, Fargo, ND, Jan. 2005

*"Overview of Sport Performance Training",* North Dakota High School Coaches Association Annual Meeting, Fargo, ND, July 2003

*"Personnel Wellness",* NDSU Counselor Education Spring Mini-Conference, Fargo ND, June 2003

*"Exercise Prescription for Special Populations: Heart Failure and Diabetes".* Upper Great Plains Cardiac Rehabilitation Society annual meeting, Fargo, ND, March 2003

*"Diabetes in children; what can you do?"* WAAPHERD, Laramie, WY, Nov. 2000

“*Pathophysiology of Coronary Artery Disease*”, Wyoming American Heart Association fall conference, Rawlins, WY, Oct., 1998

## Service

### Global

- Chair, Scientific Advisory Board: GOfit, Ingesport, Madrid, Espana
- Founding Board Member: ThinkActive, sub-committee of Europe Active
- Visiting Professor: Coventry University, Coventry, UK
- Visiting Professor: Moi University, Iten, Kenya

### National

- Member, Executive Council, ACSM Publications, 2015-2021
- Mentor: ACSM National Leadership and Diversity Training Program 2014-
- Member-at-Large, ACSM CCRB Executive Council, 2014-2018
- ACSM Strategic Health Initiative: Behavioral Strategies national committee, 2007-2012; 2015-18
- Chair, ACSM CCRB Health Fitness Specialist sub-committee, 2010-2012
- Member, ACSM CCRB Health Fitness Specialist sub-committee 2007-2010
- CoAES: Exercise Science Accreditation Site Visitor (FL, IN, IL, ME), 2012-13
- Academic Department/Program Reviewer (OK, AZ, NC, MA), *ongoing*

### Journals

- Inaugural Editor-in-Chief, ACSM’s [\*Exercise, Sport, and Movement\*](#) journal, 2022-
- Associate Editor-in-Chief, ACSM Health Fitness Journal, 2019-
- Editorial Advisory Board, Exceptional Parent magazine, 2014-
- Column Editor, ACSM Health Fitness Journal A-Z column, 2016-2022
- Guest Editor, PLOS ONE, Fall, 2018
- Editorial Board, ACSM Health Fitness Journal, 2009-2016
- Editorial Board, International Journal of Fitness, 2009-2016
- Editorial Board, McGraw-Hill Annual Editions: Health, 2007-2014

### Board Member

- Founding Board Member: ThinkActive, sub-committee of Europe Active, 2021-
- Board of Directors, American Association on Health and Disability, 2019-
- Chair, Scientific Advisory Board, GOfit Madrid; Madrid Spain 2018-
- Executive Board, Southern New England American Heart Association 2017-2020
- Scientific Advisory Board, PlayCore Industries; Chattanooga, TN 2014-
- Scientific Advisory Board, Adidas ALL DAY Health and Wellness App 2017
- Wellness Advisory Board, LiveStrong at the Y; Chattanooga, TN 2014-16
- Medical and Dental Advisory Board, Orange Grove Habilitation Center; Chattanooga TN 2014-16
- Advisory Board member, YMCA Diabetes Prevention Program; Chattanooga TN 2015
- Northland ACSM, North Dakota representative 2010-2012

- Wellness Advisory Board, LiveStrong at the Y, Fargo ND 2010-12
- Healthy Living Advisory board, Cass-Clay Healthy People Initiative; Fargo, ND 2010-12
- Planning and Evaluation Advisory board, Streets Alive; Fargo, ND 2010-12

#### Manuscript Reviewer

- Medicine and Science in Sports and Exercise
- International Journal of Environmental Research and Public Health
- Journal of Occupational and Environmental Medicine
- Journal of Physical Activity and Health
- Journal of the American College of Cardiology
- Preventive Medicine
- International Journal of Exercise Science

#### Chapter Reviewer

- ACSM Wellcoaches Manual. Chapter 4 and Chapter 11.
- ACSM Resource Manual, 7<sup>th</sup> Edition, 2012; Chapters 12 and 44
- ACSM Guidelines for Exercise Testing and Prescription, 9<sup>th</sup> edition, 2012; chapter 11

#### Abstract Reviewer

- American Public Health Association Annual Meeting
- American College Health Association Annual Meeting
- American Dietetic Association Annual Meeting
- American Alliance for Health, Physical Education, Recreation, and Dance Annual Meeting, Health Education Annual meeting

#### Service: University of Rhode Island

- Advisory Committee: Clinical Research Design, Epidemiology, and Biostatistics Key Component; IDeA: CTR Grant, Brown University and the University of Rhode Island
- Steering Committee: Rhode Island State Innovation Model Test Grant; Office of the RI Health Insurance Commissioner
- Steering Committee: Social Enterprise Greenhouse, Health and Wellness Initiative, Providence RI

#### Service: University of Tennessee Chattanooga

- UTC Alpha Society Treasurer
- University Reorganization Committee, UTC
- NIH BRAD grant advisory board member, UTC
- UTC, Instructor, USTU 1250, First Year Learning Experience
- Student Health Nurse Practitioner search committee, UTC
- Chair, Director of Undergraduate Research search, UTC
- UTC Lupton Library Repurposing Committee
- UTC Student Health Services Committee
- UTC Director of Student Health search committee member
- UTC Faculty (EDO) Appeals Committee
- UTC Athletics-Academics Committee
- UTC ad-hoc Facilities Planning committee, Chair

-UTC Graduate Council

Service: North Dakota State University

- NDSU Faculty Senate Executive Council
- NDSU Dean's Executive Council
- NDSU Faculty senate member
- NDSU Major Advisor: Exercise Science majors club
- NDSU Peer Mentor Teaching Program: mentor and mentee
- NDSU Provost's Council for Enhancing Distance Learning
- NDSU University Assessment Committee
- NDSU Faculty Peer Mentor
- NDSU East Smart Play Hard, guest author
- NDSU Wallman Wellness Center Advisory Board
- American Heart Campus Walk Challenge, organizer, Fargo
- American Heart Walk, organizing volunteer, Fargo
- Cub Scout Health Fair, volunteer vendor, Fargo
- Nickelodeon Day of Play, volunteer vendor, Fargo
- Fargo-Moorhead YMCA Kids Day, volunteer vendor

