



Board of Trustees
UNIVERSITY of WEST FLORIDA

Academic Affairs Committee Meeting
Thursday, February 15, 2024
Zoom Webinar

[Zoom Webinar](#) | Passcode: 368116

Agenda

- | | |
|---|------------------------|
| I. Call to Order | Stephanie White, Chair |
| II. Roll Call | Anna Lochas |
| III. Greeting | Stephanie White, Chair |
| IV. Public Comment | Anna Lochas |
| V. Approval of Minutes | Stephanie White, Chair |
| a. November 16, 2023 : Committee Meeting Minutes | |
| VI. New Business | Stephanie White, Chair |
| a. Action Item | |
| i. ACA-1 : Tenure as a Condition of Employment | |
| ii. ACA-2 : Request to Reduce Program Hours to 120 | |
| iii. ACA-3 : Request to Terminate Academic Degree Program | |
| iv. ACA-4 : Revised UWF Regulation 3.001 Admissions Standards | |
| v. ACA-5 : Revised UWF Regulation 3.032 Undergraduate Admission Standards | |
| vi. ACA-6 : Revised UWF Regulation 3.033 Transfer of Credit | |
| b. Information Item | |
| i. INFO-1 : Update on Reaffirmation of Accreditation with SACSCOC | |
| VII. Announcements | Stephanie White, Chair |
| VIII. Adjournment | Stephanie White, Chair |

**Academic Affairs Committee
November 16, 2023
Zoom Webinar
DRAFT Minutes**

Table of Contents

Committee Meeting 1

 I. Call to Order 1

 II. Roll Call 1

 III. Greeting..... 2

 IV. Public Comment 2

 V. Approval of Minutes..... 2

 VI. New Business..... 3

 A. Action Item 3

 1. ACA-1: Revised UWF Regulation 2.001 Post-Tenure Review..... 3

 B. Information Item 3

 1. INFO-1: Academic Program Reviews for the 2023-2024 Academic Year 3

 VII. Announcements 3

 VIII. Adjournment 3

Committee Meeting **9:00 a.m.**

The public was provided with information to join this virtual public meeting on the UWF Board of Trustees website.

- I. Call to Order**
 - A. The meeting of the UWF Board of Trustees Academic Affairs Committee was called to order at 9:00 a.m. by committee Chair Stephanie White.

- II. Roll Call**
 - A. Chair White asked Anna Lochas to conduct roll call. Trustees Stephanie White, Paul Hsu, and Susan James were in attendance.

B. Other Trustees in attendance included:

1. Suzanne Lewis, Dick Baker, Ariauna Range, Alonzie Scott, Bob Sires, and Jill Singer.

C. Others in attendance included:

1. Martha Saunders, President; Gary Liguori, Provost & Senior Vice President; Gregory Tomso, Vice President of Academic Engagement & Student Affairs; Howard Reddy, Vice President of University Advancement; Betsy Bowers, Vice President of Finance and Administration; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Chief Human Resource Officer; Susan Woolf, General Counsel; Anamarie Mixson, Assistant Vice President for the Office of the President; Cindy Talbert, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Michelle Williams, Vice Provost; Dan Lucas, Associate Vice President for Advancement; Jeffrey Djerlek, Associate Vice President of Finance and Controller; Christophe Lizen, Director of Institutional Research; Michael Wyatt, Assistant General Counsel; Aurora Osborn, Interim Director, Campus Culture and Access; Brittany Sherwood, Director of Strategic and Presidential Communication; Dacia Larin Assistant Vice President of Continuing Education; Dallas Snider, Chair, Department of Information Technology; Geissler Golding, Executive Director of ITS and CISO; James Adams, Director, Business and Auxiliary Services; Lauren Alidor, Internal Auditor; Mary Anderson, Dean of Students; Sandra Thomson, Director of IT Operations; Allan Pierce, Lead Help Desk Analyst; and Anna Lochas, BOT Liaison.

III. Greeting

- A. Chair White welcomed everyone to the meeting and noted that there was one action item and one information item on the Academic Affairs Committee agenda.

IV. Public Comment

- A. Chair White opened the floor for public comment. There was none.

V. Approval of Minutes

- A. Chair White reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the August 17, 2023, Academic Affairs Committee Meeting. Chair White asked for a motion to approve the minutes as presented if there were no changes or corrections.
 1. Motion by: Trustee Hsu
 2. Seconded by: Trustee James
 3. Motion passed unanimously.

VI. New Business

A. Action Item

1. ACA-1: Revised UWF Regulation 2.001 Post-Tenure Review

- a. Chair White moved to the action item and identified that the Vice Provost, Dr. Michelle Williams would be presenting the item.
- b. Dr. Williams presented the action item which was the approval of the Revised UWF Regulation 2.001 Post-Tenure Review. Dr. Williams stated the UWF Regulation 2.001 was being updated to reflect recent changes requested by the Board of Governors staff after their review of the UWF regulation.
- c. Chair White asked for a motion to approve the revised UWF Regulation 2.001 Post-Tenure Review.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee Jame
 - iii. Motion passed unanimously.

B. Information Item

1. INFO-1: Academic Program Reviews for the 2023-2024 Academic Year

- a. Chair White asked Dr. Michelle Williams to present the information item which was an update on the Academic Program Reviews for the 2023-2024 academic year. Dr. Williams identified that UWF requires the review of all academic programs on a seven-year cycle.

VII. Announcements

- A. Chair White identified that all agenda items had been discussed. Chair White asked if the committee members had any additional business to discuss. No other business was discussed.

VIII. Adjournment

9:06 a.m.

- A. Chair White thanked those in attendance for their participation. With no other business to discuss, Chair White adjourned the meeting at 9:06 a.m.

**Board of Trustees
Academic Affairs Committee
February 15, 2024**

Approval of Tenure as a Condition of Employment

Recommended Action:

Approval of Tenure as a Condition of Employment for Dr. Michael Campbell

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 being considered for tenure as a condition of employment:

- Dr. Michael Campbell, Chair and Associate Professor, Department of Social Work

Implementation Plan:

Dr. Campbell's appointment begins on July 1, 2024

Fiscal Implications:

None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement (16.9)

Supporting Documents:

1. Letter of Support from the Department of Social Work
2. Curriculum Vita for Dr. Michael Campbell

Prepared by:

Jaromy Kuhl, Provost, Division of Academic Affairs, 850.473.2035 jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Provost



To: Dr. Jaromy Kuhl, Provost
From: Dr. David Bellar, Dean Usha Kundu, MD College of Health
RE: Tenure Vote Results - Dr. Michael Campbell
Date: January 23, 2024

Dear Provost Kuhl,

Dr. Lisa Blalock, Interim Chair of the Department of Social Work, facilitated the review and vote for the appointment of the incoming Chair, Dr. Michael Campbell at the rank of Associate Professor with Tenure. There are only 2 tenured faculty members in the Department of Social Work who voted by secret ballot. The results of the vote were 2-0 in favor of appointment as Associate Professor with Tenure.

Sincerely,

A handwritten signature in black ink that reads "DBellar".

David Bellar

Michael Campbell, PhD, LCSW

Contact Information

Professional Contact	Graduate Social Work Saint Leo University University Campus-MC 2067 P O Box 6665
Email	Michael.Campbell03@SaintLeo.edu
Telephone	352 588-5795

Education

Ph.D.	University of Central Florida (UCF); 2007 Major Field: Public Affairs / Public Policy
Dissertation	The impact of service delivery models on non-disabled peers' intent to include their peers with disabilities
MSW	Florida State University; 1994 Major Field: Clinical Social Work
BSW	Florida State University; 1992 Major Field: Clinical Social Work

Areas of Specialization

Evidence based Social Work focusing on:

- Behavioral Health
 - Advanced Clinical Practice
 - Child / Adolescent behavioral and mood related issues
 - Facilitated family engagement
 - Mental Health (MH)
 - Substance use disorders (SUD)
 - Co-occurring MH and SUD
- Social Work in health settings
 - Administration and Clinical Practice

- Electronic Medical Record and data integration
- Interdisciplinary care teams
- End of Life Care
- Social Work Education
 - Explicit and Implicit curriculum
 - Student Engagement
 - Online and on ground pedagogy
 - Student recruitment / retention

Academic Appointments

2023 to Present	Saint Leo University Graduate Social Work Program	Professor
2022 to 2023	Saint Leo University Graduate Social Work Program	Associate Director Professor
2019 to 2022	Saint Leo University Graduate Social Work Program	Associate Director Associate Professor
2016 to 2019	Saint Leo University Graduate Social Work Program	Associate Professor
2005 to 2016	University of Central Florida School of Social Work	Adjunct Faculty
2008 to 2016	University of Central Florida College of Medicine	Community Faculty
2004 to 2005	University of Central Florida School of Social Work	Graduate Assistant

Teaching / Courses

Saint Leo University
MSW Program

Advanced Clinical Practice Individuals (Graduate)

Advanced Clinical Practice Couples and Families (Graduate) – **redesigned**
course to leverage electronic resources and a more active learning environment for student engagement.

Advanced Clinical Practice Track -**collaborated** in course continuum restructure to increase student engagement, increase integration across courses and capitalize on emerging technologies.

Research Methods (Graduate) – Introduction to research and Evidence Based Practice courses; collaborated in course continuum. restructure to increase student engagement, increase integration across courses and capitalize on emerging technologies.

Program Evaluation / Advanced Research Methods (Graduate)

Field Practicum (Graduate) – taught course as a part of the course load

Medical Social Work (Graduate) – **developed and facilitated** a faculty team to create a course that engages students in the foundations and skills of team-based practice in medical and similar settings.

Special Projects:

Academic Excellence Virtual Conference –

2016-PRESENT

Developed, Chair and facilitate annual student centered / student presentations via online symposium on various projects from research, policy and practice arenas.

Legislative Advocacy Education Day (LEAD) –

2017-PRESENT

MSW Co-chair; LEAD is a student focused event that bring together social work students from universities across the state (FL) to better understand the advocacy process and build those skills.

Phi Alpha Honors Society in Social Work –

2018-PRESENT

MSW chair and chapter lead; student focused honors society aimed to bridge exposure for students who have achieved high honors in academics and service in the MSW and BSW programs.

University of Central Florida
School of Social Work

Field Liaison (Graduate)

Social Work Policy (Graduate)

Social Work in Health Settings (Graduate)

Research Methods (Undergraduate and Graduate) - course **converted** from a traditional face to face course adapted for online distance learning in 2010; taught course in face to face, fully online and mixed modalities over this time.

University of Central Florida
College of Medicine

Focused Inquiry and Research Experience **initiated/developed** dedicated slot to lead first and second year medical students in required scientific research on a medical topic of their choosing

Patient and Family Centered Care elective – **created and facilitated** this course for fourth year medical students as a first-hand experiential learning series aimed to teach physicians with

social workers and other staff to employ patient engagement in the healing process.

Independent Student Research

Alan Morales (Doctoral Committee Role) Fall 2022 to Present

Saint Leo University; Education Doctoral Program (EdD)
Project Title: Exploring high school teachers' perceptions of the support facilitation model on academic progression in Algebra 1
Project Chair: Thomas Gauthier, Ed.D.

Lisette Barzaga (Student Centered Research) Fall 2017

Saint Leo University; Graduate Social Work
Project Title: SWOT Analysis of the
Early Childhood Court of Pasco

Jessica Kris (Focused Inquiry & Research Experience [FIRE]) Fall 2016

UCF College of Medicine
Project Title: Retrospective Analysis of Factors Related to
Adolescent Involuntary Psychiatric Evaluation

Kelly Eberbach (Doctoral defense committee) Fall 2015

UCF College of Nursing
Project Title: Engaging Stakeholders for Palliative Care:
Evaluating the Influence of Knowledge-Based Education

Erika Cohen (Focused Inquiry & Research Experience [FIRE]) Fall 2014

UCF College of Medicine
Project Title: Reducing Pediatric Emergency Department
Utilization and Barriers to Care: An Inter-Professional Approach
using Care Coordination

Peer Reviewed Publications

Lucio, R., **Campbell, M.**, Nelson, T. & Wiest, C. 2023. Using Data to Make Evidence Informed Decision in School Social Work. *International Journal of School Social Work* [Accepted pending publication - MS #1112]

Campbell, M., Lucio, R. Louis-Caines, K., & Wiest, C. 2022. The role of residencies in promoting student engagement in online pedagogy. *Advances in Social Work* special issue on *Re-Envisioning the Social Work Profession, Education, and Practice*. 22(2) 318-337.

- Detres, M., Harris, A., **Campbell, M.**, L & Lucio, R. 2022. Active Learning Through Interactive Whiteboards: Examples from a Graduate Social Work Program. *Interdisciplinary Insights*, 4(2), 22-32.
- Campbell, M.**, Cashwell, S., & Cowser, J. 2022. Coalitions of care for Opioid Use Disorder in Rural America. *Interdisciplinary Insights*. 4(2), 90-110.
- Detres, M., Harris, A., Lucio, R., L & **Campbell, M.** 2022. Active Learning through Project-Based Activities: Examples from a Graduate Social Work Program. *Interdisciplinary Insights*, 4(2), 89-101.
- Campbell, M.**, Cashwell, S., Lucio, R., & Cowser, J. 2022. A mixed-methods study of applied team integration for opioid use disorder treatment in rural settings. *Journal of Social Work Practice in the Addictions*, 1–14.
<https://doi.org/10.1080/1533256X.2022.2054155>
- Campbell, M.**, Louis-Caines, K., Robinson-Dooley, V. & Lucio, R. 2021. Virtual Conference: a portal for student engagement in distance learning. *Interdisciplinary Insights*. 4(1), 1-23.
- Campbell, M.**, Cowser, J., Lucio, R., & Irvine, K. 2021. The Creators' Game: A Conduit for Youth Development, Community Engagement, and American Indian Cultural Connections. *Social Work in Public Health*, 36(7), 1-15.
- Campbell, M.**, Cazanave, C., Louis-Caines, K., Petrimoulx Papas, M., Hicks, G., Whittington, K., Scott, C., Cobb, B. 2021. Lemonade from Lemons: Converting the Pandemic into an Opportunity to Serve. *Interdisciplinary Insights*. 3(1), 50-72.
- Cashwell, S., **Campbell, M.** & Cowser, J. 2021. Stone Soup: Social Work community engagement in rural America's opioid crisis. *Social Work in Mental Health*. 19(2). 1-7.
 DOI: 10.1080/15332985.2021.1875965.
- Detres, M., Lucio, R., Roberson, Z., **Campbell, M.**, & Senger, P. 2020. Beyond grades: Student retention in an online MSW program. *The Journal of Teaching in Social Work Work*, 40(4), 299-317.
- Perez, E., Walker-Pickett, M., Quick, T., **Campbell, M.** & Atkins, H. 2020. When Living Isn't Enough: A Narrative Inquiry of AntiRacist Pedagogy. *Interdisciplinary Insights*. 2(1), 50-72.
- Lucio, R., **Campbell, M.**, & Kelly, M. S. 2020. The use of data-informed decision making in school-based social work. *International Journal of School Social Work*. 5(1), 1-30.
- Campbell, M.**, Lucio, R. & Able, E. M. 2019. Traditional Pedagogy through the lens of technology. *The International Journal of Continuing Social Work Education*. 22(2). 25-35.
- Campbell, M.**, Able, E. M. & Lucio, R. 2019. The one-minute paper as a catalyst for