Awards

- 2022 Named Distinguished Alum, East Stroudsburg University
- 2014 Elected to Alpha Society, UTC's premiere honor society
- 2012 Apple Polisher Honoree: Exceptional contributions to student experiences, NDSU
- 2011 Named Fellow of the American College of Sports Medicine
- 2010 NDSU College of Human Development, Graduate Student Mentor Award
- 2010 Apple Polisher Honoree: Exceptional contributions to student experiences, NDSU
- 2007 NDSU College of Human Development 'Emerging Researcher'
- 2005 Carnegie Foundation National "Professor of the Year" nominee, ND
- 2004 "Teacher of the Year", Department of Health, Nutrition & Exercise Sciences, NDSU.
- 2004 Evelyn M. Lebedoff Never Stop Learning doctoral student scholarship, College of Human Development & Education, NDSU
- 2003 Evelyn M. Lebedoff Never Stop Learning doctoral student scholarship, College of Human Development & Education, NDSU
- 2003 Faculty Grant-in-Aid, College of Human Development & Education, NDSU, to support doctoral dissertation
- 2002 Youngstown State University, Undergraduate Research Day, First prize: Prompting stairway use with health promotion signage. Awarded to Anthony Candel, advisor: **Gary**

**Liguori**

- 2000 Mortar Board's University-wide "Advisor of the Year", Univ. of Wyoming, Laramie, WY
- 2000 "Excellence in Advising", Center for Academic Advising, Univ. of Wyoming, Laramie, WY
- 1999 "Excellence in Advising", Center for Academic Advising
- 1999 "Top Prof", Mortar Board Society, University of Wyoming
- 1999 "Teaching Excellence Colloquium" Invitee, U. of Wyoming
- 1998 "Excellence in Advising", Center for Academic Advising

1998 “Top Prof”, Mortar Board Society, University of Wyoming  
1998 "UW Alumni Association/Wyoming Student Alumni Association's Outstanding Faculty Award" nominee  
1997 “Tip of the Cap” Mortar Board Society, outstanding service to the student body, U. of Wyoming  
1996 “Top Prof”, Mortar Board Society, University of Wyoming  
1991-92 Athletic Scholarship/Team Captain - cross country/track, CMSU

### **Professional Memberships/Certifications**

**Certified Exercise Specialist**, *ACSM* Certification #518524  
**Advanced Cardiac Life Support**, *American Heart Association (AHA)*  
**Advanced Physical Fitness Specialist**, *Cooper Institute of Aerobics Research*  
**USA Track & Field**, certified Level One track and field coach  
**USA Track & Field**, certified track and field meet official



**UWF Board of Trustees Meeting**

Academic Affairs Committee

February 16, 2023

**Issue/Agenda Recommendation:** UWF/REG 3.001 Admission Standards for First Time in College Student Applicants

**Proposed Action:** Approve Revisions

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**Background Information:**

- Updates to UWF/REG 3.001 are proposed as a result of the recent addition of BOG REG 6.005, *Admission of Associate in Arts High School Students*, which outlines an alternative admissions option for high school students who are on track to earn their associate in arts degree from a Florida College System (FCS) or State University System (SUS) institution through dual enrollment or other acceleration program.
  - The proposed section VIII. in UWF/REG 3.001 incorporates this alternative option within institutional admission policies for incoming freshman students. This language defines the option and outlines the requirements.
- Updates to the language surrounding high school unit requirements under section III. that align more closely with recent language utilized in BOG REG 6.002.
- Revisions of language surrounding “Specialized Admissions” that combines previous sections for “Limited Access” and “Restricted Access” programs and in alignment with recent revisions of BOG REG 8.013.
- Clarification of ACT/SAT test score requirements for applicants with a GED diploma.

**Implementation Plan:**

University regulations which govern admissions are select regulations and cannot go into effect until they are approved by the Board of Governors. The amendments to this regulation will go into effect upon approval of the BOG, considering the timeline below:

- January 19, 2023 – President Saunders approved drafted changes.
- February 8 – Posted for public comment.
- February 22 – Public comment period concluded.
- February 16 – UWF BOT Academic Affairs Committee considers for approval if no changes noted.
- March 10 – Posting period concludes.
- March 16 – UWF BOT adopts new regulation updates.
- May 22 – Deadline to submit regulation adoption to the BOG.

**Fiscal Implications:**               None

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**Supporting documents:**

1. Notice of Proposed Amendment to UWF Regulation 3.001
2. BOG Regulations 6.001, 6.002, 6.005, 8.007, and 8.013

**Prepared by:**               Ethan Henley, Director of Undergraduate Admissions  
[ehenley@uwf.edu](mailto:ehenley@uwf.edu), 850.474.2063

**Presented by:**               Ethan Henley, Director of Undergraduate Admissions

**THE UNIVERSITY OF WEST FLORIDA**  
**AMENDED NOTICE OF PROPOSED AMENDMENT TO REGULATION**

**DATE:** February 8, 2023 (amending notice posted on January 23, 2023)

**REGULATION TITLE AND NUMBER:** UWF REGULATION 3.001 Admissions Standards for First Time in College Student Applicants

**PURPOSE AND EFFECT:** The purpose of this amendment is to bring the regulation into alignment with recently-revised Florida BOG Regulation 6.005, Admission of Associate in Arts High School Students, and 8.013, Specialized Admissions

**SUMMARY:** The proposed amendment to this regulation is as follows:

- Added an exemption from the requirement of a standard diploma for applicants participating in the Associates in Arts High School option
- Clarified additional academic credit options
- Clarified requirements for students who entered high school prior to July 7, 2007
- Added ACT/SAT requirements for applicants with a GED diploma
- Changed Limited Access Programs to Specialized Admissions Programs and clarified potential requirements of some programs
- Eliminated Restricted Access Programs
- Added requirements for admission of Associate in Arts High School Students
- Minor edits to clarify language

**AUTHORITY TO AMEND THE REGULATION:** Article IX of the Florida Constitution; Fla. Stat. ss. 1009.24, 1009.26; Florida BOG Regulations 6.001, 6.002, 6.005, and 8.007.

**NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT:** Dr. Michelle Williams, Vice Provost

**COMMENTS CONCERNING THE PROPOSED REGULATION AMENDMENT SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** In response, the University may solicit additional written comments, schedule a public hearing, withdraw or modify the proposed regulation amendment in whole or in part after notice, or proceed with adopting the regulation amendment. The comments must identify the regulation(s) on which you are commenting.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED AMENDMENT TO THE REGULATION OR CHALLENGE:** Jessica Whittle, Paralegal, Office of the General Counsel at [jwhittle@uwf.edu](mailto:jwhittle@uwf.edu) or 850-474-3420 or Office of the General Counsel, Building 10, 11000 University Parkway, Pensacola, Florida 32514.

**THE FULL TEXT OF THE REGULATION:** The full text of the proposed amendment to the regulation is attached below this Notice. The full text of the proposed amendment and existing regulation is also posted on UWF's website: <https://uwf.edu/offices/board-of-trustees/regulations/>



**Number:** UWF/REG-3.001  
**Title:** Admission Standards for First Time in College Student Applicants  
**Responsible**  
**Department:** Office of Undergraduate Admissions

### **I. General Statement:**

Admission decisions to the University of West Florida (“UWF” or “University”) are made by the University subject to the regulations of the Florida Board of Governors (“BOG”).

Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment, and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations, and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as a FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.

UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.

### **II. Definitions**

“First Time in College” (“FTIC”) students are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school or its equivalent and who have earned fewer than 12 semester hours of transferable college credit since receiving a standard high school diploma or its equivalent, as evaluated by ~~the~~ UWF.

### **III. First Time in College Student Admission**

- A. The minimum requirements to be considered for admission at UWF are established by the Florida Board of Governors and are set forth in BOG Regulation 6.002. Satisfaction of the BOG minimum requirements does not automatically guarantee admission to UWF. The BOG minimum admission standards require:

1. A standard diploma from a Florida public or regionally accredited high school or its equivalent. Applicants with a General Education Development (“GED”) certificate or credential must refer to subparagraph (5) of this section. Applicants participating in a home education or other non-traditional high school program must refer to subparagraph (6) of this section. (Students admitted under the Early Admission Program or the Associates in Arts High School Student admission option are exempted from this requirement.)
  - a. For students who entered high school on July ~~7~~1, 2007, or later, completion of 18 academic ~~units-credits~~ of college-preparatory, year-long courses or equivalents (normally offered in grades nine through ~~12~~twelve) are required as follows:
    - i. Four (4) ~~units-credits~~ of English/Language Arts – three of which must have included substantial writing requirements;
    - ii. Four (4) ~~units-credits~~ of Mathematics – at the ~~a~~Algebra I level and above;
    - iii. Three (3) ~~units-credits~~ of ~~n~~Natural ~~s~~Science – two of which must have included substantial laboratory requirements;
    - iv. Three (3) ~~units-credits~~ of ~~s~~Social Science – to include anthropology, history, civics, political science, economics, sociology, psychology and/or geography;
    - v. Two (2) ~~units-credits~~ of the same ~~f~~Foreign Language or American Sign Language demonstrating proficiency through the second level; and
    - vi. Two (2) additional academic ~~elective units-credits from among these five academic areas and other courses approved by the Articulation Coordinating Committee~~ in any combination of courses listed in the Department of Education Course Code Directory-
      - (a) Two credits from among Level II courses listed in the Department of Education Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic or career and technical education credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are not granted; OR
      - (b) One credit from (vi).(a.) above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee.
  - b. Students who entered high school before July 1, 2007 are required to have the credits listed above; however, they are only required to take three credits in the

required mathematics. This adjustment then allows for three additional credits (instead of two), including Level III courses in any discipline.

~~or~~

- ~~b. For students who entered high school prior to July 7, 2007, completion of 18 academic units of college preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:~~
  - ~~i. Four (4) units of English—three of which must have included substantial writing requirements;~~
  - ~~ii. Three (3) units of mathematics—at the algebra I level and above;~~
  - ~~iii. Three (3) units of natural science—two of which must have included substantial laboratory requirements;~~
  - ~~iv. Three (3) units of social science—anthropology, history, civics, political science, economics, sociology, psychology, or geography;~~
  - ~~v. Two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and~~
  - ~~vi. Two (2) additional academic elective units from among these five academic areas and other courses approved by the Articulation Coordinating Committee or one (1) credit from (vi) above and one credit from grade nine or above in ROTC/Military Training or an equivalent course approved by the Articulation Coordinating Committee.~~
2. An official SAT score or ACT score; and
3. High school grade point average (GPA) of at least a 2.50 on a 4.00 scale as calculated by UWF.
4. Meet the requirements for college level placement as outlined in Board of Governors Regulation 6.008.
5. For applicants with a GED diploma, the following is required:
  - a. Proof of completion of the GED, including GED test scores;
  - b. Official transcripts of any partial high school completion; and

- c. ACT and/or SAT results showcasing at least 1450 on the SAT Reasoning Test (all three portions), an overall combined test score of 1060 on the 2016 Redesigned SAT, or a minimum composite score of 21 on the ACT.
6. For applicants that are participating in a home education program or other non-traditional high school program, the following is required:
- a. Documentation verifying the applicant meets all requirements in order to receive a standard high school diploma or its equivalent
  - b. Official transcript from home education or non-traditional high school program (all units must be listed in Carnegie Units). A student whose high school educational program is not measured in Carnegie Units must present a combined test score of at least 1450 on the SAT Reasoning Test (all three portions), an overall combined test score of 1060 on the 2016 Redesigned SAT, or a minimum composite score of 21 on the ACT.
- B. FTIC student applicants who do not meet the minimum admissions criteria may be considered for admission to UWF. Such applicants will be evaluated for admission on an individual basis. The evaluation will include the review of factors, such as, but not limited to, a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low performing high school, graduating from an International Baccalaureate program, geographic location, military service, special talents or abilities, or other special circumstances that contribute to a diverse student body.
- C. UWF accepts Talented Twenty applicants in accordance with Board of Governors Regulation 6.002(2)(c). A student must be eligible for college-level work per Board of Governors Regulation 6.008 in order to be eligible for Talented Twenty consideration.
- D. Enrollment Limitations. The admission of FTIC students to UWF shall be in accordance with the University's mission and goals and shall comply with any enrollment limitations established by the BOG or the University.
- E. ~~Limited Access~~Specialized Admissions Programs. In addition to the requirements for admission set forth in paragraph two (2) above, applicants seeking admission to ~~limited access~~specialized admissions programs must meet specific departmental requirements as published in the Undergraduate Catalog. Some academic program requirements may include items such as a portfolio review, audition, or some element of prequalification prior to admission to the program. Applicants to a ~~limited access~~specialized admissions program will receive a decision for general admission to UWF from the Office of Undergraduate Admission and will receive a separate decision for admission to the ~~limited access~~specialized program from the department.