- change In Online Pedagogy. *Journal of Teaching Social Work*. 39 (4-5), 519-533.
- Campbell, M., Lucio, R. & Detres, M.** 2019. Can a digital whiteboard foster student engagement? *Journal of Social Work Education*. 38(6), 735-752.
- Campbell, M., Degrado, J. & Klaff, S.** 2019. Collaboration in Patient and Family Centered Care. *Interdisciplinary Insights*. 1(1), 1-18.
- Campbell, M. & Garrett, S. K.** 2018. The Elf Workshop: A children's hospital networking springboard to giving. *Healthcare Philanthropy Journal*. Fall, 1-8.
- Lucio, R., **Campbell, M., Detres, M. & Johnson, H.** 2018. Using Evidence to Inform Accreditation Decisions: Council on Social Work Education. *Intersection (Winter / Spring)*; p. 25-30.
- Campbell, M. & Garrett, S. K.** 2018. The Elf Workshop through the lens of 5S. *The Journal of Child Life: Psychosocial Theory and Practice*. 36(2). 34-37.
- Campbell, M., Scotland-Coogan, D. & Werk, L.** 2018. Pet Visitation: A Study of Hospital Volunteer Motivations. *The International Journal of Volunteer Administration*. 23(2), 1-18.
- Campbell, M. & Garrett, S. K.** 2018. Season of giving: Applying LEAN concepts to improve the process of holiday gift donations. *The Journal of Child Life: Psychosocial Theory and Practice*. 36(2). 28-33.
- Campbell, M.** 2018. An Engaged Electronic Medical Record for Social Good. *Health and Social Work Journal*. 43(2), 131-133.
- Campbell, M. & Pierce, J.** 2017. A Retrospective Analysis of Boarding Times for Adolescents in Psychiatric Crisis. *Journal of Social Work in Health Care*. 1-13.
- VanKampen, D., **Campbell, M., Gould, R. & Glaesser, R.** 2017. Understanding Student Perspectives on Self-Efficacy, Scholarship & Library Research in Graduate Social Work Distance Learning: A Pilot Study. *Internet Reference Services Quarterly*. 1-14.
- Campbell, M., Gibson-Young, L. & Wallace, M.** 2017. Participatory Learning: Asthma camp as a learning space for patients and Healthcare Providers. *The Journal of Child Life: Psychosocial Theory and Practice*. 35(1), 14-19.
- Campbell, M., Benton, J. & Werk, L.** 2011. Parental Perceptions Regarding the Adoption of a Healthier Lifestyle Among Families of Obese Children. *Social Work in Health Care*. 50(10), 787-800.
- Campbell, M.** 2010. An Application of the Theory of Planned Behavior to Examine the Impact of Classroom Inclusion on Elementary School Students. *Journal of Evidence Based Social Work*. 79(3), 235-250.

- Campbell, M.;** Benton, J. & Werk, L. 2009. 5-2-1-Almost None: Parents' Perceptions of Changing Health-Related Behaviors in Their Obese Child. *The Permanente Journal*, 13 (3), p. 4-9.
- Abel, E. M. & **Campbell, M.** 2009. A student-centered learning approach to teaching clinical practice: Outcomes of a mixed methods investigation. *Journal of Social Work Education*. Volume 28(1), pages 3-17.
- Campbell, M.** 2008. The Impact of Service Delivery Models on Non-disabled Peers Intent to Include Their Peers with Disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, Volume 68(8-A), page 3589.
- Campbell, M.** 2006. On the outside looking in: A theoretical framework to explore the inclusion of students with disabilities in general education classrooms. *Public Affairs Review*, April 2006.

Books and Book Chapters

- Campbell, M. & Restaino, R.** 2022. Social Work Case Management in Medical Setting. In Rapp-McCall, L., Roberts, A., & Corcoran, K. (Eds.) Social Workers' Desk Reference, (5th ed., 775-782). Oxford University Press.
- Campbell, M. & Ruegg, E.** 2021. Mental Health and Mental Illness. In Mims, D., Wood, N. and Waddell, R., (Eds.), Community Partnering for the Advocacy of Mental Health. Dubuque, IA: Great River Learning. ISBN-13: 978-1-6449-6681-5.
- Campbell, M. Merrick, J. & Cowser, J.** 2021. The impact of behavioral health concerns in the corrections system. In Mims, D., Wood, N. and Waddell, R., (Eds.), Community Partnering for the Advocacy of Mental Health. Dubuque, IA: Great River Learning. ISBN-13: 978-1-6449-6681-5.
- Campbell, M. & Steward, D.** 2020. Conceptualizing Animal-Assisted Interventions and the Human-Animal Bond. In Waddell, R., Mims, D., and Wood, N. (Eds.), Interdisciplinary approaches to service and therapy animals (pp. 1-11). Dubuque, IA: Kendall Hunt. ISBN-13: 978-1-7924-2152-5.
- Campbell, M., Able, E. M. & Lucio, R.** 2020. The one-minute paper as a catalyst for Change in Online Pedagogy. In P.A. Kurzman & M.B. Littlefield (Eds.) Online and Distance Social Work Education: Current Practice and Future Trends (New York & London: Routledge). ISBN-13: 978-0367860368

Other Published Writings

- Perez, E.N., Cazanave, C., Louis-Caines, K., **Campbell, M.**, & Wiest, C. (2020, April 5).

COVID-19 and Your Social Work Placement: 19 Ideas for Overworked, Anxious, Yet Determined Field Students and Supervisors. SocialWorker.Com.
<https://www.socialworker.com/api/content/4eb35f16-75e0-11ea-99ea-1244d5f7c7c6/>

Campbell, M., Barzaga, L. & Rapp-McCall, L. 2018. Case Study: SWOT Analysis of the Early Childhood Court (ECC) of Pasco County. Florida. Research Brief; *Florida Institute for Child Welfare*, p. 1-2.

Campbell, M., Lucio, R., & Detres, M. 2018. Digital Whiteboards: A technology to foster student engagement, *INTED2018 Proceedings*, p. 2091-2095.

Lucio, R., **Campbell, M.,** Detres, M, & Johnson, H. 2018. Using dashboards to engage faculty in improving academic programs and courses. *INTED2018 Proceedings*, p. 1844-1852.

Barkley, L.; Mulatre, M.; Yan, X.; Ortiz, J.; **Campbell, M;** Werk, L. 2014. The impact of race on adolescent self-determined physical activity and lifestyle treatment goals for obesity. *Medicine and Science in Sports and Exercise.* 46(5S), 805.

Pending Publications [*Accepted or Under Review*]

Lucio, R., Aiken, E.C., Maughan, G., **Campbell, M.,** & Louis-Caines, K. 2023. Agents of Change: The Role LEAD plays in Social Work Education. [*Journal of Human Rights and Social Work*; JHRW-D-22-00082 under review].

Review / Advisory Boards

Faculty Advisory Council – Saint Leo University	2022- Present
Journal of Social Work Education	2019- Present
Institutional Review Board (IRB); Saint Leo University; Secretary	2017- Present
Interdisciplinary Journal, Saint Leo University	2018- Present
The Transformation of Social Work Education through Virtual Learning; Maiden, R.P.; Cambridge Scholars Publishing; Book Proposal Review	[2018]
The Journal of Contemporary Medical Education	2018- 2021
Council on Social Work Education; Conference proposal reviewer	[2018]
The Permanente Journal - Kaiser Permanente	[2009-16]

Invited Presentations

Research Symposium; Saint Leo University

4/23

The role of residencies in promoting student engagement in online pedagogy - This presentation focused on a mixed methods paper published in 2022 regarding the application of a grounded residency as implicit learning in an online MSW program and maps the challenges and opportunities noted from student report.

Rural Opioid Task Force Symposium; Florida State University

3/23

Coming together: The role of the team in caring for opioid addiction in rural America - This presentation focused on the application of integrated care teams in rural primary care and their work with pregnant mothers struggling to manage Opioid Used Disorders in their communities.

Research Symposium; Saint Leo University

4/23

Opioid addiction in rural America - This presentation focused on a mixed methods paper published in 2022 regarding rural primary care team perceptions of teamness in caring for Opioid Used Disorders in their communities.

Psychology Grand Rounds; Orlando Health

8/22

Championing Patient Centered Care - This presentation focused on the evolution of Patient Centered Care (PCC) in healthcare and the unique role behavioral health practitioners can play in advocating for the patients' inclusion in their care.

FSOSW 38th Annual Conference

9/21

Advocacy in Action: Social Workers Champion Patient Centered Care - This presentation focused on the evolution of Patient Centered Care (PCC) in healthcare and the unique role social workers play in advocating for the patients' inclusion in their care.

NASW-FL; Virtual Conference

6/21

Lemonade from Lemons: Converting the Pandemic into an Opportunity to Serve – This panel presentation highlighted the heroic efforts agencies and SW students made to create service-learning efforts through the challenges of a pandemic.

West Virginia Association of Alcoholism and Drug Abuse Counselors

3/21

COR-12 Implementation in West Virginia: Pretera and Westbrook - This session provided an overview of the Hazelden Betty Ford Foundation's COR-12 implementation project in West Virginia with partner agencies (Pretera and Westbrook). Presenters from each agency collaborated to share the goals and objectives of the project as well as highlights from their experience over the past year.

MD Anderson Practice Series

3/21

Motivational Interviewing (MI) in Medical Settings - In this presentation, we discussed the importance of health behavior promotion, reviewed the main tenants and skills employed in MI and shared technique alternatives to the practice of MI skills in practice.

Practice Insights at Saint Leo University

2/21

Advocacy as an extension of practice: - In this presentation, we facilitated a panel discussion with social work leaders in varied settings (school based social work, addiction medicine, behavioral health and community services) to explore their efforts to use policy / advocacy as a tool to benefit clients. The panel made suggestions for opportunities for attendee's to apply these concepts in their practice.

MD Anderson Practice Series

2/21

The Impacts of Stigma in Medical Settings - In this presentation, we reviewed theoretical models of stigma, the impact of stigma in mental health / SUD populations seeking medical treatment and the varied opportunities to combat stigma in personal and professional practice.

Practice Insights at Saint Leo University

10/20

Social Work and Law Enforcement: Applications that work - In this presentation, we reviewed the evolving dynamic between the professions of policing and social work and the growing recognition of the need for interdisciplinary collaboration to effectively meet the community needs. We offered practical applications for social workers to use in this partnership and engaged the attendees in a discussion of best practices and opportunities to promote safety and wellness in our communities.

Saint Leo University and F1RST

9/20

The Evolving Movement to Engage & Protect our Communities - the current issues in policing involve a complex cluster of service needs and there is a growing recognition for interdisciplinary collaboration to effectively meet the community needs. Saint Leo University and Florida's Forensic Institute for Research, Security & Tactics (F1RST) This panel discussion offered leaders in the field of policing and social work who will report the current state of affairs in this evolving dynamic and answer questions from the community on topics of interest.

Safe Children Coalition (10th Annual Conference) *

4/20

Coping with loss: caring for clients and ourselves- In this presentation, we will review evidence-based approaches to treatment for grief and loss. We will also explore the role self-care plays in effective clinical intervention. Finally, we will engage in cooperative dialogue to share best practices for the integration of these concepts in mental health settings.

Social Work Distance Education (SWDE)*

4/20

What's in it for me? Online MSW students' perceptions of a Grounded residency requirement - Grounded residency requirements in online social work programs have been inconsistently applied. This presentation explores data from master's in social work students and their perceptions of learning and engagement related to their residency experience in one online social work program in the southeastern United States. Results of survey data (quantitative and qualitative) are presented and analyzed with a discussion of the relative impact that residency efforts may have on students reported levels of engagement.

National Association of Social Workers, Florida Chapter*

3/20

Modern day Stone Soup: Social Workers as coalition builders to combat the Opioid Epidemic - The opioid epidemic has devastated communities. Evidence based treatments are emerging, but they are limited in scope and reach in rural communities. This presentation outlines this local dynamic and highlights the role of social workers to forge coalitions lead to combine resources in the model of cooking legendary stone soup.

**Accepted proposals to present but presented to SLU faculty due to COVID-19 travel restrictions*

Stewart-Marchman Behavioral Healthcare

2/20

MORE Curriculum: My Ongoing Recovery Experience (MORE) - This presentation explored the MORE curriculum and taught providers, peers and administrators how to work through issues commonly faced in early recovery, to identify healthy coping strategies by completing workshops and tasks and access useful articles, videos, and fact sheets nested in the curriculum to enhance care. We also invested time to discuss integration efforts for how this curriculum can be adapted to fit their existing treatment milieu's.

Child Life Council Focus Lecture

11/19

Process improvements applying "Elf" teamwork to manage holiday donations – This presentation explored the efforts of the team to apply LEAN concepts (5S) to the holiday donation process to increase financial returns, boost productivity and improve engaged collaboration among key stakeholder groups in a children's hospital. Process details, findings and lessons learned were discussed.

Opioid Response Network through CSWE

10/19

Engaging care through a team approach – This presentation explored the Social Workers Role in care for Opioid Use Disorder as a part of the SAMHSA’s State Targeted Response Technical Assistance (STR-TA) grant created the Opioid Response Network to assist STR grantees and other organizations by providing the resources and technical assistance needed to address the opioid crisis.

Stewart-Marchman Behavioral Healthcare

9/19

COR-12: Integrating the Twelve Steps with Medication-Assisted Treatment for Opioid Use Disorder (OUD) - This presentation explored the COR-12 model for integrated care in the treatment of individuals with OUD. The focus of this talk was around the interdisciplinary efforts of social workers and medical providers in the provision of care and the collection of outcomes to assess their impacts.

Center for Teaching and Learning

9/19

Micro assessment: The One Minute Paper - This talk describes the process and outcomes of a qualitative study investigating the utility of the One-Minute Paper (OMP) as a tool for encouraging diverse perspectives in virtual classrooms. We lead an interactive discussion on the study finding and practical application in the virtual classroom.

Social Work Distance Education

4/19

Creating a Culture of Human Interchange: Advancing Social Justice through Implicit Curriculum - This presentation explores how one institution developed an Academic Excellence Virtual Conference (AEVC) as a student-centered approach to enhance the online learning environment for students in an online social work program; San Antonio, TX and Co-presented with Khalilah Louis-Caines

Children & Youth Mental Health Conference

1/19

Engaged with Data: Using data-driven decision making to improve school mental health outcomes for children and youth - This presentation will focus on the importance of data-driven decision making in the execution of School Mental Health. We will offer an actionable framework for data engagement, share relevant findings from a recent survey with school based social workers and engage attendees in active learning strategies to explore how these themes and this framework could be applied in their work settings; Florida Gulf Coast University and Co-Presented with Dr. Lucio

Florida Council of Perioperative Registered Nurses (FCORN)

11/18

The Lies We Tell Ourselves-Preventing Burnout – this lecture covers the important

topic of health care worker burnout. It offers recent data on prevalence and impact, reviews findings for mitigation and practical ideas for healthy management of health care worker stress for prevention of burnout; Co-Presented with A. Montgomery

Educational Strategies and Student Engagement Institute 11/18

Data Engagement to improve Interdisciplinary Mental Health- This presentation will focus on the importance of data driven decision making in the execution of Interdisciplinary Mental Health. We will offer an actionable framework for data engagement, share relevant findings from a recent survey with school-based social workers and engage attendee's in active learning strategies to explore how these themes and this framework could be applied in their work settings.

Council of Social Work Educators 11/18

Live-captioning for SWD in the virtual classroom: interprofessional efforts for social justice – this presentation focused on the provision of live captioning during synchronous virtual class time with an emphasis on the process, its ability to deliver continuity of learning form students with disabilities (SWD) and the impact this process has on the faculty teaching experience. Co-presented with E. Abel and R. Lucio; Orlando, FL.

Council of Social Work Educators 11/18

Equity through engagement: The one-minute paper levels the classroom / playing field– this presentation focused on the OMP process in the synchronous virtual class time with an emphasis on the role this tool can play in increased transparency, layered learning and continuous process improvement in classroom delivery. Co-presented with E. Abel; Orlando, FL.

Appalachian Regional Healthcare 10/18

Patient Centered Care Streams – Discussed a framework for mapping and assessing process and clinical outcomes for the development of a new integrated care stream from enhanced ED services to bridge clinic to ambulatory after care.

Florida Association of School Social Workers 10/18

Implementing a culture of evidence informed decision making in school social work is a lecture plus interactive exercises workshop on evidence-informed decision making. It is appropriate for social workers at all skill levels for use with students K-12; Co-Presented with Dr. Lucio

Interdisciplinary Approaches: Service & Therapy 9/18

Human Animal Bond in Pediatric Healthcare – Guest lecture in undergraduate class to continue discussion of the role HAB plays in healthcare, review the results of a recent study we conducted and engage class in discussion about implementation and impact of intervention. Co-Presented with Dr. Scotland-Coogan

Hazelden Betty Ford

6/18

A framework for tracking outcomes and change - This presentation will explore the use of a framework which will walk the participant through a six-step process for engaging stakeholders in using evidence to inform decision making related to outcomes and programmatic / process level changes.

Appalachian Regional Healthcare

4/18

Evidence based approaches to Opioid Addition care – Discussed a framework for evidence collection and a rationale for why evidence-based decision making can drive decision making with programming and clinical outcomes (Hazard Kentucky).

Saint Leo University Faculty Development Lecture

4/18

The role of the human animal bond in practice settings - The role of the human / animal bond remains a vibrant asset for change in various practice settings across the social services landscape. This presentation will help to frame the context for the human animal bond, demonstrate numerous practice settings where it is employed, highlight the efforts of SLU faculty to engage this resource for change and invite participants to share in a dialogue about opportunities for collaboration. Co-Presented with Dr's Scotland-Coogan, Waddell, Mims and Wood

Southeastern School Behavioral Health Conference

4/18

Fostering a Culture of Evidence: Engaging Stakeholders in Making Evidence Informed Decisions - This presentation will explore the use of a framework which will walk the participant through a six-step process for engaging stakeholders in using evidence to inform decision making. These steps include: (1) having the right data which includes risk and protective factors predictive of school success, (2) having access to the data in a format that is easy to access, view and understand, (3) knowing how to interpret the results and knowing what the results mean, (4) identifying the context, possible causes for the concern in this unique case, and identifying effective interventions, (5) having the knowledge, resources, and ability to intervene to address the concern, and (6) evaluating the impact of the changes on outcomes and making any changes accordingly. Co-Presented with Dr. Lucio

International Technology, Education, and Development Conference

3/18

Digital Whiteboards: A Technology to Foster Student Engagement. Conference presentation at the (INTED), Valencia, Spain co-presented with Lucio, R., & Detres, M. to review the possible opportunity of leveraged whiteboard technology to increase student engagement and review the results from a pilot study on this topic.

International Technology, Education, and Development Conference

3/18

Using Dashboards to Engage Faculty in Improving Academic Programs and Courses. Conference presentation at the International Technology, Education, and Development Conference (INTED), Valencia, Spain. co-presented with Lucio, R., Detres, M., & Johnson, H. to explore the robust application of dashboards as a tool to help guide and continually redirect decision making in higher education programming.

Saint Leo University Social Work Conference

3/18

Early Childhood Court: Transforming care with youngest / most vulnerable - This interactive panel discussion will review a recent case study done on the Early Childhood Court (ECC) of Pasco County. The Pasco County Early Childhood Court (ECC) has served as a model site for the practice of trauma informed childhood dependency since 2013. This study seeks to explore the factors that have contributed to this ECC site's success as well as identify key weaknesses, opportunities and threats (SWOT) as perceived by key stakeholders within the program.

Saint Leo University Faculty Development Lecture

2/18

Engaging Stakeholders in Making Evidence Informed Decisions – This presentation focused on the use of data to inform decisions around reaffirmation and CSWE standards and engage attendee's in active problem solving about how they could leverage evidence to plan their initiatives. Co-Presented with Dr. Lucio and Heather Johnson

Counsel of Social Work Education (CSWE)

10/17

Presentation: *Working Smarter: Empowering Social Workers to leverage the Electronic Medical Record* – this presentation on one of Social Works 12 Grand Challenges (leveraging technology for social good) shares data obtained in a study conducted to assess the significant role Social Workers played in improved outcomes from patients presenting in psychiatric crisis and argues a methodology for ongoing quality review of social work practice.

National Association of Social Workers, Florida Chapter

6/17

Presentation: *Working Smarter: Leveraging the Electronic Medical Record to work for you* – interactive workshop will present how the Electronic Medical Record (EMR) can be leveraged to enhance evidence-based practice for clinical social work in pediatric health settings (with attention to the benefits and implementation challenges).

Social Work Distance Education Conference

4/17

Facilitating Clinical Interactions in the Online Environment- interactive dialogue to review aspects of teaching clinical interactions in video enhanced online courses with attention to the role of leveraged technology to promote engagement. Co-presented with Dr. Scotland-Coogan.

Social Work Distance Education Conference

4/17

Poster Presentation: A Student-Centered Approach to the Promotion of Scholarship – a review of pilot data obtained from graduate students regarding their perceptions of access to library services in a completely online program. This data will drive the creation of an intervention to bridge gaps in their experience and promote a more proactive approach to increased scholarship.

Saint Leo University Social Work Conference

3/17

Human / Animal Bond: A Hidden Tool in Community Health Promotion - This presentation will focus on the role that human / animal bonds can play in health promotion. Historical context for this engagement will be offered as well as current efforts to leverage this tool in the promotion of population / community level health efforts through the One Health initiative and in prison contexts. Co-presented with Dr. Duane Stuard.

Saint Leo University Social Work Conference

3/17

Early Childhood Courts: Where trauma informed practice meets innovative judicial oversight – offering an overview of the Early Childhood Courts (ECC) evolution with a specific review of the ECC in Pasco County

Lake Nona Medical City Research Day

10/16

Poster Presentation: Retrospective Analysis of Factors Related to Adolescent Involuntary Psychiatric Evaluation and Boarding at Nemours Children's Hospital

National Association of Social Workers, Florida Chapter

6/15

Presentation: Facilitated Grief in the Death of a Child – State conference presentation regarding psychosocial support for families when their child has died.

Orange County Pulse Conference (OCPS)

3/15

Choreography of Pediatric Care Coordination: Olympia High School; Orlando Florida – explored the role of collaborative care coordination through KidsTRACK program and ways Nemours works with families to partner as teammates in their child's care.

Learning Circle with Department of Children and Families (DCF)

11/14

Complex Diabetic Triage of patients and Families: Nemours Children's Clinic; Orlando Florida – presentation to DCF protective investigators on the medical nature of Diabetes with an expert panel review and discussion of a case example.

- Society of Social Work Leaders in Healthcare (SSWLHC) 11/14
- Patient and Family Centered Care (PFCC): The natural voice of Social Work; Salt Lake City; Utah – educated on the nature of PFCC and how it is a simple extension of Social Work values and clinical skill sets.
- National Association of Social Workers, Florida Chapter 6/13
- Presentation: Patient and Family Centered Care – State conference presentation regarding the role of patient and family empowerment in healthcare.
- National Association of Youth Exchange Network (NAYEN) 2/13
- The power of Communication and Collaboration: Disney’s Contemporary Resort in Orlando, Florida – presentation on facets of physical, emotional, and social deficit in adolescence and ways to partner with students for a successful student exchange experience.
- University Behavior Center 4/12
- Motivating Pediatric Lifestyle Change: Assist clinicians with an overview of the obesity epidemic and equip with practical tools for change including Motivational Interviewing techniques.
- National MPS (Mucopolysaccharidoses) Society: Family Conference 12/09
- Living with Loss: Disney’s Coronado Springs Resort in Orlando, Florida – presentation on coping with loss related to social emotional loss related to missed developmental stages of childhood and family.
- National Association of Social Workers, Florida Chapter 6/09
- Presentation: The Epidemic of Childhood Obesity: Empowering Families to Live Healthier – State conference presentation regarding clinical work with families around the issue of weight management.
- Ninth Annual Conference on Obesity; USF 9/08
- Poster presentation regarding Parental Perceptions Regarding the Adoption of a Healthier Lifestyle among Families of Obese Children. *Content contributor.*
- National Children’s Health and Quality Annual Conference 3/08
- Presentation: Assessing, Preventing and Treating Childhood Obesity *as well as* Providing Seamless, Evidence-based, Family Centered Care for Children with Chronic Conditions.

Grand Rounds; Arnold Palmer Hospital for Children	9/07
Presentation: Collaborative presentation with Mandy Layman, RD to discuss the negotiation of behaviorally based goals (Eating, Exercise & Emotions) in the Nemours Orlando Healthy Choices Clinic	
Grand Rounds; Arnold Palmer Hospital for Children	5/07
Presentation: “Motivational Interviewing” for the medical provider with highlighted application to address pediatric obesity and the Nemours Orlando Healthy Choices Clinic	
4 th Annual Pediatric Healthy Weight Summit, ECU	4/07
East Carolina University presentation: “Nemours Healthy Choices Clinic (HCC)” to address the topic of “Childhood Obesity: Prevention and Treatment Using Cognitive and Behavioral Tools to Motivate Behavioral Change”	
Conference on Health and Public Affairs Research. UCF.	10/06
Paper presentation regarding public policy research: “The Efficacy of Juvenile Boot Camps: A Meta-Analytic Review”.	
Scholarship of Teaching and Learning (SoTL) Conference, UCF.	4/06
Poster presentation regarding Scholarship of Teaching and Learning: “A student-centered learning approach to teaching clinical practice: Outcomes of a mixed methods investigation”.	
Council on Social Work Education. APM- Chicago.	2/06
Poster presentation regarding Scholarship of Teaching and Learning: “A student-centered learning approach to teaching clinical practice: Outcomes of a mixed methods investigation”.	
Conference on Health and Public Affairs Research. UCF.	10/05
Poster presentation regarding public policy research: “The Impact of Community Collaboration: A Case Study Involving Homelessness in the Central Florida Area”.	

Professional Memberships

Florida Institute for Child Welfare; Affiliate	8/2016 - Present
Institutional Review Board; Saint Leo University	8/2017 - Present

Council of Social Work Educators	10/2016 - 1/2019
Society of Social Work Leaders in Healthcare	4/2011 to 1/2016
March of Dimes; Board of Directors	5/2009- 9/2012
National Association of Social Workers	1999 - 1/2016
Licensed Clinical Social Work; Florida [4769&18251]	1997 to Present
Academy of Certified Social Workers	1999 - 2011

Honors / Awards

ROTA-R at Florida State University (FSU) 1/2023

The Center for the Study and Promotion of Communities, Families and Children at FSU gathered invited guests from across the HHS Region 4 to join their efforts in administering their Rural Opioid Technical Assistance Regional Centers (ROTA-R) Program. Specifically, I was invited to collaborate on integrated care efforts such as MAT clinics in primary care settings and MAT services in maternal / pregnancy treatment in rural communities.

Saint Leo University (Promoted) 8/2022

After six years of scholarship, service, and teaching my promotion application was received and approved in my first submission to the Tenure and Promotion committee. My promotion rank shifted from Associate Professor to Full Professor

FSUDHEC at Florida State University (FSU) 1/2021

The Center for the Study and Promotion of Communities, Families and Children at FSU gathered invited guests from across the state of Florida to serve as subject matter experts on the Florida Substance Use Disorder Higher Education Consortium (FSUDHEC). In that role, I collaborated with colleagues to create an online curriculum aimed to increase social work students' knowledge and practice skills around substance use disorders.

Saint Leo University (Tenured) 8/2021

After five years of scholarship, service, and teaching my tenure application was received and approved in my first submission to the Tenure and Promotion committee.

CSWE National Taskforce on SUD 7/2020

The Council on Social Work Education (CSWE) selected subject matter experts to join their National Taskforce on Substance Use Disorders (SUD) to help craft content for the Specialized practice curricular guide for substance use social work practice published in 2020.

Innovative Teaching with Technology Award

4/2018

Saint Leo University faculty award given the faculty member who best demonstrated their ability to establish an effective use of technology to promote student centered learning

Robert A. Doughty, MD, PhD Award

8/2007

Awarded for personal academic achievement in support of Nemours Value to 'Learn' and advance Nemours "Learning Organization" philosophy.

FAHS-Beck Scholar

12/2006

Awarded for research efforts that contribute to a greater understanding of social problems affecting individuals, families and local communities.

Grants / Funding

Training and Implementation Grant

8/2023

\$60,000 (State of Wyoming) - To implement and evaluate an integrated care stream for Casper Wyoming Counseling Center (CWCC). Role performed was to assess treatment offerings within CWCC and offer constructive feedback on opportunities to improve the quality and access of behavioral health care offered. Also consulted on data driven decision making and ways to leverage data from the electronic health record.

Training and Implementation Grant

7/2023

\$60,000 (State of Wisconsin) - To implement and evaluate an integrated care stream for Gunderson Health system in Lacrosse Wisconsin. Role performed was to assess various treatment offerings within Gunderson and offer constructive feedback on opportunities to improve the quality and access of behavioral health care offered. Also consulted on data driven decision making and ways to leverage data from the electronic health record.

Implementation Grant

5/2022

\$350,000 (Spark Opportunity Giving Circle) - To assist physician faculty at Emory University in the implementation and evaluation of newly integrated peer support specialists focused on addiction recovery in the primary care system in Grady Health System. Role performed was to consultative support to integrated systems within and across community service agencies with a focus on program evaluation and researchable outcomes.

Training and Implementation Grant

11/2021

\$100,000 (State of West Virginia) - To implement and evaluate an integrated care stream for opioid response in two community mental health systems (Westbrook & Prester). Role performed was to consultative support to integrated systems within and across community service agencies with a focus on program evaluation and researchable outcomes.