~~Restricted Access Programs.—Some academic programs require a portfolio review, audition, or some element of pre-qualification prior to admission to the program. Explanations of these requirements are published in the Undergraduate Catalog by program. Applicants to a restricted access program will receive a decision for general admission to UWF from the Office of Undergraduate Admission and will receive a separate decision for admission to the restricted program from the department.~~

#### IV. General Application Processing for First Time in College Student Applicants

- A. A complete application for admission, including all required documentation and the non-refundable application fee, must be submitted by all students except those who were previously enrolled at UWF in a degree program.
- B. Applications for admission are accepted as early as 12 months before the requested term of entry. Complete applications must be submitted before the published application deadline date for the term desired. UWF reserves the right to return the application and application fee when the application is received after the published deadline or after any enrollment limit is reached for the requested term of entry. UWF also reserves the right to accept applications for admission after the deadline on a space-available basis.
- C. All decisions are communicated in a letter issued to the applicant by the Office of Undergraduate Admissions.
- D. Admission to UWF is granted for a specific term and to a specific academic program. Students whose major is undeclared at the time of application will be assigned “undecided” as their academic program choice. The specific term of entry and the academic program to which the student is admitted are both stated in the decision letter.
- E. All official transcripts, test scores, and other credentials must be received directly from the issuing institution or agency. Standardized test scores (e.g., SAT, ACT, TOEFL, CPT, PERT, etc.) must be received directly from the respective testing ~~centers~~ agency in order to be considered official. It is the applicant’s responsibility to request official copies of all required credentials and to assure their receipt by UWF. All documents and credentials submitted become the property of UWF. The originals will not be returned to applicants nor forwarded to a third party.
- F. UWF reserves the right to request validation of an applicant’s test scores (e.g., SAT, ACT, TOEFL, CPT, ~~or~~PERT, etc.) prior to making an admission decision if deemed necessary.
- G. A final high school transcript showing the graduation date must be submitted as soon as issued to confirm the candidate’s eligibility to enroll. UWF reserves the right to rescind an applicant’s or student’s admission to the University if ~~his or her~~ their final transcript demonstrates that ~~he or she~~ they no longer meets the standards for admission.



- H. An application which contains false, fraudulent, or incomplete statements may result in denial of admission, denial of further registration, and/or revocation of degree(s) awarded.
- I. The University shall evaluate an applicant's previous conduct to determine whether offering the applicant admission is in the best interest of the University. Applicants with a record of previous misconduct at an educational institution or criminal conduct will be evaluated during the admission process in accordance with UWF Regulation 3.003, Admission of Applicants with Records of Criminal Conduct or of Misconduct at Educational Institutions, as it may be amended.

## V. Reasons for Denial and Appeal

First time in college student applicants denied admission may request the University's reasons for the denial. The request must be made by the applicant in writing to the Office of Undergraduate Admission and the reasons will be provided in writing.

First time in college student applicants may appeal the denial in writing to the Office of Undergraduate Admission. This request must contain reasons why reconsideration is warranted and should highlight extenuating circumstances and/or appropriate alternative evidence of academic achievement, ability, motivation, and responsibility that indicates potential for success at UWF. Student-initiated appeals are heard by the Undergraduate Admission Appeals Committee.

## VI. Other Admission Information

- A. In accordance with BOG Regulation 6.001(9), General Admissions, and ~~the UWF Policy SA-12, Immunization Requirements, as they may be amended governing immunization requirements~~, once accepted for admission, each student must submit a signed medical history form and must provide either documentation of appropriate immunization or a valid exemption.
- B. Applicants may request to change their term of entry to a different term. The newly desired term of entry must be within one academic year of the originally requested term of entry provided there is no alternative enrollment at another college or university in the interim. For example, an applicant for the fall 2016 term could change the term of entry to the spring 2017 term or the summer 2017 term but not the fall 2017 term, where one academic year would have elapsed from the original term of entry.
  - 1. Applicants wishing to change their entry term must submit a Semester Change Request Form. The form must be received before the published application deadline for the newly desired term.
  - 2. A new application and application fee is-are required for applicants who accumulate additional academic coursework between the original term of entry and the desired term of entry.

3. A new application and fee ~~is~~are required for applicants who wish to be considered for admission for a term that begins ore than 12 months after the originally requested term of entry.
  4. Applicants who request to change their term of entry will be re-evaluated for admission using the admissions requirements and selection criteria in effect for the new term requested.
  5. Those changing terms of entry who apply to a ~~limited access or restricted~~specialized admissions program will have their application re-evaluated within the context of the subsequent applicant pool.
- C. Applications and documents submitted by those applicants who are either denied or who do not enroll are retained as inactive files for one year only and are then destroyed.
- D. UWF will provide reasonable substitution of admission requirements for ~~an~~applicants as long as the absence of the requirement would not constitute a fundamental alteration in the nature of the program of student study to which the applicants sought admission, and the applicants establishes:
1. that ~~he or she is~~they are disabled as defined in BOG Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities, as it may be amended, and
  2. that ~~his or her~~their inability to meet the admission requirement is related to the disability.

## VII. **Dual Enrollment and Early Admission**

Requirements for permission to participate in the Dual Enrollment Program are outlined in the articulation agreements between UWF and the respective public school district, private school, or home school.

Early Admission is a type of dual enrollment reserved for high school students entering their senior year. Early Admission will be evaluated on a case-by-case basis and requirements will vary from county to county. To be considered for early admission, students must have completed their junior year of high school and meet all requirements (including, but not limited to, ACT/SAT scores) outlined in the articulation agreement between UWF and the respective public school district, private school, or home school. If such requirements are not outlined in the articulation agreement, students seeking early admission must have a minimum total score of at least 1450 on the SAT Reasoning Test (or for students seeking entrance for Spring 2017 forward, a concordance score on the new SAT) or a minimum total score of at least a 21 on the ACT Plus Writing Test and a letter of recommendation from their high school principal or school counselor to be considered. Registration for the fall semester following the student's initial entrance semester will be

contingent upon receiving proof of high school graduation. Writing scores on the ACT or SAT will not be required for Spring 2017 and beyond.

### **VIII. Admission of Associate in Arts High School Students**

- A. In accordance with BOG Regulation 6.005, Admission of Associate in Arts High School Students, as it may be amended, high school students participating in dual enrollment and other acceleration programs who are on track to earn an associate in arts (A.A.) degree from a Florida College System (FCS) or State University System (SUS) institution and who do not meet the requirements of BOG Regulation 6.004, Admission of Undergraduate, Degree-Seeking Transfer Students, as it may be amended, may be considered for admission as either an FTIC freshman or as a potential A.A. transfer student.
- B. Applicants may select the option to be considered for admission as a potential A.A. transfer student as described in this section as part of the application process. The following provisions apply to applicants being reviewed under this option:
- a. Applicants must meet minimum transfer requirements as outlined in UWF Regulation 3.032, Undergraduate Admissions Standards for Transfer Students, as it may be amended, to be considered for admission.
  - b. Applicants have the option to submit official ACT or SAT test scores.
  - c. Applicants must submit an official college transcript from the FCS or SUS institution in which they plan to earn the A.A. degree to complete their application.
  - d. Applicants modifying their coursework after the submission of their application for admission must inform the Office of Undergraduate Admissions of any changes. Final high school transcripts and FCS, SUS, or other postsecondary transcripts are required as outlined in section III (E) and (G) of this regulation.
  - e. Applicants admitted under this option who do not successfully earn their A.A. degree may have their offer of admission rescinded. Such applicants may provide documentation to be considered as a traditional FTIC student under section II of this regulation subject to any applicable application deadlines and space limitations.
- C. All Statewide Course Numbering System postsecondary credit shall be accepted according to Board of Governors Regulation 8.007, Articulation, as it may be amended, irrespective of selecting the option to admit the student either as an FTIC or A.A. transfer. The applicability of such credit will be determined based on the student's intended baccalaureate degree requirements and shall be awarded in a way that provides maximum benefit to the student.
- D. Within curricular, space, enrollment, and fiscal limitations, admission as a junior to the upper division of the University shall be granted to any applicant with an A.A. degree from

an FCS or SUS institution who has not enrolled in a degree seeking program at any other education institution since their A.A. degree was conferred. The admission of such transfer students is governed by BOG Regulation 6.004 and any applicable articulation agreement.

A.E. Admission as an FTIC student does not prohibit admission to the upper division of a degree program for students meeting program admission requirements.

**Effective Date:** [date]

**Authority:** Board of Governors Regulations 6.001, ~~and 6.002~~, 6.004, 6.005, and 8.007

**History:** Rule 6C6-3.01 created 10/1/1975; amended 5/20/87; converted to UWF/REG 3.001 7/21/05; amended 7/5/11, 11/15/13, 10/22/14, 1/13/16, and [date]

**Last review:** [date]

## 6.001 General Admissions

(1) Based on minimum standards adopted by the Board of Governors, university boards of trustees must establish the criteria, policies, and procedures by regulation for the admission of students.

(2) University policies and procedures concerning the admission process, including the process for admission decision notification and the appeal process for an admission decision, must be posted on the university's web site and in the university catalogs. All university policies must be consistent with Board of Governors regulations and policies.

(3) The Board of Governors affirms its commitment to equal educational opportunity and to increasing student diversity in each of the state universities; however, admissions criteria must not include preferences in the admission process for applicants on the basis of race, color, national origin, disability, religion, or sex.

(4) In the admission of students, each university must take into consideration the applicant's academic ability, and may also consider other factors such as creativity, talent, and character.

(5) Each university may return to the applicant without action any application and fees received after the application deadline designated by each institution on its official calendar.

(6) Each university must provide denied applicants notice within a reasonable period of time (as defined by the university board of trustees). Upon the applicant's written request, the university shall provide the written reasons for the denial.

(7) Consideration shall be given to the past actions of any person applying for admission when such actions have been found to disrupt or interfere with the orderly conduct, processes, functions, or programs of any other university, college, or community college. If determined to be in the best interest of the university to deny admission or enrollment to an applicant because of the applicant's past misconduct on or off campus, a university may do so, providing such denial is consistent with state and federal law. University boards of trustees shall establish guidelines regarding evidence required for such action.

(8) Individuals whose admissions applications, residency affidavits, or supplemental documents contain false, fraudulent, or incomplete statements may be subject to disciplinary action as outlined in written university policy. Such disciplinary action may include denial of admission, suspension of registration, invalidation of college credit, invalidation of degree, dismissal from the university, or other disciplinary action. In some cases, e.g., false information on a financial aid application, such behavior may lead to legal consequences.

(9) Prior to registration, each student accepted for admission must submit a signed medical history form, including documentation of appropriate immunization as required by each university. Some students may be required to undergo diagnostic procedures

prior to registration. Exceptions may be granted pursuant to university policies. Each university may reserve the right to refuse registration to any student whose health record or report of medical examination indicates the existence of a condition which may be harmful to members of the university community.

Specific Authority: Sections 7(d), Art. IX, Fla. Const.; History--Formerly 6C-2.41, 11-18-70, Amended and Renumbered 12-17-74, Amended 1-6-76, 7-13-77, 3-21-82, 12-13-83, 8-11-85, Formerly 6C-6.01, Amended 8-31-86, 4-9-87, 1-7-91, 9-15-91, 11-27-95, 8-12-96, 9-19-00, Amended 9-27-07, Amended 10-30-19.

## 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

(1) **FTIC Undergraduate Admission - General.** This regulation outlines minimum eligibility requirements for first-time-in-college (FTIC) students seeking admission to an undergraduate degree program in the State University System (SUS). Individual institutions may choose to establish more stringent admission requirements within the parameters outlined in Board of Governors regulations.

- (a) For the purposes of this regulation, FTIC freshmen are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than twelve (12) semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.
- (b) Eligibility for admission to the SUS does not guarantee admission to the specific institution or degree program to which admission is sought.
- (c) Each university board of trustees shall develop regulations governing the admission of FTIC students that comport with the requirements outlined in Board regulations. Such regulations may allow for exceptions to be made on an individual basis, as outlined in subparagraph 2(b) of this regulation, when a student, in the judgment of an appropriate university committee, can reasonably be expected to perform satisfactory academic work in the institution to which admission is sought.
- (d) In all but the following specified cases, an FTIC student must have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, to be considered for admission to a state university. Students completing a home education program according to section 1002.41, Florida Statutes, meet this minimum admission requirement; however, each university may require additional documentation to verify eligibility for these students. Students admitted under early admission in accordance with university policy are exempted from this requirement during the time they are still classified as early admission students. Early admission is a form of dual enrollment through which eligible secondary students are admitted to a postsecondary institution on a full-time basis in courses that are creditable toward both the high school diploma and the students' university degree program.
- (e) FTIC students applying for admission must submit SAT scores from the College Board or ACT scores from ACT, Inc. Universities may reserve the right to require a student to take an updated version of a test.
- (f) Each university shall require FTIC applicants to submit or authorize transmission of a complete official academic transcript of all secondary work and from each postsecondary institution, as appropriate. Each transcript shall list all courses for which the student was enrolled each term, the status in each course at the end of the term, all grades and credits awarded, and a statement explaining the grading policy of the institution.

- (g) Each transcript should also specify any college credits the student earned through accelerated mechanisms. University weighting of approved accelerated mechanisms in the recalculation of the student's grade point average for admission purposes must be conducted per Board Regulation 6.006(5) Acceleration Mechanisms.
- (h) Each FTIC student admitted to the SUS is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc.). A limited number of students not meeting the high school foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree. These students may meet this foreign language admission requirement by demonstrating competency at the elementary 2 level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the *Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies*, as adopted by the Board of Governors; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university.
- (i) Any FTIC student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to Board Regulation 6.018.