First Responder Response to Opioid Overdose Training 7/2020

\$500,000 (Department of Health; Pennsylvania) to develop and evaluate a standardized statewide First Responder training to better understand the complex impacts of addiction, trauma, and stigma when engaging individuals with SUD / OUD and to help promote tools that promote their transition to treatment. Served as consultative support.

Statewide Peer Support Specialist (PSS) Training 6/2020

\$960,000 (State of Kentucky) to develop a standardized statewide PSS training and competency-based learning with a statewide certification exam and companion study guide. Served as consultative support.

Florida Consortium 4/2020

Florida Higher Education and Substance Use Consortium (Florida Consortium) was awarded a two-year *2020 Expansion of Practitioner Education* federal grant by the Substance Abuse and Mental Health Services Administration to work collaboratively, across 11 universities in the state of Florida, to create a new SUD curriculum will include 15 key content areas ranging from concepts of SUDs, screening, assessment, the application of evidence-based practices in treatment and recovery. Served as consultative support.

Certified Peer Specialist (CPS) Exam 2/2020

\$10,000 (State of Minnesota) – Grant awarded for the creation of a statewide certification exam and companion study guide for Minnesota CPS in mental health and substance use disorder settings. Served as consultative support.

Invited lecturer on Interventions with Opioid Addiction 10/2019

\$1,000 (Council on Social Work education) – Lecture offered to highlight the various ways Social Workers can intervene to support opioid addiction treatment (Macro, Mezzo and Micro)

Community engagement and health promotion	7/2019
<p>\$12,000 (Hazelden Betty Ford Foundation) – Implementation Grant for a pilot project to explore community connected community development with Native American Partners in the Nebraska panhandle area. Leveraged youth lacrosse as a conduit to community and the promotion of Cultural integration to promote mental health and reduce substance abuse. Served as consultative support.</p>	
Mental Health Leadership development	3/2019
<p>\$80,000 (State of Wyoming)– To create and deliver a series of trainings with Wyoming based mental health providers and industry leaders to frame the evolution of opioid related medication assisted therapies, tools for program delivery, assessment of treatment quality and value-based care. Served as consultative support.</p>	
Substance Abuse and Mental Health Services	9/2018
<p>\$524,670 (SAMSHA / MAT-PDOA)- To implement and evaluate an integrated care stream for opioid response initiated through the Kenton County (KY) detention center (PI – Jason Merrick). Served as consultative support on grant development with a focus on program evaluation and coordination of research outcomes with the University of Kentucky (Dr. Michelle Staton).</p>	
Training and Implementation Grant	4/2018
<p>\$400,000 (State of Kentucky) - To implement and evaluate an integrated care stream for opioid response in the region of Hazard Kentucky. Role performed was to offer direct training and consultative support integrated systems within and across community service agencies with a focus on program evaluation and researchable outcomes.</p>	
Florida Institute for Child Welfare	3/2017
<p>\$2,600 - To help frame the evolution of the program evaluation project involving Early Childhood Courts in Pasco county Florida</p>	
Child Life Toy Store	1/2012-16
<p>\$346,000 estimated for cash and in-kind donation(s)</p>	

Collected for targeted needs in the hospital system. These Donations were used for facilitated medical play and normalization of medical care through the Child Life team.

Remembrance Ceremony – Get Involved Now	12/2015
\$1,000 (Getwell Network) for grief facilitation and the development of a Structured program to engage families who are grieving the death / loss of a child in care.	
Asthma Initiative – Mid Florida Jeep Club	8/2015
\$8,000 to support initiatives for youth with asthma such as future asthma camps, educational services and clinical efforts to promote family engagement in care.	
Easy to Breath Asthma Initiative – Mid Florida Jeep Club	6/2013
\$15,000 to support summer Asthma camp initiative	
Interfaith Consortium- Edyth Bush Charitable Fund	1/2012
\$7,000 to support efforts to engage the interfaith Community in developing a Clinical Pastoral Education Program to serve families in the hospital	
Harmony Collaborative	8/2009
\$15,000 to study a middle school intervention to Promote healthy lifestyles. (Co-PI with Lloyd Werk) to develop a multimodal treatment intervention involving healthy eating, exercise and engagement with nature.	
Action Alcove - Nemours Foundation	3/2008
\$7,000 to convert passive waiting spaces into Active areas to promote healthy exercise. Evaluation Feedback from parents and children demonstrated an Appreciation for practicing the lessons of the clinic and Modeling the healthy lifestyle approach.	
Hispanic Obesity Prevention and Education (H.O.P.E.)	5/2007
\$5,000 to promote culturally appropriate educational Material for the Hispanic community. Used to develop Print material used to educate families of primarily Spanish speaking	

FAHS Beck Fund for Research and Experimentation 12/ 2006
\$3,000 to fund dissertation research as the study PI
on the impact that exposure to peers with known
disabilities have on children who have no identified disability.

Professional Activities

Consultant

*Your Path Health
4/2023 to Present*

Data evaluation and program implementation consultant assigned to assist partner in program evaluation, program implementation strategies and deliver training materials on a wide variety of topics from the power of data integration in clinical workflows, behavioral health integration and program fidelity/ curriculum delivery.

Master Trainer and Consultant

*Hazelden Betty Ford Foundation
1/18 to 4/2023*

Clinical and data evaluation leadership team member assigned to create and deliver training materials on a wide variety of topics from behavioral health integration to curriculum delivery to treatment integration with an eye towards clinical and process outcomes measure and evaluation pathways in practice.

Administrative Director Behavioral Health

*Nemours Foundation
5/06 to 6/16*

Administrative leader for the Behavioral Health Division and the Patient and Family Centered Care (Clinical Social Work, Advisory Councils, Child Life, KidsTRACK, Service Excellence and Pastoral Care programs). These programs offer psychosocial support of the families served at Nemours Children's Hospital (NCH). Full administrative responsibility for management of the interpretive services and grievance process for the hospital along with efforts in service recovery and collaborative practices with colleagues in Behavioral Health.

Served as a clinical and administrative lead to the Nemours Behavioral Health Division providing clinical and administrative supervision for the consultative behavioral health evaluations for children with psychosocial issues (inpatient) and ambulatory clients (outpatient) to address issues of behavior and mood management as well as their adjustment to illness. Served as the behavioral health academic liaison between Nemours and the University of Central Florida. Established mutual research agenda's, explored funding opportunities, and developed a pipeline program for MSW and BSW field placements.

Clinical Social Worker & Program Director (*Varied sites*) 5/94 to 5/06

Administrative and clinical practice experience from 1994 through 2006 in varied settings from community based mental health (*Lakeside Alternatives; 5/94 to 5/98 & Daniel Memorial; 5/98 to 7/99*) to elder care (*Westminster Towers; 7/99 to 12/00*) and integrated medical and mental health in pediatric hospital settings (*Arnold Palmer Hospital & then with Kinder Konsulting; 12/00 to 5/06*). Clinical skills and practice tasks during this period focus on:

- Provided clinical supervision for individuals working toward licensure.
- Facilitated clinical staff meetings, budgets and administrative tasks
- Provided individual, group, and family therapy (residential and outpatient settings).
- Assisted clients with medication management
- Created and implemented discharge plans for those clients.
- Worked in-home with adolescents on anger management, social and living skills.
- Assessed clients, created diagnostic impressions and coordinated treatment plans.
- Facilitated the training of the therapeutic foster parents toward their licenses.
- Oversaw admission criteria, placement changes and provided clinical supervision
- Managed the internal grievance process to assist families mediate difficulties
- Assisted the healthcare team in Dementia assessment
- Counseled residents and families on aging and its impact on their family dynamics.
- Grief counseling and crisis intervention.
- Designated coordinator for newly diagnosed patients with HIV / AIDS.
- Provided in home early intervention counseling (0 to 3 years of age).

**Board of Trustees
Academic Affairs Committee
February 15, 2024**

Request to Reduce Program Hours to 120

Recommended Action:

Approval of the Request to Reduce Program Hours to 120 for the following:

- Bachelor of Fine Arts in Art
- Bachelor of Arts in Elementary Education

Background Information:

The Bachelor of Fine Arts in Art (CIP 50.0702) and the Bachelor of Arts in Elementary Education (CIP 13.1202) were previously approved by the State University System Board of Governors to exceed the 120-semester credit hour requirement in accordance with BOG Regulation 8.014.

The respective academic departments reviewed the curriculum of these degree programs and have made the decision to bring the hours in line with other degree program offerings across the State University System and across the country. The revised programs of study reflect the coursework necessary to provide a quality education to students and continue to ensure student achievement and success beyond graduation. These program changes were reviewed and approved by faculty and the leadership of the departments, colleges, and the University.

Degree Program	CIP Code	Department/College	Approved Hours	Requested Hours
Bachelor of Fine Arts in Art	50.0702	Art & Design/College of Arts, Social Sciences & Humanities	126	120
Bachelor of Arts in Elementary Education	13.1202	School of Education	128	120

A recent amendment to Regulation 8.014 dated November 9, 2023, grants the UWF Board of Trustees authority to approve this reduction in hours to the 120-semester credit hour requirement. Upon approval by the UWF Board of Trustees, UWF will send notification to the Board of Governors of this reduction in hours.

Implementation Plan:

- The UWF Board of Trustees Academic Affairs Committee considers the Request to Reduce Program Hours for the Bachelor of Fine Arts in Art (CIP 50.0702) and the Bachelor of Arts in Elementary Education (CIP 13.1202) on February 15, 2024.
- The UWF Board of Trustees considers the Request to Reduce Program Hours for the Bachelor of Fine Arts in Art (CIP 50.0702) and the Bachelor of Arts in Elementary Education (CIP 13.1202) on March 7, 2024.
- UWF will notify the State University System Board of Governors of the UWF Board of Trustees approval of the reduction in hours in the BFA per Regulation 8.014 (3).

Fiscal Implications:

None.

Relevant Authority:

BOG Regulation 8.014 Bachelors' Degree Exceptions to 120 Credit Hours Requirement

Supporting Documents:

1. Bachelor of Fine Arts in Art – 120 Hour Program of Study
2. Bachelor of Arts in Elementary Education – 120 Hour Program of Study

Prepared by:

Angela Bryan, SACSCOC Liaison and Director of Institutional Effectiveness, Division of Academic Affairs, 850.473.7234, abryan@uwf.edu

Presenter:

Dallas Snider, Vice Provost, Division of Academic Affairs

B.F.A. Studio Art					
Program of Study - B.F.A. Studio Art Specialization					
<u>Distinctive Requirements for Degree Program:</u>					
Semester 1 Fall					Credits
ENC 1101	English Comp 1				3
Gen Ed	Mathematics				3
ART 1300C	Drawing I				3
ARH 2050	Western Survey I				3
Total Credits					12
Semester 2 Spring					Credits
ENC 1102	English Comp II				3
ART 2201C	2D Design				3
ARH 2051	Western Survey II				3
Gen Ed	Mathematics				3
Total Credits					12
Summer Semester					
ARH 3590	Non Western Art				3
Gen Ed	Natural Science				3
POS 2041 OR AMH 2020	Social Science				3
Total Credits					9
Semester 3 Fall					Credits
ART 1301C	Drawing II				3
ART 2203C	3D Design				3
Gen Ed	Natural Science				3
Gen Ed	Elective				3
Total Credits					12
Semester 4 Spring					Credits
ART 2602C	Intro to Digital Studio Practice				3
ARH 4450 or AR	Choose one				3
@1 @2 @3 @4	Elective				3
ART 2500C	Painting 1				3
Total Credits					12
Summer Semester					
@1 @2 @3 @4	Elective				3
Gen Ed	Elective				3
Gen Ed	Social Science				3

BFA Studio Art 120 SCH Program of Study

Total Credits					9
Semester 5 Fall					
					Credits
ART 3213C	Advanced Ideas/Conc				3
ART 2701C	Fundamentals of Sculpture				3
ART 3950	Junior Portfolio Review				3
ARH @3 @4	Art History elective				3
Total Credits					12
Semester 6 Spring					
					Credits
ART @3 @4	Studio Art Elective				3
ART @3 @4	Advisor-approved Studio Art Concentration Course				3
ARH 4930	Theory and Methods in Art History				3
ART @3 @4	Advisor-approved Studio Art Concentration Course				3
Total Credits					12
Summer Semester					
ARH @3 @4	Art History Elective				3
ART @3 @4	Studio Art elective				3
Total Credits					6
Semester 7 Fall					
					Credits
ART @3 @4	Advisor-approved Studio Art Concentration Course				3
ART 4800	Portfolio				3
ART @3 @4	Advisor-approved Studio Art Concentration Course				3
ART 4801C	BFA Seminar 1				3
Total Credits					12
Semester 8 Spring					
					Credits
ARH @3 @4	Art History elective				3
ART @3 @4	Studio Art elective				3
ART @3 @4	Advisor-approved Studio Art Concentration Course				3
ART 4891C	BFA Seminar 2				3
Total Credits					12
Degree Total Credits					120

B.A. Elementary Ed				
Program of Study - B.A. Elementary Ed				
<u>Distinctive Requirements for Degree Program:</u>				
Semester 1 Fall				Credits
ENC 1101	English Comp 1			3
Gen Ed	Mathematics			3
EDF 1005	Introduction to Education			3
Gen Ed	Social Studies			3
1000-2000	Elective			3
Total Credits				15
Semester 2 Spring				Credits
ENC 1102	English Comp II			3
Gen Ed	Humanities			3
EDF 2085	Teaching Diverse Populations			3
1000-2000	Elective			3
Gen Ed	Mathematics			3
Total Credits				15
Summer Semester				
Gen Ed	Humanities			3
Gen Ed	Natural Science			3
Total Credits				6
Semester 3 Fall				Credits
1000-2000	Elective			3
1000-2000	Elective			3
Gen Ed	Elective			3
Gen Ed	Natural Science			3
Gen Ed	elective			3
Total Credits				15
Semester 4 Spring				Credits
EDF 3234	Applied Foundations of Education			3
EEX 3070	Methods in Inclusion and Collaboration			3
TSL 4080	ESOL Principles and Practices			3
Elective				3
LAE 3314	Literacy for the Emergent Learner			3
Total Credits				15

BA Elementary Ed 120 SCH Program of Study

Summer Semester					Credits
POS 2041 OR AMH 2020	Social Science				3
1000-2000	Elective				3
Total Credits					6
Semester 5 Fall					Credits
EDG 4442	Effective Learning Environments				3
RED 3310	Literacy Instruction for the Elementary Learning				3
EDG 4351	Educational Assessment				3
EDG 4373	Integrated Arts and Contem Edu Tools				3
Total Credits					12
Semester 6 Spring					Credits
EDE 4200	Planning and Curriculum				3
TSL 4081	Teaching English to ESOL Students				3
SSE 4113	Social Studies for Elementary Teachers				3
EDG 3945	Field Experience 1				3
Total Credits					12
Semester 7 Fall					Credits
RED 4542	Assessment and Differentiated Instruction in Reading				3
MAE 4310	Teaching Mathematics in Elem Schools				3
SCE 4310	Teaching Science in Elementary Schools				3
EDG 4949	Field Experience 2				3
Total Credits					12
Semester 8 Spring					Credits
EDG 4940	Student Teaching				10
EDG 4936	Senior Seminar and Reading PRacticum				2
Total Credits					12
Degree Total Credits					120

**Board of Trustees
Academic Affairs Committee
February 15, 2024**

Request to Terminate Academic Degree Program

Recommended Action:

Approval of Request to Terminate Academic Degree Program – Bachelor of Arts in Economics

Background Information:

The State University System of Florida Board of Governors (BOG) grants University Boards of Trustees (BOT) the authority to terminate academic programs and offerings at the bachelor's, master's, advanced master's, and specialist levels. To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered by UWF, programs may be terminated. Reasons for terminating programs may include but are not limited to:

1. Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment.
2. The program duplicates other offerings at the university.
3. Faculty or other resources are no longer sufficient to deliver a high-quality program.
4. The program is no longer aligned with the mission or strategic goals of the university or is no longer aligned with strategic goals of the Board of Governors.
5. The program no longer meets the needs of the citizens of Florida in providing a viable educational or occupational objective.

The Bachelor of Arts in Economics (CIP 45.0601) was identified by the Board of Governors (BOG) as a recurring low-productivity degree program. Targeted recruitment efforts and curricular changes have failed to increase enrollment. The program faculty, in consultation with college and university leadership, reviewed the program's future potential and student alternatives and collectively decided to recommend the program for termination. The program will end new enrollments effective fall 2024 to allow the department to teach-out students currently enrolled and to ensure students are able to graduate on or before August 2028.

Implementation Plan:

- The UWF BOT Academic Affairs Committee considers the Academic Degree Program Termination on February 15, 2024.
- The UWF BOT considers the Academic Degree Program Termination on March 7, 2024.
- BOG staff review the Academic Degree Program Termination and update the SUS Academic Degree Program Inventory.
- Upon notification of removal, UWF notifies Florida State College System institutions.
- New enrollments cease for fall 2024 and beyond.
- Program teach-out plan completed for all currently enrolled students on or before August 2028.

Fiscal Implications:

None

Relevant Authority:

BOG Regulation 8.012 Academic Program Termination and Temporary Suspension of New Enrollments

UWF Policy AC-08.02-04/14 Academic Program Termination Policy

Supporting Documents:

1. Academic Degree Program Termination Form – BA in Economics

Prepared by:

Angela Bryan, SACSCOC Liaison and Director of Institutional Effectiveness, Division of Academic Affairs, 850.473.7234, abryan@uwf.edu

Presenter:

Dallas Snider, Vice Provost, Division of Academic Affairs



State University System of Florida Board of Governors
ACADEMIC DEGREE PROGRAM TERMINATION FORM
 In Accordance with Board of Governors Regulation 8.012

INSTITUTION: University of West Florida

PROGRAM NAME: Bachelor of Arts in Economics

DEGREE LEVEL(S): B **CIP CODE:** 45.0601
 B, M, Ed.D., or Ph.D.

ANTICIPATED TERMINATION TERM: Fall 2024
 First term when no new students will be accepted into the program

ANTICIPATED PHASE-OUT TERM: Fall 2028
 First term when no student data will be reported for this program

Use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the State University System of Florida Board of Governors for consideration. Complete this form for each program to be terminated in order for the request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve the termination in accordance with BOG Regulation 8.012. For doctoral level programs, submit this form with all appropriate signatures for Board of Governor's consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Does the program fall under one of the CIP codes listed below? Please skip this question if this request does not pertain to a baccalaureate program.

Yes

No

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

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

The Bachelor of Arts (B.A.) in Economics (CIP 45.0601) was identified by the Board of Governors (BOG) as a recurring low-productivity degree program. The degree appeared on this list in 2019 and again in 2022 due to an overall enrollment of less than 30 students. Targeted recruitment efforts and curricular changes have failed to increase enrollment.

Program faculty, in consultation with college and university leadership, reviewed the program's future potential and student alternatives— and collectively decided to recommend the program for deletion.

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

The B.A. in Economics is offered on the University of West Florida's (UWF) Pensacola campus. There are no known negative impacts to enrollment/enrollment planning or the reallocation of resources as a result of this program deletion.

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

To accommodate any students who are currently enrolled in the program, the university has proposed a teach-out plan to ensure the requisite courses for completion are offered adequately with minimal disruption, within a reasonable timeframe, and with no unexpected costs to the student. Students will also have the opportunity to transition to the Bachelor of Science in Business Administration (BSBA) with an Economics major as an alternative to completion of the B.A. in Economics.

Communication of this program deletion began via email on December 11, 2023, with a follow-up text communication taking place on December 18, 2023. In addition, individual planning sessions with the College of Business (COB) Director of the Student Engagement and Advising Center began after the initial program deletion notification to ensure students can complete their degrees by August 16, 2028.

The B.A. in Economics faculty will be reassigned to teach for the BSBA in Economics as well as other courses, as qualified, in the COB. All faculty in the economics discipline participated in the decision to delete the program and were informed of this change.

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

The Accreditation Liaison for UWF submitted a substantive change notification (Attachment A) to SACSCOC on December 11, 2023 along with the proposed teach out plan (Attachment B).

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

A teach out plan has been prepared and communicated to student advisors for the BA in Economics. Faculty have designed this teach out plan to ensure that students have sufficient opportunity to complete all necessary courses on or before the phase out term of fall 2028 without undue hardship or additional costs other than the established tuition and fees. There is no negative impact on students anticipated.

Faculty currently assigned to the BA in Economics are able to teach courses that are part of the Bachelor of Science in Business Administration - Economics major. There is no negative impact to faculty anticipated.

Enrollment for CIP 45.0601 for Fall 2022			
Enrollment by Ethnicity		Enrollment by Gender	
African-American	2	Female	7
Asian	-	Male	17
Hispanic	2	Total	24
Non-Resident Alien	1		
Two or more races	2		
White	17		
Total	24		
Source: UWF Institutional Research			

Faculty			
Ethnicity		Gender	
African-American	-	Female	-
Asian	-	Male	3
Hispanic	-	Total	3
Non-Resident Alien	-		
Two or more races	-		
White	3		
Total	3		
Rank			
Professor	2		
Assoc. Professor	-		
Asst. Professor	1		
Instructor	-		
Total	3		

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

Once this request for termination has been approved by the UWF Board of Trustees and the State University System of Florida Board of Governors, the Vice Provost will notify the CAO of each state college of the closure of this degree program via official UWF email communication. Please see attachment C.

Termination Request Form – Signatures Page

DocuSigned by:
Scott Keller
5EE567CF93A7432

Signature of Requestor/Initiator

12/18/2023

Date

DocuSigned by:
Ann C S
48B66CB8E5554D4

Signature of Campus EO Officer

12/20/2023

Date

DocuSigned by:
Richard Fountain
C57EE782FEA14A4

Signature of College Dean

12/19/2023

Date

DocuSigned by:
Dallas Snider
2F7ACB1691914B1

for Gary Liguori

Signature of President or Vice President
for Academic Affairs

01/04/2024

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



December 11, 2023

Dr. Kevin Sightler, Director
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Re: Program Closure - Approval Requested

Dear Dr. Sightler,

In accordance with substantive change notification procedures, this letter is to inform the Commission on Colleges of a program closure, effective August 16, 2024, at University of West Florida. This decision results from longitudinal data analysis, consultative efforts, and careful consideration of all alternatives. The university wants to assure the Commission that the planning efforts for these closures take into consideration the immediate interests of students and employees affected by this decision. The university has completed planning and is engaged in ongoing efforts to:

1. No longer admit students into the degree program.
2. Provide internal teach-out plans for those students currently enrolled in the degree program.
3. Reassign and allow for other opportunities within the university's hiring policies to place faculty and other employees affected by this degree program closure.

Bachelor of Arts in Economics (CIPC: 45.0601). This is a four-year undergraduate program of study leading to a Bachelor of Arts and is located on the main campus in Pensacola, Florida as well as being offered online. All 34 students will be notified via UWF official email of degree program termination. The proposed teach-out plan for the BA in Economics allows that all courses needed to complete the degree program will be offered so that each student will have adequate opportunity to complete their degree program with minimal disruption, within a reasonable timeframe, and with no unexpected costs to the student. Each student will be personally counseled and advised to develop an individualized education plan to ensure graduation on or before August 16, 2028, with no additional charges other than the usual and customary tuition and fees. The proposed teach-out plan and sample student notification letter are included as attachments.

As part of the teach-out plan, the university will maintain adequate program resources (i.e. full-time faculty and equipment) until the end of the teach-out plan on August 16, 2028. No new students will be enrolled in the degree program effective immediately. Once approved, the effective closure date for the BA in Economics will be August 16, 2024.

The university will make every effort to assist those students and employees affected by this closure so that they may experience minimal disruption. Suitable arrangements to allow completion of their program of study are in place. The university is actively involved in reassigning faculty to teach other courses within the department as appropriate. There is no anticipated loss of faculty positions due to this program closure. Please contact me if you have a question or need further information regarding this closure.

Sincerely,



Angela Bryan, Ph.D.
Director of Institutional Effectiveness
SACSCOC Liaison
University of West Florida

Attachments: Teach-out Plan for the Bachelor of Arts in Economics
Sample Student Notification Email

Cc: Dr. Matthew Melton, Vice President, SACSCOC
Dr. Martha D. Saunders, President UWF
Dr. Gary Liguori, Provost and Senior Vice President, UWF
Dr. Dallas Snider, Vice Provost
Dr. Rick Fountain, Dean, College of Business, UWF
Dr. Scott Keller, Chair, Department of Commerce, UWF
Mr. Adam Burgess, Registrar, UWF
Ms. Katherine Condon, Asst. Vice President, Enrollment Affairs, UWF

Attachment B

Academic Teach Out Plan

**Bachelor of Arts in Economics
Department of Commerce**

Required Courses	Fall 2024	Spring 2025	Summer 2025*	Fall 2025	Spring 2026	Summer 2026*	Fall 2026	Spring 2027	Summer 2027*	Fall 2027	Spring 2028	Summer 2028*
ECO3101 Intermediate Microeconomics	1 section			1 section			1 section			1 section		
ECO3203 Intermediate Macroeconomics		1 section			1 section			1 section			1 section	
ECO4704 International Trade and Commercial Policy	1 section		1 section	1 section		1 section	1 section		1 section	1 section		1 section
MAR3714 Sports Markets	1 section			1 section			1 section			1 section		
ECO3303 History of Economic Thought		1 section			1 section			1 section			1 section	
ECO3106 Behavioral Economics		1 section			1 section			1 section			1 section	
ECP4613 Urban and Regional Economic Development	1 section			1 section			1 section			1 section		
ECO4941 Economics Internship	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section
MAN3550 Prescriptive Analytics	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section	1 section
TRA4202 Logistics Systems and Analytics		1 section			1 section			1 section			1 section	

*Summer term offerings are part of the standard program of study for this degree program. Courses shown for Summer always offered in the summer.

Attachment C

<<Date>>

<<CAO>>

<<Title>>

<<Institution>>

<<Street Address>>

<<City>>, <<State>> <<Zip>>

Dear <<CAO>>:

In accordance with State University System of Florida Board of Governors Regulation 8.012, the University of West Florida is notifying <<Institution>> of the closure of the following academic degree program effective fall 2024:

Economics, B.A. (CIP 45.0601)

The decision to close this academic degree program was made in accordance with the criteria outlined in BOG Regulation 8.012. This termination allows for a better alignment of resources while still meeting state workforce needs.

We hope that this notification will allow appropriate personnel within your institution to work with any of your students planning to pursue this academic degree program of the closure. UWF offers a Bachelor of Science in Business Administration degree program with a major in Business Economics for any student interested in the study of Economics. Please direct any students interested in the BSBA to this page on our website at <https://uwf.edu/programs/cob/business-economics-bsba/>.

Should you have questions regarding the closing of this program, please do not hesitate to contact me.

Sincerely,

Dallas Snider, Ph.D.

Vice Provost

cc: Dr. Rick Fountain, Dean, College of Business, UWF
Dr. Scott Keller, Chair, Department of Commerce, UWF
Ms. Melissa Brode, Associate Dean, College of Business, UWF
Dr. Gerald Burch, Associate Dean, College of Business, UWF
Mr. Adam Burgess, University Registrar, UWF
Ms. Katherine Condon, Assistant Vice President, Enrollment Affairs, UWF
Dr. Angela Bryan, Director of Institutional Effectiveness and SACSCOC Liaison, UWF

**Board of Trustees
Academic Affairs Committee
February 15, 2024**

Revised UWF Regulation 3.001 Admissions Standards for FTIC Student Applicants

Recommended Action:

Approve revisions to UWF Regulation 3.001 Admissions Standards for First Time in College Student Applicants as presented.

Background Information:

Updates to UWF Regulation 3.001 are proposed as a result of recent changes to BOG Regulation 6.002, Admission of Undergraduate First-Time-in-College Degree-Seeking Freshmen, BOG Regulation 6.005, Admission of Associate in Arts High School Students, and BOG Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities.

Changes incorporate the addition of CLT exam scores for admission purposes, revisions to language concerning the statewide Talented Twenty program eligibility, designation of an AICE diploma as an alternative admission qualification, and the removal of language surrounding old SAT scores prior to 2016.

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:

- November 14, 2023 – President Saunders approved drafted changes.
- November 14, 2023 – Posted for public comment.
- November 30, 2023 – Public comment period concluded. No comments submitted.
- December 15, 2023 – Posting period concluded.
- February 15, 2024 – UWF BOT Academic Affairs Committee considers for approval.
- March 7, 2024 – UWF BOT adopts new regulation updates.
- March 8, 2024 – Deadline to submit regulation adoption to the BOG.

Fiscal Implications:

None.

Relevant Authority:

Board of Governors Regulations 6.001, 6.002, 6.004, 6.005, 6.008, 8.007, and 8.013

Supporting Documents:

1. Revised UWF Regulation 3.001 Admission Standards for First Time in College Student Applications
2. Clean Copy - Revised UWF/REG 3.001 Admission Standards for First Time in College Student Applications

Prepared by:

Ethan Henley, Director of Undergraduate Admissions, Enrollment Affairs, Division of Academic Affairs, 850-474-2063, ehenley@uwf.edu

Presenter:

Ethan Henley, Director of Undergraduate Admissions



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 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 1, 2007 or later, completion of 18 academic credits of college-preparatory, year-long courses or equivalents (normally offered in grades nine through twelve) are required as follows:
 - i. Four (4) credits of English/Language Arts – three of which must have included substantial writing requirements;
 - ii. Four (4) credits of Mathematics – at the Algebra I level and above;
 - iii. Three (3) credits of Natural Science – two of which must have included substantial laboratory requirements;
 - iv. Three (3) credits of Social Science – to include anthropology, history, civics, political science, economics, sociology, psychology and/or geography;
 - v. Two (2) credits of the same Foreign Language or American Sign Language demonstrating proficiency through the second level; and
 - vi. Two (2) additional academic credits - 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.