**(2) FTIC Undergraduate Admission.** Students shall be considered as meeting minimum SUS eligibility requirements in one of the following ways:

- (a) Standard Admission: FTIC students applying to the SUS may be considered for admission based on the following criteria:
  1. An FTIC student may be admitted if meeting a 2.50-2.99\_high school\_grade point average (GPA) on a 4.00 scale as calculated by the university, presents an official SAT and/or ACT score, and meets the requirements for college level placement per Board of Governors Regulation 6.008 and high school credits per Table One.
  2. An FTIC student may be admitted if meeting a 3.00 or higher high school grade point average (GPA) on a 4.00 scale as calculated by the university, presents an official SAT and/or ACT score, and meets the requirements for high school credits per Table One.



**Table One**

<b>Students Entering High School July 1, 2007, or Later*</b>
<b>4 credits – English/Language Arts</b> (three of which must have included substantial writing requirements).
<b>4 credits – Mathematics</b> (at or above the Algebra I level).
<b>3 credits – Natural Science</b> (two of which must have included substantial laboratory requirements).
<b>3 credits – Social Science</b> (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography).
<b>2 credits – Foreign Language</b> See subsection (1)(h).
<b>2 credits – Additional academic credits</b> (in any combination of courses listed in the Department of Education Course Code Directory.) 1. Two credits from among Level II courses listed in the Department of Education Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic or career and technical education credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted; <b>OR</b> 2. One credit from 1. above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee.
*Students entering high school before July 1, 2007, are required to have the credits listed above; however, they are only required to take three credits in the required mathematics. This adjustment then allows for three additional credits (instead of two), including Level III courses in any discipline.

3. Home Education or Other Non-Traditional High School Program participants: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be equivalent to those described in this regulation by the individual SUS institution to which the student is applying. A student whose high school educational program is not measured in Carnegie Units must present a combined test score of at least 1450 on the SAT Reasoning Test (all three portions), an overall combined test score of 1060 on the 2016 Redesigned

SAT, or a minimum composite score of 21 on the ACT.

4. Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT and/or SAT results. Each university shall determine equivalencies to university minimum standards.
- (b) Alternative Admission: Applicants who are not eligible for standard admissions may be considered for alternative admission. In addition to reviewing a student's GPA and test scores, a university may consider other factors in the review of the student's application for admission. These factors may include, but are not limited to, the following: a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low-performing high school, graduation from an International Baccalaureate program, geographic location, military service, special talents and/or abilities, or other special circumstances. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex. The student may be admitted if, in the judgment of an appropriate institutional committee, there is sufficient evidence that the student can be expected to succeed at the institution.
1. The number of first-time-in-college students admitted through alternative admission at each university shall be determined by the university board of trustees.
  2. Each university shall implement specific measures and programs to enhance academic success and retention for students who are accepted into the institution using the alternative admissions option. The board of trustees shall review the success of students admitted under the alternative admission process to ensure that their rates of retention and graduation remain near or above the institution's average.
- (c) Talented Twenty: Within space and fiscal limitations, admission to a university in the SUS shall be granted to an FTIC applicant who is a graduate of a public Florida high school, who has completed the eighteen (18) required high school units as listed in this regulation, who ranks in the top 20% of his/her high school graduating class, and who has submitted SAT scores from the College Board or ACT scores from ACT, Inc., prior to enrollment. A Talented Twenty student is not guaranteed admission to the university of first choice and should work closely with a high school counselor to identify options. The SUS will use class rank as determined by the Florida Department of Education.

(3) Any increase, change, or revision in standards of admission must be included in the undergraduate catalog and posted on the university website.

Authority: Section 7(d), Art. IX, Fla. Const., History - Formerly 6C-2.42, and 6C-6.02, 11-

18-70, 5-27-74, 12-17-74, 6-25-80, 3-21-82, 4-16-84, 4-14-86, 4-20-87, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 8-4-92, 5-17-95, 11-27-95, 9-19-00, 11-28-00, Amended and Renumbered as 6.002 9-27-07, 01-28-10, 11-08-12, 11-21-2013. Amended 01-21-16. Amended: 08-31-17. Amended: 03-25-20.

## **6.005 Admission of Associate in Arts High School Students**

(1) High school students participating in dual enrollment and other acceleration programs who are on track to earn an associate in arts (A.A.) degree from a Florida College System (FCS) or State University System (SUS) institution and who do not meet the requirements of Board of Governors Regulation 6.004 may be considered for admission as either a first-time-in-college (FTIC) freshman or as a potential A.A. transfer student.

(2) All Statewide Course Numbering System postsecondary credit shall be accepted according to Board of Governors Regulation 8.007 irrespective of selecting the option to admit the student either as an FTIC or A.A. transfer. The applicability of such credit will be determined based on the student's intended baccalaureate degree requirements and shall be awarded in a way that provides maximum benefit to the student.

(3) Within the curriculum, space, and fiscal limitations, admission to the upper division of one of the SUS institutions shall be granted to those selected for the A.A. option, provided the A.A. degree meets the requirements of Board of Governors Regulation 6.004(3)(b). Admission to the student's preferred public institution or program is not guaranteed. Students who have not completed the required common prerequisites for the degree program may not be admitted or may have their admission offer rescinded if they do not complete the required prerequisites prior to enrollment.

(4) Admission as an FTIC student does not prohibit admission to the upper division of one of the SUS institution degree programs for students meeting program admission requirements.

(5) Admission is contingent upon completing all additional requirements for admission as required by each university to which the student applies.

- (a) Students selected for the FTIC option must meet the requirements per Regulation 6.002.
- (b) Students who would benefit from the A.A. admissions option have the choice to submit SAT and or ACT test scores.
- (c) Students may find their admission offer rescinded if they do not complete their last year of high school and A.A. (for A.A. transfer student admission) as specified. Students modifying their coursework after the submission of their application for admission must inform the SUS institution(s) of the change(s). Final high school transcripts and FCS, SUS, or other postsecondary transcripts are required.
- (d) SUS institutions must provide written information on their admission website regarding the consequences that accompany test-optional decisions and any other relevant information that may be helpful to students when applying for admission.

Authority: Section 7(d), Art. IX, Fla. Const.; History: 08-26-2022.