2. ~~An~~ Official SAT scores from College Board, or ACT scores from ACT, Inc., or CLT scores from Classic Learning Initiatives, LLC; 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, Postsecondary College-level Preparatory Testing, Placement, and Instruction for State Universities, as it may be amended, depending upon high school GPA.
 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, or CLT~~ 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, or a minimum total score of 67 on the CLT.
 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 the 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, or a minimum total score of 67 on the CLT.
- B. FTIC student applicants who do not meet the minimum admissions criteria may be considered for admission to UWF if there is sufficient evidence that the student can be expected to succeed at 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 on from an International Baccalaureate program, graduation with an AICE diploma, geographic location, military service, special talents or abilities, or other special circumstances ~~that contribute to a diverse student body.~~

These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex.

- C. UWF accepts Talented Twenty applicants in accordance with Board of Governors Regulation 6.002(2)(c), Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen, as it may be amended. ~~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. Specialized Admissions Programs. In addition to the requirements for admission set forth in ~~paragraph two (2)~~ Section III above, applicants seeking admission to 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 specialized admissions program will receive a decision for general admission to UWF from the Office of Undergraduate Admissions and will receive a separate decision for admission to the specialized 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, CLT, TOEFL, CPT, PERT, etc.) must be received directly from the respective testing 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, CLT, TOEFL, CPT, 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 their final transcript demonstrates that they no longer meet 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~~will 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 Admissions 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 Admissions. 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 UWF Policy SA-12, Immunization Requirements, as they may be amended, 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.A.~~ 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 20~~16~~²⁴ term could change the term of entry to the spring 20~~17~~²⁵ term or the summer 20~~17~~²⁵ term but not the fall 20~~17~~²⁵ 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 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 are required for applicants who wish to be considered for admission for a term that begins more 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 specialized admissions program will have their application re-evaluated within the context of the subsequent applicant pool.

~~C.B.~~ Applications and supporting documentations 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~~ will be retained in accordance with General Records Schedule GS5 for Public Universities and Colleges.

~~D.C.~~ UWF will provide reasonable substitution of admission requirements for applicants as long as the absence of the requirement would not constitute a fundamental alteration in the nature of the program of study to which the applicants sought admission, and the applicants establish that:

1. ~~that~~ 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~~ 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/~~CLT~~ 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~~ 1060 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 composite score of ~~at least a~~ 21 on the ACT ~~Plus Writing Test, or a minimum total score of 67 on the CLT~~ 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, or CLT 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 ~~IV.(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 III 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.
- 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, 6.002, 6.004, 6.005, 6.008, 8.007, and 8.013

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, 3/16/2023, and [date]

Last review: [date]



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 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 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 1, 2007 or later, completion of 18 academic credits of college-preparatory, year-long courses or equivalents (normally offered in grades nine through twelve) are required as follows:
 - i. Four (4) credits of English/Language Arts – three of which must have included substantial writing requirements;
 - ii. Four (4) credits of Mathematics – at the Algebra I level and above;
 - iii. Three (3) credits of Natural Science – two of which must have included substantial laboratory requirements;
 - iv. Three (3) credits of Social Science – to include anthropology, history, civics, political science, economics, sociology, psychology and/or geography;
 - v. Two (2) credits of the same Foreign Language or American Sign Language demonstrating proficiency through the second level; and
 - vi. Two (2) additional academic credits - 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.

2. Official SAT scores from College Board, ACT scores from ACT, Inc., or CLT scores from Classic Learning Initiatives, LLC; 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, Postsecondary College-level Preparatory Testing, Placement, and Instruction for State Universities, as it may be amended, depending upon high school GPA.
 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, SAT, or CLT results showcasing at least an overall combined test score of 1060 on the SAT, a minimum composite score of 21 on the ACT, or a minimum total score of 67 on the CLT.
 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 the 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 1060 on the SAT, a minimum composite score of 21 on the ACT, or a minimum total score of 67 on the CLT.
- B. FTIC student applicants who do not meet the minimum admissions criteria may be considered for admission to UWF if there is sufficient evidence that the student can be expected to succeed at 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, graduation from an International Baccalaureate program, graduation with an AICE diploma, geographic location, military service, special talents 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.

- C. UWF accepts Talented Twenty applicants in accordance with Board of Governors Regulation 6.002(2)(c), Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen, as it may be amended.
- 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. Specialized Admissions Programs. In addition to the requirements for admission set forth in Section III above, applicants seeking admission to 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 specialized admissions program will receive a decision for general admission to UWF from the Office of Undergraduate Admissions and will receive a separate decision for admission to the specialized 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, CLT, TOEFL, CPT, PERT, etc.) must be received directly from the respective testing 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, CLT, TOEFL, CPT, 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 their final transcript demonstrates that they no longer meet 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 will 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 Admissions 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 Admissions. 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. 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 2024 term could change the term of entry to the spring 2025 term or the summer 2025 term but not the fall 2025 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 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 are required for applicants who wish to be considered for admission for a term that begins more 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 specialized admissions program will have their application re-evaluated within the context of the subsequent applicant pool.
- B. Applications and supporting documentation submitted by those applicants will be retained in accordance with General Records Schedule GS5 for Public Universities and Colleges.
- C. UWF will provide reasonable substitution of admission requirements for applicants as long as the absence of the requirement would not constitute a fundamental alteration in the nature of the program of study to which the applicants sought admission, and the applicants establish that:
1. 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. 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/CLT 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 1060 on the SAT, a minimum composite score of 21 on the ACT, or a minimum total score of 67 on the CLT 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.

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, SAT, or CLT 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 IV.E. and IV.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 III 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.

- 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, 6.002, 6.004, 6.005, 6.008, 8.007, and 8.013

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, 3/16/2023, and [date]

Last review: [date]

**Board of Trustees
Academic Affairs Committee
February 15, 2024**

Revisions to UWF Regulation 3.032 Undergraduate Admission Standards

Recommended Action:

Approve revisions to UWF Regulation 3.032 Undergraduate Admission Standards for Transfer Students as presented.

Background Information:

Updates to UWF/REG 3.032 are proposed as a result of recent changes to BOG Regulation 6.002, Admission of Undergraduate First-Time-in-College Degree-Seeking Freshmen, BOG Regulation 6.005, Admission of Associate in Arts High School Students, BOG Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities, and BOG Regulation 8.013, Specialized Admissions.

Changes incorporate the addition of CLT exam scores for admissions purposes and the removal of language surrounding old SAT scores prior to 2016.

Revisions of language surrounding “Specialized Admissions” that combines previous sections for “Limited Access” and “Restricted Access” programs in alignment with recent revisions to BOG Regulation 8.013.

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:

- November 9, 2023 – President Saunders approved drafted changes.
- November 14, 2023 – Posted for public comment.
- November 29, 2023 – Public comment period concluded. No comments submitted.
- December 14, 2023 – Posting period concluded.
- February 15, 2024 – UWF BOT Academic Affairs Committee considers for approval.
- March 7, 2024 – UWF BOT adopts new regulation updates.
- March 8, 2024 – Deadline to submit regulation adoption to the BOG.

Fiscal Implications:

None.

Relevant Authority:

Board of Governors Regulations 6.001, 6.004, 6.018

Supporting Documents:

1. Revised UWF/REG 3.032 Undergraduate Admission Standards for Transfer Students
2. Clean Copy - Revised UWF/REG 3.032 Undergraduate Admission Standards for Transfer Students

Prepared by:

Ethan Henley, Director of Undergraduate Admissions, Enrollment Affairs, Division of Academic Affairs, 850-474-2063, ehenley@uwf.edu

Presenter:

Ethan Henley, Director of Undergraduate Admissions



Number: UWF/REG 3.032
Title: Undergraduate Admission Standards for Transfer Students
Responsible
Department: Undergraduate Admissions

I. General ProvisionsStatement:

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

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

II. Definitions

“Transfer” applicants are those applicants who, prior to admission to UWF, have earned 12 or more semester hours of transferable college credit, as defined in UWF/REG 3.033 BOG Regulation 6.004, Admission of Undergraduate, Degree-Seeking Transfer students, as it may be amended, since ~~graduating from receiving a~~ high school diploma or its equivalent, ~~as evaluated by the Office of Undergraduate Admissions.~~

III. Transfer Admissions General Requirements

- A. Undergraduate admission decisions for transfer 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.
- B. The minimum ~~admission~~ requirements for undergraduate degree-seeking transfer students to be considered for admission at UWF ~~expected of transfer students are established by and~~ are set forth in BOG Regulation 6.004, as it may be amended. Satisfaction of the BOG minimum requirements does not automatically guarantee admission to ~~the University of~~

~~West Florida~~UWF. ~~Students seeking to transfer to the University must~~The BOG minimum admission standards require that the applicant:

1. Be in good standing and eligible to return to the last post-secondary institution attended as a degree-seeking student;
2. Have a cumulative 2.0 ~~G~~grade ~~P~~point ~~A~~average (“GPA”) on a 4.0 system. The GPA is calculated using all transferable post-secondary credits ~~(as defined in UWF/REG 3.033(1)e),~~ Transfer of Credit; and
3. Demonstrate proficiency to the second level of the same foreign language (or American Sign Language) taken either in high school or at the undergraduate institution(s) attended previously.

Transfer students not meeting the foreign language requirement may be admitted; however, if admitted, such students are required to complete the foreign language requirement prior to ~~UWF graduation~~completion of their baccalaureate degree.

~~a. Transfer students who received an Associate of Arts (“AA”) degree from a Florida public college or university prior to September 1, 1989 are exempt from this requirement.~~

- C. Admission Requirements for Transfer Students with an Associate of in Arts (AA)-Degree from Florida College System Institutions and/or State University System Universities

In addition to meeting the requirements outlined ~~in subparagraph (1, e)~~ above, an Associate in Arts (AA) graduate from the Florida College System shall be granted admission to an upper division program consistent with the Articulation Agreement between the Board of Governors and the State Board of Education.

AA degree graduates from a Florida postsecondary institution shall receive priority for admission to a state university over out-of-state transfer students.

- D. Admission Requirements for Transfer Students ~~who do not Meet the Qualifications in Paragraph (2), above~~without an Associate in Arts Degree from a Florida College System Institution or State University System University

1. Transfers with less than 30 transferrable semester hours

In addition to meeting the general requirements described ~~in subparagraph (1, e)~~ above, undergraduate students seeking admission as a lower division transfer with less than 30 transferrable semester hours ~~as determined by the university~~ must satisfy the same admission requirements as first-time-in-college (FTIC) freshman ~~as specified in~~ pursuant to UWF Regulation 3.001, Admission Standards for First Time in College Student Applicants.

2. Transfers with 30 or more but less than 60 transferrable semester hours

In addition to meeting the general requirements described ~~in subparagraph (1, e)~~ above, students must successfully complete (with a grade of C or higher) at least one English Composition course and one college-level mathematics course that consists of three (3) credit hours. High school transcripts will only be required to demonstrate completion of the foreign language admission requirement ~~or to verify final graduation date for federal financial aid purposes~~. Students who do not meeting these requirements must meet the requirements for transfer students with less than 30 transferrable semester hours.

3. Upper Division Transfers

Except for students in ~~articulated~~ Associate in Science or and Associate in Applied Science to Bachelor in Science degree programs approved by the Board of Governors between UWF and the state colleges, transfer applicants ~~seeking for admission as an to the~~ upper division transfer are expected to have completed at least 60 semester hours of transferrable credit in college-level academic courses ~~with at least a 2.0 cumulative transfer GPA in addition to and~~ meeting the general requirements described ~~in subparagraph (1) e.~~, above.

~~Within curricular, space, enrollment and fiscal limitations, admission as a junior to the upper division of the University will be granted to any applicant with an AA degree from a Florida public, postsecondary institution who has not enrolled in a degree seeking program at any other educational institution since his or her AA degree was conferred. The admission of such transfer students is governed by BOG Regulation 6.004 and any applicable articulation agreement.~~

IV. Enrollment Limitations

A. Generally

The admission of transfer 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.

A.B. ~~Limited Access Programs~~ Specialized Admissions Programs

In addition to the requirements for admission set forth 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 ~~the~~

~~University of West Florida-UWF~~ from the Office of Undergraduate Admissions and will receive a separate decision for admission to the ~~limited-specialized access~~ program from the department ~~that administers the program~~.

~~2. The admissions criteria and procedures for limited access programs at UWF provide equal access to AA degree holders from Florida College System institutions, AA degree transfers from other Florida State University System institutions, and UWF students of equivalent status.~~

~~B. 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 the University of West Florida from the Office of Undergraduate Admission and will receive a separate decision for admission to the restricted program from the department.~~

V. General Application Processing for Transfer 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-The University 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-The University also reserves the right to accept applications for admission after the deadline on a space-available basis.
- C. Applications for admission are evaluated using a comprehensive review in the Office of Undergraduate Admissions. All admissions 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. Depending upon the number of credits already earned, a student may be required to declare a specific academic program at the time of application. The specific term of entry and the academic program to which the student is admitted ~~are will~~ both be stated in the decision letter unless the program has specialized admissions requirements, in which case acceptance to the program will be communicated by the department responsible for administration of the program.

- E. All official transcripts, test scores, and other credentials must be received directly from the issuing institution or agency. Standardized test scores (including but not limited to SAT, ACT, CLT, TOEFL, CPT and PERT) may be considered to be official if they are recorded on an official high school transcript. 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 or forwarded to a third party.
- F. ~~UWF reserves the right to~~The University may request validation of an applicant's test scores (~~SAT, ACT, TOEFL, CPT, or PERT~~) prior to making an admission decision if deemed necessary.
- G. ~~UWF reserves the right to~~The University may rescind an applicant's ~~or student's~~ admission ~~to the University~~ if, upon review, ~~his or her~~the applicant's final transcript(s) 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~~invalidation of degree(s) awarded.
- I. The University ~~shall~~will 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.
- ~~J. In accordance with BOG Regulation 6.001(9), and the UWF policy governing immunization requirements, once accepted for admission at UWF, each student must submit a signed medical history form and must provide documentation of appropriate immunization.~~
- K.J. 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 2014~~24~~ term could change the term of entry to the spring 2015 term or the summer 2015 term but not the fall 2015 term, where one academic year would have elapsed from the original term of entry.
1. ~~All requests for changes of entry dates must be submitted in writing and received before the~~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 new desired term of entry.

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 more 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-access~~ specialized admissions program will have their application re-evaluated within the context of the subsequent applicant pool.

~~L.K.~~ Transfer student applicants who do not meet the minimum admissions criteria may be considered for admission ~~to the University of West Florida. Such applicants will be evaluated for admission~~ on a case-by-case basis using a comprehensive review of factors, ~~such as including~~, but not limited to, a combination of test scores and GPA that indicate potential for success, family educational background, socioeconomic status, geographic location, military service, special talents or abilities, or other special circumstances ~~which contribute to a diverse student body.~~ These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex.

VI. Retention of Application Materials

~~Applications and documents submitted by those applicants who are either denied or who do not enroll are retained as active files for one year only and are then destroyed. Applications and supporting documentation submitted by applicants will be retained in accordance with General Records Schedule GS5 for Public Universities and Colleges.~~

VII. Reasonable Accommodations

UWF will provide reasonable substitution of admission requirements for an applicant as long as the absence of the requirement would not constitute a fundamental alteration in the nature of the program of study to which the applicant seeks admission. ~~The applicant must establish; that as long as the applicant establishes:~~

- A. ~~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
- B. ~~That his or her~~ Their inability to meet the admission requirement is related to the disability.

VIII. Appeal

Undergraduate transfer applicants denied admission may appeal this decision in writing to the Office of Undergraduate Admissions. 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 Admissions Appeals Committee.

Effective Date: [date]

Authority: BOG Regulations 6.001, 6.004, 6.018

History: Adopted July 5, 2011; revised March 27, 2013, January 26, 2016, and [date]

Last review: [date]



Number: UWF/REG 3.032
Title: Undergraduate Admission Standards for Transfer Students
Responsible
Department: Undergraduate Admissions

I. General Statement:

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

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

II. Definitions

“Transfer” applicants are those applicants who, prior to admission to UWF, have earned 12 or more semester hours of transferable college credit, as defined in BOG Regulation 6.004, Admission of Undergraduate, Degree-Seeking Transfer students, as it may be amended, since receiving a high school diploma or its equivalent.

III. Transfer Admission General Requirements

- A. Undergraduate admission decisions for transfer 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.
- B. The minimum requirements for undergraduate degree-seeking transfer students to be considered for admission at UWF are set forth in BOG Regulation 6.004, as it may be amended. Satisfaction of the BOG minimum requirements does not automatically guarantee admission to UWF. The BOG minimum admission standards require that the applicant:

1. Be in good standing and eligible to return to the last post-secondary institution attended as a degree-seeking student;
2. Have a cumulative 2.0 grade point average (“GPA”) on a 4.0 system. The GPA is calculated using all transferable post-secondary credits as defined in UWF/REG 3.033, Transfer of Credit; and
3. Demonstrate proficiency to the second level of the same foreign language (or American Sign Language) taken either in high school or at the undergraduate institution(s) attended previously.

Transfer students not meeting the foreign language requirement may be admitted; however, if admitted, such students are required to complete the foreign language requirement prior to completion of their baccalaureate degree.

C. Admission Requirements for Transfer Students with an Associate in Arts Degree from Florida College System Institutions or State University System Universities

In addition to meeting the requirements outlined above, an Associate in Arts (AA) graduate from the Florida College System shall be granted admission to an upper division program consistent with the Articulation Agreement between the Board of Governors and the State Board of Education.

AA degree graduates from a Florida postsecondary institution shall receive priority for admission to a state university over out-of-state transfer students.

D. Admission Requirements for Transfer Students without an Associate in Arts Degree from a Florida College System Institution or State University System University

1. Transfers with less than 30 transferrable semester hours

In addition to meeting the general requirements described above, undergraduate students seeking admission as a lower division transfer with less than 30 transferrable semester hours must satisfy the same admission requirements as first-time-in-college (FTIC) freshman pursuant to UWF Regulation 3.001, Admission Standards for First Time in College Student Applicants.

2. Transfers with 30 or more but less than 60 transferrable semester hours

In addition to meeting the general requirements described above, students must successfully complete (with a grade of C or higher) at least one English Composition course and one college-level mathematics course that consists of three (3) credit hours. High school transcripts will only be required to demonstrate completion of the foreign language admission requirement. Students who do not meet these requirements must

meet the requirements for transfer students with less than 30 transferrable semester hours.

3. Upper Division Transfers

Except for students in Associate in Science or and Associate in Applied Science to Bachelor in Science degree programs approved by the Board of Governors, transfer applicants for admission to the upper division transfer are expected to have completed at least 60 semester hours of transferrable credit in college-level academic courses and meet the general requirements described above.

IV. Enrollment Limitations

A. Generally

The admission of transfer students 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.

B. Specialized Admissions Programs

In addition to the requirements for admission set forth above, applicants seeking admission to 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 specialized admissions program will receive a decision for general admission to UWF from the Office of Undergraduate Admissions and will receive a separate decision for admission to the specialized program from the department that administers the program.

V. General Application Processing for Transfer Student Applicants

- A. A complete application for admission, including all required documentation and the non-refundable application fee, must be submitted by all students.
- 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. The University 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. The University also reserves the right to accept applications for admission after the deadline on a space-available basis.

- C. Applications for admission are evaluated using a comprehensive review in the Office of Undergraduate Admissions. All admissions 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. Depending upon the number of credits already earned, a student may be required to declare a specific academic program at the time of application. The specific term of entry and the academic program to which the student is admitted will both be stated in the decision letter unless the program has specialized admissions requirements, in which case acceptance to the program will be communicated by the department responsible for administration of the program.
- E. All official transcripts, test scores, and other credentials must be received directly from the issuing institution or agency. Standardized test scores (including but not limited to SAT, ACT, CLT, TOEFL, CPT and PERT) may be considered to be official if they are recorded on an official high school transcript. 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 or forwarded to a third party.
- F. The University may request validation of an applicant's test scores prior to making an admission decision if deemed necessary.
- G. The University may rescind an applicant's admission if, upon review, the applicant's final transcript(s) demonstrates that they no longer meet 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 invalidation of degree(s) awarded.
- I. The University will 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.
- J. 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 2024 term could change the term of entry to the spring 2025 term or the summer 2025 term but not the fall 2025 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 new desired term of entry.
 2. A new application and application fee 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 are required for applicants who wish to be considered for admission for a term that begins more 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 specialized admissions program will have their application re-evaluated within the context of the subsequent applicant pool.
- K. Transfer student applicants who do not meet the minimum admissions criteria may be considered for admission on a case-by-case basis using a comprehensive review of factors including, but not limited to, a combination of test scores and GPA that indicate potential for success, family educational background, socioeconomic status, geographic location, military service, special talents 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.

VI. Retention of Application Materials

Applications and supporting documentation submitted by applicants will be retained in accordance with General Records Schedule GS5 for Public Universities and Colleges.

VII. Reasonable Accommodations

UWF will provide reasonable substitution of admission requirements for an applicant as long as the absence of the requirement would not constitute a fundamental alteration in the nature of the program of study to which the applicant seeks admission. The applicant must establish that:

- A. 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
- B. Their inability to meet the admission requirement is related to the disability.

VIII. Appeal

Undergraduate transfer applicants denied admission may appeal this decision in writing to the Office of Undergraduate Admissions. 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 Admissions Appeals Committee.

Effective Date: [date]

Authority: BOG Regulations 6.001, 6.004, 6.018

History: Adopted July 5, 2011; revised March 27, 2013, January 26, 2016, and [date]

Last review: [date]

**Board of Trustees
Academic Affairs Committee
February 15, 2024**

Revisions to UWF Regulation 3.033 Transfer of Credit

Recommended Action:

Conditionally approve revisions to UWF/REG 3.033, Transfer of Credit as presented, conditioned upon no further substantive revision to the language of the regulation after the posting period is complete.

Background Information:

As a result of recent changes to BOG Regulation 6.006, Acceleration Mechanisms; BOG Regulation 6.013, Military Veterans and Active Duty, BOG Regulation 8.007, Articulation, BOG Regulation 8.013, Specialized Admissions, and Florida Rule 6A-10.024, Articulation Between and Among Universities, Florida Colleges, and School Districts, updates to UWF/REG 3.033 are proposed as follows:

Denotes guidelines for awarding of college credit based upon military experience and law enforcement training and experience as directed by the Articulation Coordinating Committee.

Amends references to “limited” or “restricted” access programs to “specialized admissions” programs in alignment with BOG Regulation 8.013.

Clarified minimum institutional degree completion percentage requirements per SACSCOC accreditation standards.

Adjustments to form, structure, and language to offer improved clarity.

The timeline for these revisions has been and will be:

- November 22, 2023 – President Saunders approved drafted changes.
- November 27, 2023 – Posted for public comment.
- December 12, 2023 – Public comment period concluded. No comments submitted.
- December 27, 2023 – Posting period concluded.
- January 31, 2024 – Reposted for public comment due to corrections.
- February 14, 2024 – Public comment period concludes.
- February 15, 2024 – UWF BOT Academic Affairs Committee considers for conditional approval.
- March 1, 2024 – Posting period concludes.
- March 7, 2024 – UWF BOT adopts new regulation updates.

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. The deadline to submit the regulation adoption to the BOG is April 5, 2024, to showcase alignment with changes to BOG Regulations 8.007 and 8.013.

Fiscal Implications:

None.

Relevant Authority:

Board of Governors Regulations 6.001, 6.003, 6.004, 6.013, 8.017
Section 1007.24, Florida Statutes

Supporting Documents:

1. Revised UWF/REG 3.033 Transfer of Credit
2. Clean Copy - Revised UWF/REG 3.033 Transfer of Credit

Prepared by:

Ethan Henley, Director of Undergraduate Admissions, Enrollment Affairs, Division of Academic Affairs, 850-474-2063, ehenley@uwf.edu

Presenter:

Ethan Henley, Director of Undergraduate Admissions

THE UNIVERSITY OF WEST FLORIDA
NOTICE OF PROPOSED AMENDMENT TO REGULATION

DATE: January 31, 2024

REGULATION TITLE AND NUMBER: UWF REGULATION 3.033, Transfer of Credit

PURPOSE AND EFFECT: The purpose of this amendment is to comply with recent changes to §1004.096, Florida Statutes; BOG Regulation 6.013, Military Veterans and Active Duty; **BOG Regulation 6.006, Acceleration Mechanisms**; and amended guidance from the Florida Department of Education Articulation Coordinating Committee.

SUMMARY: Proposed amendments were previously noticed on November 27, 2023. Corrections and one additional sentence have been made as reflected in highlighted language in Section I.A.7 and the list of authorities. The proposed amendment to this regulation is as follows:

- Substantial reformatting for clarity and ease of application
- Added military experience and law enforcement experience as eligible experience for non-traditional credit
- Revised the maximum number of semester hours that may consist of credit by transfer and credit by proficiency in masters and specialist degree programs
- General stylistic improvements and clarifications

AUTHORITY TO AMEND THE REGULATION: BOG Regulations 6.001, 6.003, 6.004, **6.006**, 6.013, and 8.017; **Section 1007.24, Florida Statutes**

NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT: Ethan Henley, Admissions Director, and Melissa Webb, Assistant Dean

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 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 3.033
Title: Transfer of Credit
Responsible
Department: Office of Undergraduate Admissions and Graduate School

I. Undergraduate Transfer Credit

A. General

1. The receipt and coordination of the evaluation of undergraduate transfer credits is the responsibility of the Office of Undergraduate Admissions. The Office of Undergraduate Admissions evaluates transfer credit for ~~the~~ General Studies Education, Gordon Rule, foreign language, civic literacy, and multicultural course requirements necessary for graduation with a baccalaureate degree. ~~However, t~~The department chairperson for the program to which an applicant applies has ultimate authority in determining which courses are applicable toward the requirements for that degree at the University of West Florida ("UWF"). In many instances, ~~exact~~ course equivalents are determined after consultation with the departments.
2. Applicants may request reconsideration of an undergraduate transfer credit evaluation. Such requests must be directed to the Office of Undergraduate Admissions.
3. UWF will only accept transfer credits from institutions whose accrediting agency is included on the list of UWF approved accrediting agencies, outlined below. For applicability to a given degree program, departments may specify that transfer credits must be earned at an institution accredited by a specific accrediting agency.

~~List of~~ UWF ~~approved~~ accrediting agencies are:

- Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
- Higher Learning Commission (HLC)
- Middle States Commission of Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commissions on College and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

- WASC Senior College and University Commission (WSCUC)

~~4. Applicants who have earned an AA degree from a Florida public higher education institution are automatically awarded a minimum of 60 semester credit hours. Credits of all other AA degree transfer applicants will be evaluated on a course-by-course basis.~~

~~5. All satisfactorily completed courses from a Florida public postsecondary institution or a postsecondary institution whose accrediting agency is included on the list of UWF approved accrediting agencies in section (1)(c) therein that participates in Florida's Statewide Course numbering system ("SCNS") which bear the same SCNS course prefix and last three digits as a UWF course will automatically be transferred pursuant to the Florida Statewide Articulation Agreement. Applicability of such credits to a degree program will be determined by the degree program requirements in effect at the time of the student's admission to the University or readmission in the event the student does not maintain continuous enrollment.~~

~~6. Applicants with credits from institutions whose accrediting agency is not included on the list of UWF approved accrediting agencies in section (1)(c) therein at the time the credits were earned may petition the Office of Undergraduate Admission for a re-evaluation of the credits earned at such institutions. In order to be eligible to submit a petition, an applicant must have earned a minimum of 20 credits at UWF with a cumulative UWF Grade Point Average ("GPA") of at least 2.0.~~

~~7.4.~~ UWF reserves the right to evaluate specific courses and The University may deny undergraduate transfer credit after evaluation of specific courses.

~~8.5.~~ Courses that are remedial, occupational or vocational in nature will not be accepted for transfer credit.

~~9.6.~~ Transfer credit will not be awarded for tests taken for the purpose of earning a GED credential.

~~10. Service school courses will be evaluated with reference to the recommendations of the American Council of Education when official credentials have been presented. Such recommendation, however, is not binding upon the University.~~

~~11.7.~~ A maximum of 60 non-traditional semester hours of non-traditional credits can be accumulated using credits of the following type with a maximum of 45 semester hour credits of any one type: Advanced Placement Program (AP), Cambridge Advanced International Certificate of Education (AICE), College Level Examination Program (CLEP), correspondence/extended learning, departmental proficiency examination, International Baccalaureate program, military service schools, USAF/DANTES credit. (e.g., military experience, law enforcement experience, AP, IB, AICE, DANTES, CLEP, UEXCEL, etc.) can be applied to a student's record. No more than 45 credits

of any one type of credit can be applied, with the exception of credit from military experience for which a maximum of 60 semester hours may be accepted. Additionally, not more than 20 semester hours' credits may be upper division credit. For those credits awarded by examination, official score reports from the testing agencies may be required. Credit will be awarded in alignment with the Articulation Coordinating Committee Credit-by-Exam Guidelines as approved by the Board of Governors.

12.8. An applicant's grade point average ("GPA") for the purpose of admission is computed based on grades earned in courses that are acceptable for transfer credit. For the purposes of the GPA computation, incomplete grades ("I") will be computed as failures ("F").

13.9. Grades earned in transferred courses are not computed in the student's UWF GPA except for the purposes of admission to ~~limited access specialized admissions~~ programs, awarding of honors at graduation, and class ranking of baccalaureate students.

10. UWF has made agreements with institutions and agencies ~~which that~~ address the transfer of credits. UWF ~~will may~~ make additional agreements with institutions or agencies ~~which that~~ address the transfer of credits. ~~The provisions of the existing agreements which address the transfer of credits are, and shall be, exempt from the requirements of this regulation to the extent that such provisions are, or shall be, contrary to the provisions of this regulation. In the event such an agreement contains provisions that are contrary to this regulation, the provisions of the agreement will prevail.~~

11. Undergraduate students must complete at least 25% of their degree program through direct instruction offered by UWF in order to earn their baccalaureate degree. For example, no more than 90 hours of a 120-hour degree program can be applied if earned through transfer credit or any of the acceleration mechanisms recognized.