## 8.007 Articulation

- (1) Each board of trustees shall plan and adopt policies and procedures to provide articulated programs so students can proceed toward their educational objectives as rapidly as their circumstances permit.
- (2) General education.
  - (a) Regulation 6.017 requires the completion of thirty-six (36) semester hours of general education courses in communication, mathematics, social sciences, humanities, and natural sciences. Specific general education core requirements are found in Regulation 8.005.
  - (b) After a State University System (SUS) or Florida College System (FCS) institution has published its general education curriculum, the integrity of that curriculum shall be accepted by other Florida public postsecondary institutions. Once the full general education requirement is certified on the official transcript as being satisfactorily completed, no SUS institution may require any further general education coursework.
  - (c) Certain degree programs may expect students to complete specified course(s) that meet both general education and program common prerequisite requirements. Students and advisors should plan early so that students do not run the risk of acquiring excess hours.
  - (d) If a student does not complete the general education curriculum before he or she transfers, the student must meet the general education requirements of the receiving institution, consistent with section 1007.25, Florida Statutes.
- (3) Associate in Arts (A.A.) Degree.
  - (a) An associate in arts degree from a SUS institution shall include, for purposes of articulation consistent with section 1007.23, Florida Statutes:
    1. Completion of sixty (60) semester hours of college credit courses in an established program of study that includes a general education curriculum of thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences.
    2. Competence in civic literacy pursuant to section 1007.25, Florida Statutes.
    3. Completion of the foreign language admission requirement pursuant to Regulations 6.002 and 6.004.
  - (b) Nothing herein shall prevent a SUS institution from denying admission or continued enrollment based on an applicant's past misconduct, both on or off-campus, or when past actions were found to disrupt or interfere with the orderly conduct, processes, functions, or programs at any other postsecondary institution.
  - (c) Every associate in arts graduate of an FCS or SUS institution shall be granted admission to the upper division of a public postsecondary institution consistent with section 1007.23, Florida Statutes. Admission to the student's preferred public postsecondary institution or program is not guaranteed. Additional requirements may be required for admission to degree programs with specialized admissions status.
  - (d) State Board of Education Rule 6A-14.030(2), Florida Administrative Code,

defines an associate in arts degree earned at an FCS institution (A copy of the rule may be viewed at <https://www.flrules.org/gateway/RuleNo.asp?title=COMMUNITY%20COLLEGE&ID=6A-14.030>).

- (e) SUS institution shall recognize that an FCS associate in arts graduate meets SUS foreign language admission and civic literacy graduation requirements if their official FCS postsecondary transcript reflects the student satisfied those requirements.
- (f) Each SUS institution shall allow FCS associate in arts degree graduates to continue to earn additional credits at the FCS institution, provided that the following is met.
  - 1. The course is the same prefix and course number as a course listed by the SUS institution as required for the degree or as a course prerequisite for a required course for the degree.
  - 2. Students must meet the same minimum grade requirements as the course grade minimums required of native students.
  - 3. The earning of such credit does not conflict with the SUS institution's residency requirements in the final semesters.
- (g) Students may apply for an associate in arts degree through two different options. Some students may meet the requirements for both options and be able to choose the avenue for possibly receiving the degree. Students may not, however, receive an A.A. degree from both the SUS and the home FCS institution:
  - 1. Associate in arts degree awarded at a SUS institution:
    - a. Students are informed of the criteria and process for requesting an associate in arts degree at new student orientation as well as in individual advising sessions.
    - b. Eligible students who stop out, do not re-enroll, and become inactive at the institution may meet the requirements of subsection (3)(a) above. Beginning with students enrolled at the SUS institution in the 2018-2019 academic year and thereafter, those who do not re-enroll at the institution the subsequent fall shall receive specific instructions from the SUS institution on how to apply for an A.A. degree.
  - 2. Associate in arts degree awarded to FCS transfer students by the awarding FCS institution through the reverse transfer of credit earned at the SUS institution:
    - a. SUS students who transfer more than 30 semester hours from a single Florida College System institution are notified about being eligible to receive an associate in arts degree at their home FCS institution if the student has earned at least a combined total of 60 semester hours, including the 30 or more semester hours from the home FCS with an overall cumulative grade point average of 2.0 or higher.
    - b. SUS institutions must notify transfer students meeting the subsection (3)(g)2 requirements above of their possible eligibility to receive an associate in arts degree from their home FCS institution. Students must consent to the sharing of information from the SUS institution to

their home FCS institution regarding this option. If consent is given, SUS institutions must inform the appropriate FCS institution about the student's interest in receiving an A.A. degree and provide any applicable information.

- (4) Associate in Science (A.S.) Degree. The associate in science degree earned by FCS students is defined in Rule 6A-14.030, Florida Administrative Code. Pursuant to Rule 6A-14.030, the A.S. degree consists of lower-division college credit courses to prepare for entry into employment. It is a transfer degree and basis for admission to a related baccalaureate degree.
- (a) Courses taken as part of the associate in science degree at an FCS institution to meet the general education requirements will transfer and apply toward the thirty-six (36) general education semester hours required for the baccalaureate degree. No additional general education semester hours can be required except to complete the total thirty-six (36) general education hours. Beginning in the 2022-2023 academic year and thereafter, students entering a technical degree education program as defined in section 1004.02(13), Florida Statutes, must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded. Such credit earned shall transfer as meeting general education core coursework for the baccalaureate degree.
  - (b) Capstone and Career Ladder Degree Articulation Agreements. A capstone agreement provides for the acceptance of a specific associate in science degree from any FCS institution. A career ladder agreement integrates specific associate in science degree programs with identified baccalaureate degree programs statewide.
  - (c) The SUS shall work through the Articulation Coordinating Committee to establish appropriate statewide associate in science to baccalaureate degree program articulation agreements and to recommend revisions that are consistent with board policies. Final statewide agreements must be approved by the ACC, the State Board of Education, and the Board of Governors before implementation.
- (5) 2+2 Enhancement Programs:
- (6) Pursuant to section 1007.23, Florida Statutes, SUS institutions must partner with at least one FCS institution in providing 2+2 targeted program(s) specifically designed to strengthen Florida's 2+2 system of articulation and to improve student retention and on-time graduation. SUS institutions shall:
- (a) Develop a Memorandum of Understanding with individual FCS partner(s), detailing the components of the 2+2 Enhancement Program, including academic transition, campus cultural transition, administrative oversight, and data support, as appropriate.
  - (b) Conduct a biennial review of each Enhancement Program, starting in 2020, using the State University System Rubric for Self-Evaluation for Effective 2+2 Enhancement Programs.
    - 1. Make appropriate adjustments to the program if possible.
    - 2. Submit the completed rubric(s) to the Board of Governors' office by

March 1. The SUS institution shall provide the name(s) and contact information of the individual(s) who can provide details about the enhancement program(s) to the Board.

(7) Each SUS institution shall provide the name and contact information of the faculty or staff member(s) who will serve as the initial contact for articulation issues, including articulation issues brought forth by the Florida Virtual Campus (FLVC). Each institution shall work with FLVC in providing timely and accurate information necessary for the promotion of articulation to students, parents, academic advisors, and other interested parties.

(8) Each SUS institution shall maintain the electronic exchange of student transcripts between other SUS institutions, FCS institutions, and the Department of Education and utilize the Florida Automated System for Transferring Educational Records (FASTER) or another system that converts educational records into a compatible format.

(9) All SUS institutions, except for New College of Florida, shall enter all postsecondary college credit courses in the Statewide Course Numbering System (SCNS). The SCNS uses a course designation that consists of a three-letter prefix and a four-digit number. Courses that have the same academic content and are taught by faculty with comparable credentials are given the same prefix and number (i.e., the last three digits of the number). The credit awarded for these equivalent courses will satisfy the receiving institution's requirements on the same basis as credits awarded to native students. Participating postsecondary institutions receiving transfer course credit must accept and apply general education courses and credit in accordance with section 1007.25, Florida Statutes, and other provisions of law, including credit earned through dual enrollment, course equivalencies, and other acceleration mechanisms, as first satisfying general education core course credit requirements and other general education subject area course credit requirements before applying the course credit as elective credit. Institutions must refer to the *Florida Statewide Course Numbering System Handbook* for exceptions to the policy. New College of Florida is exempt from this requirement due to the unique nature of its curriculum and its special mission to create innovative, highly personalized educational experiences. New College of Florida must, however, recognize the academic integrity of SCNS credit and award equivalent and appropriate credit as earned.

Authority: Section 7(d), Art. IX, Fla. Const., Sections 1001.92, 1007.23, 1007.24, 1007.25, Florida Statutes; New 05-05-20. Amended 03-23-21, 08-26-22.



## 8.013 Specialized Admissions

(1) Specialized admissions status allows the university to establish additional criteria for admission to undergraduate programs. The Board of Governors may approve certain undergraduate degree programs as specialized admissions programs upon request by the university board of trustees if the programs meet one or more of the following criteria.

- (a) The number of students who meet all the requirements for admission to the university and to the program are in excess of available resources such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations. In the case of such programs, selection for admissions shall be competitive.
  - 1. Admissions criteria for undergraduate programs approved based on this criterion may vary from academic year to academic year, depending on program capacity. Criteria changes should also be reasonable, taking into consideration prospective program applicants who may need to make adjustments to meet the new criteria.
  - 2. Undergraduate programs approved by the Board of Governors for specialized admissions due to limited resources will receive this status for a maximum of four years. At the end of four years, the university may reapply for specialized admissions status. If the university does not reapply at the end of four years, the status shall be removed, and the university may no longer utilize additional criteria for admission to the undergraduate program.
- (b) The undergraduate program is of such nature that applicants must demonstrate through an audition or submission of a portfolio that they possess the minimum skills necessary for them to benefit from the undergraduate program.
  - 1. Undergraduate programs receiving Board of Governors approval for specialized admissions because minimal skills are necessary will receive this status for a maximum of five years. At the end of five years, the university may reapply for specialized admissions status. If the university does not reapply at the end of five years, the status shall be removed, and the university may no longer utilize additional criteria for admission to the undergraduate program.
- (c) If the undergraduate program is accredited by a national, state, regional, or programmatic body that imposes requirements or limitations that necessitates the use of additional admissions criteria, the undergraduate program must also meet the criteria outlined in (1)(a) or (1)(b) to be considered for specialized admissions status.
  - 1. Undergraduate programs receiving Board of Governors approval for specialized admissions because of regulating body requirements and either (1)(a) or (1)(b) will receive this status for the maximum number of years associated with either (1)(a) or (1)(b). If the university does not reapply, the status shall be removed, and the university may no longer utilize additional criteria for admission to the undergraduate program.

(2) Undergraduate programs may have the following admissions requirements without seeking specialized admissions status.

- (a) Prerequisite courses and minimum grades in prerequisite courses. The establishment of prerequisite courses and grades in prerequisite courses must adhere to requirements established in Regulation 8.010, Common Prerequisites.
- (b) Admission requirements and standards established in Florida Statutes.

(3) A plan and timeline for increasing capacity to meet student demand and/or workforce needs or sufficient rationale as to why capacity cannot be increased must be submitted with the application for the following undergraduate programs.

- (a) Undergraduate programs requesting Board of Governors approval for specialized admissions based only on the criteria in (1)(a).
- (b) Undergraduate programs requesting Board of Governors approval for specialized admissions that are classified as a Program of Strategic Emphasis at the time of application submission or renewal application submission.

(4) Selection criteria for admission into specialized admissions programs shall be appropriate indicators of academic ability, creativity, or talent to perform required work within the program and of the potential for success. Selection criteria shall not discriminate against students on the basis of race, color, national origin, disability, religion, sex, or socioeconomic status. Selection criteria shall not disadvantage Associate in Arts graduates from Florida public postsecondary institutions in favor of students who are currently enrolled at a State University System institution. Qualified Associate in Arts graduates from Florida public postsecondary institutions shall receive priority for admission to such specialized admissions programs over out-of-state and transfer students from private institutions.

- (a) Selection criteria for specialized admissions programs shall be publicized in catalogs and all other sections of the university's public-facing website that provide information about the program, and any non-public websites or applications that provide information about the undergraduate program with sufficient time for prospective students to prepare to meet criteria.
- (b) Each university shall advise students who meet the minimum requirements for admission to the upper division of a state university, but are denied admission to specialized admissions programs, of the availability of similar programs at other State University System institutions and the admission requirements of such programs.

(5) Monitoring and Reporting Requirements: Each State University System institution is required to regularly review specialized admissions programs and provide a report to the Board of Governors Office by October 1 each year. The annual report must include the following information.

- (a) Minimum admissions standards for each approved undergraduate program.
- (b) Supporting documentation as to why the undergraduate program should remain specialized admissions for the next academic year based on the criteria under which the undergraduate program was approved.
- (c) Documentation that the criteria are in compliance with (4).

(d) Other documentation to ensure compliance with the regulation as requested by the Chancellor or their designee.

(6) The Chancellor will report to the Board of Governors a summary of institutions' specialized admissions reports annually.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 3-29-07; Amended 6-30-22.