B. Application of Credits from Other Institutions

1. Florida Public Post-Secondary Institutions

- a. Credits earned from Florida public institutions will be evaluated on the basis of the Florida Statewide Course Numbering System.
- b. Those courses considered equivalent will be accepted for transfer credit at the level at which the course was classified by the institution originally awarding the credit.
- c. Courses are considered equivalent when the prefix and the last three numerical digits of the course numbers are the same.

d. Courses not considered equivalent may be accepted for transfer credit at the discretion of the department chairperson.

2. All Other Post-Secondary Institutions

a. All grades earned at other institutions whose accrediting agency is listed on the list of UWF-approved accrediting agencies are entered on a student's record at the time of transfer exactly as earned. Such grades are averaged separately from grades earned at UWF and are not considered in the UWF GPA.

b. Applicants with credits from institutions whose accrediting agency is not included on the list of UWF-approved accrediting agencies at the time the credits were earned may petition the Office of Undergraduate Admissions for a re-evaluation of the credits earned at such institutions. In order to be eligible to submit a petition, an applicant must have earned a minimum of 20 credits at UWF with a cumulative UWF GPA of at least 2.0.

c. All satisfactorily completed courses from a Florida public postsecondary institution or a postsecondary institution that participates in Florida's Statewide Course Numbering System ("SCNS") that bear the same SCNS course prefix and last three digits as a UWF course will be transferred pursuant to the Florida Statewide Articulation Agreement and credited as described herein. Applicability of such credits to a degree program will be determined by the degree program requirements in effect at the time of the student's admission to the University or readmission in the event the student does not maintain continuous enrollment.

C. Associate in Arts (AA) Degrees

1. Florida Public Post-secondary Institutions.

Applicants who have earned an AA degree from a Florida public higher education institution are automatically awarded a minimum of 60 semester credit hours.

2. All Other Post-Secondary Institutions.

Credits of all other AA degree transfer applicants will be evaluated on a course-by-course basis. College work completed with satisfactory grades prior to graduation from high school by a student at an institution whose accrediting agency is included on the list of UWF-approved accrediting agencies will be considered under the same guidelines as other transfer work.

D. Military Experience

1. Per Board of Governors (BOG) Regulation 6.013, Military Veterans and Active Duty, as it may be amended, college credit will be granted to students with military experience in accordance with the standard process and considerations outlined in the *Articulation Coordinating Committee Policy Regarding the Evaluation and Awarding of Postsecondary Credit for Prior Military Training, Courses, and Occupations.*
2. Students with military experience noted in the *Articulation Coordinating Committee Credit for Military Experience Equivalency List* in effect at the time experience is evaluated for equivalency shall be awarded credit.
3. If the course to which the military training or coursework is equivalent fulfills a general education or major course or degree program requirement, the credit should be considered as meeting the requirement(s). Otherwise, appropriate course credit, including free elective course credit, will be granted.
4. Transfer credit awarded by a Florida public postsecondary degree granting institution that is applicable toward the student's major shall be accepted, subject to the limit on the amount and level of transfer credit allowed for a given degree. Credits awarded by all other postsecondary institutions shall be accepted if those credits are consistent with the current *Articulation Coordinating Committee Credit for Military Training Equivalency List.*

E. Law Enforcement Experience

1. Per BOG Regulation 8.007, Articulation, as it may be amended, college credit will be granted to students with law enforcement experience in accordance with the standard process and considerations outlined in the *Articulation Coordinating Committee Policy Regarding the Evaluation and Awarding of Postsecondary Credit for Law Enforcement Training and Experience.*
2. Students with law enforcement training and experience noted in the *Articulation Coordinating Committee Credit for Law Enforcement Training and Experience List* in effect at the time experience is evaluated for equivalency shall be awarded credit.
3. UWF will first apply any credit from law enforcement training and experience to satisfy general education and degree requirements before applying the course credit as elective credit.

4. Transfer credit awarded by a Florida public postsecondary degree-granting institution applicable to the student's major shall be accepted, subject to the limit on the amount and level of transfer credit allowed for a given degree. Credits awarded by all other postsecondary institutions shall be accepted if those credits are consistent with the current Articulation Coordinating Committee Credit for Law Enforcement Training and Experience Equivalency List.

II. Graduate Transfer Credit

A. General

1. The receipt and coordination of the evaluation of graduate-level transfer credits is the responsibility of the Graduate School. The department chairperson for the graduate program to which ~~an applicant applies~~ a student is enrolled has ultimate authority in determining which courses are applicable toward the requirements for that degree at UWF. Exact course equivalents are determined in consultation with the departments.

~~1.2.~~ Applicants may request reconsideration of a transfer credit evaluation. Such requests must be directed to the Graduate School.

~~2.~~ UWF will only accept transfer credits from institutions whose accrediting agency is listed included on the list of UWF-approved accrediting agencies in section I. A. 3 outlined below. ~~For applicability to a given degree program, departments may specify that transfer credits must be earned at an institution accredited by a specific accrediting agency.~~

~~3.~~

~~List of UWF approved accrediting agencies:~~

~~Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges~~

~~Higher Learning Commission (HLC)~~

~~Middle States Commission of Higher Education (MSCHE)~~

~~New England Commission of Higher Education (NECHE)~~

~~Northwest Commissions on College and Universities (NWCCU)~~

~~Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)~~

~~4.3. WASC Senior College and University Commission (WSCUC)~~

~~5.4.~~ Applicants with credits from institutions that were not accredited by an institutional accrediting agency recognized by the United States Department of Education at the time the credits were earned may petition the Graduate School for a re-evaluation of the credits earned at such institutions.

~~6.5. UWF reserves the right to~~ The University may evaluate specific courses and deny graduate transfer credit.

7.6. Graduate-level credits may be transferred into a UWF graduate degree program only when a grade of “B” or higher was earned in the graduate work to be transferred.

7. All transfer of credit requests must be submitted within the first two semesters of enrollment. Students who complete transfer work after matriculation into a UWF graduate program must submit transfer credit requests during the semester in which they return to UWF.

8. UWF has made agreements with institutions and agencies which address the transfer of credits. UWF may make additional agreements with institutions or agencies which address the transfer of credits. In the event such an agreement contains provisions that are contrary to this regulation, the provisions of the agreement will prevail.

9. Graduate students must complete at least 33% of their degree program through direct instruction offered by UWF in order to earn their graduate degree.

A.B. Masters and Specialist Degree Programs

Transfer credits applicable to master’s and specialist degrees are subject to the following requirements.

1. Students whose programs consist of 30 to 36 semester hours may have a maximum of six–nine semester hours with a combination of credit by transfer and credit by proficiency, with no more than six semester hours (or two courses, whichever is greater in credit) from either category (transfer or proficiency) accepted toward their program requirements. or two courses (whichever is greater in credit) of graduate work at other universities accepted toward their program requirements at UWF.—The department chairperson’s permission is required for the credits to be accepted must authorize the application of such credits.

2. Students whose programs consist of more than 36 semester hours may have a maximum of 10 semester hours with a combination of credit by transfer and credit by proficiency, with no more than 10 semester hours by transfer and no more than 6 semester hours or two courses (or two courses, whichever is greater in credit) accepted from either category (transfer or by proficiency) toward their program requirements of graduate work from other universities accepted toward their program requirements at UWF. The department chairperson’s permission is required for the credits to be applied must authorize the application of such credits.

3. Graduate transfer credit applicable to a master’s degree must have been earned within six years from of the date the UWF graduate degree is awarded. The department offering the degree program may recommend that transfer courses which–that were

taken more than six years before the degree is to be awarded ~~may~~ be included in the student's program of student if the department validates that the student has current knowledge related to the course subject matter.

~~4. Graduate transfer credit applicable to a specialist degree must have been earned within three years of the date of admission, but no more than seven years at the point of graduation, to the UWF specialist degree program and be approved by a student's academic department.~~

B.C. Education Doctorate (Ed.D.) Program

Transfer credits applicable to the University's Education Doctorate (Ed.D.) program are subject to the following requirements:

1. Students who have completed an Education Specialist (Ed.S.) degree at UWF may apply a maximum of 36 semester hours of the Ed.S. degree toward the Ed.D. degree. The Ed.S. degree must have been completed within the ~~previous five years~~ prior to the date of admission to the Ed.D. degree program and be approved by a student's academic department.
2. Students are eligible to transfer a maximum of six semester hours of graduate work from other universities to the Ed.D. program.
3. Students requesting to transfer course work from other institutions will be advised on an individual basis.
4. Graduate transfer credit applicable to the ~~UWF~~ Ed.D. program must have been earned within three years of the date of admission to the UWF graduate program, but not more than seven years ~~at the point of prior to~~ graduation, ~~to the UWF graduate program~~ and be approved by a student's academic department.
5. All hours transferred into the Ed.D. program must align with the professional core and specialization course requirements. Exceptions regarding transfer credits for Ed.D. students will be determined by the Ed.D. Program Committee and ~~UWF~~ the Graduate School.
6. Students choosing to petition for a greater number of semester hours to be credited to the Ed.D. program must submit an "Ed.D. Student Petition" form to the Ed.D. Program Office.

C.D. Doctor of Philosophy (Ph.D.) Program

Transfer credits applicable to the University's Doctor of Philosophy (Ph.D.) program are subject to the following requirements:

1. Students who have completed an approved, relevant graduate degree are eligible to transfer a maximum of six semester hours of graduate work from other universities to the Ph.D. program. Students who have not completed an approved, relevant graduate degree may transfer a maximum of 24 semester hours of graduate work from other universities into the Ph.D. program to be applied to the 30 hours of preparatory coursework requirement.
2. Students requesting to transfer coursework from other institutions will be advised on an individual basis.
3. Graduate transfer credit applicable to the ~~UWF~~ Ph.D. program must have been earned within three years of the date of admission to the UWF graduate program, but no more than seven years ~~at the point of prior to graduation, to the UWF graduate program~~ and be approved by a student's academic department.
4. All hours transferred into the Ph.D. program must align with the professional core requirements. Exceptions regarding transfer credits for Ph.D. students will be determined by the Ph.D. Program Director and ~~UWF~~ the Graduate School.
5. Students choosing to petition for a greater number of hours to be credited to the Ph.D. program must do so in writing to the Ph.D. Program Director. Petitions must be approved by the ~~UWF~~ Graduate School.

~~8. UWF has made agreements with institutions and agencies which address the transfer of credits. UWF will make additional agreements with institutions or agencies which address the transfer of credits. The provisions of the existing agreements which address the transfer of credits are, and shall be, exempt from the requirements of this regulation to the extent that such provisions are, or shall be, contrary to the provisions of this regulation.~~

Effective Date: [date]

Authority: Section 1007.24, Florida Statutes
BOG Regulations 6.001, 6.003, 6.004, 6.006, 6.013, and 8.017

History: Adopted July 30, 2013; revised June 2021 and [date]

Last review: [date]



Number: UWF/REG 3.033
Title: Transfer of Credit
Responsible
Department: Office of Undergraduate Admissions and Graduate School

I. Undergraduate Transfer Credit

A. General

1. The receipt and coordination of the evaluation of undergraduate transfer credits is the responsibility of the Office of Undergraduate Admissions. The Office of Undergraduate Admissions evaluates transfer credit for General Education, Gordon Rule, foreign language, civic literacy, and multicultural course requirements necessary for graduation with a baccalaureate degree. The department chairperson for the program to which an applicant applies has ultimate authority in determining which courses are applicable toward the requirements for that degree at the University of West Florida (“UWF”). In many instances, course equivalents are determined after consultation with the department.
2. Applicants may request reconsideration of an undergraduate transfer credit evaluation. Such requests must be directed to the Office of Undergraduate Admissions.
3. UWF will only accept transfer credits from institutions whose accrediting agency is included on the list of UWF approved accrediting agencies, outlined below. For applicability to a given degree program, departments may specify that transfer credits must be earned at an institution accredited by a specific accrediting agency.

UWF-approved accrediting agencies are:

- Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
- Higher Learning Commission (HLC)
- Middle States Commission of Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commissions on College and Universities (NWCCU)

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - WASC Senior College and University Commission (WSCUC)
4. The University may deny undergraduate transfer credit after evaluation of specific courses.
 5. Courses that are remedial, occupational or vocational in nature will not be accepted for transfer credit.
 6. Transfer credit will not be awarded for tests taken for the purpose of earning a GED credential.
 7. A maximum of 60 semester hours of non-traditional credit (e.g., military experience, law enforcement experience, AP, IB, AICE, DANTEs, CLEP, UEXCEL, etc.) can be applied to a student's record. No more than 45 credits of any one type of credit can be applied, with the exception of credit from military experience for which a maximum of 60 semester hours may be accepted. Additionally, no more than 20 semester hour credits may be upper division credit. For those credits awarded by examination, official score reports from the testing agencies may be required. Credit will be awarded in alignment with the Articulation Coordinating Committee Credit-by-Exam Guidelines as approved by the Board of Governors.
 8. An applicant's grade point average ("GPA") for the purpose of admission is computed based on grades earned in courses that are acceptable for transfer credit. For the purposes of the GPA computation, incomplete grades ("I") will be computed as failures ("F").
 9. Grades earned in transferred courses are not computed in the student's UWF GPA except for the purposes of admission to specialized admissions programs, awarding of honors at graduation, and class ranking of baccalaureate students.
 10. UWF has made agreements with institutions and agencies that address the transfer of credits. UWF may make additional agreements with institutions or agencies that address the transfer of credits. In the event such an agreement contains provisions that are contrary to this regulation, the provisions of the agreement will prevail.
 11. Undergraduate students must complete at least 25% of their degree program through direct instruction offered by UWF in order to earn their baccalaureate degree. For example, no more than 90 hours of a 120-hour degree program can be applied if earned through transfer credit or any of the acceleration mechanisms recognized.

B. Application of Credits from Other Institutions

1. Florida Public Post-Secondary Institutions

- a. Credits earned from Florida public institutions will be evaluated on the basis of the Florida Statewide Course Numbering System.
- b. Those courses considered equivalent will be accepted for transfer credit at the level at which the course was classified by the institution originally awarding the credit.
- c. Courses are considered equivalent when the prefix and the last three numerical digits of the course numbers are the same.
- d. Courses not considered equivalent may be accepted for transfer credit at the discretion of the department chairperson.

2. All Other Post-Secondary Institutions

- a. All grades earned at other institutions whose accrediting agency is listed on the list of UWF-approved accrediting agencies are entered on a student's record at the time of transfer exactly as earned. Such grades are averaged separately from grades earned at UWF and are not considered in the UWF GPA.
- b. Applicants with credits from institutions whose accrediting agency is not included on the list of UWF-approved accrediting agencies at the time the credits were earned may petition the Office of Undergraduate Admissions for a re-evaluation of the credits earned at such institutions. In order to be eligible to submit a petition, an applicant must have earned a minimum of 20 credits at UWF with a cumulative UWF GPA of at least 2.0.
- c. All satisfactorily completed courses from a Florida public postsecondary institution or a postsecondary institution that participates in Florida's Statewide Course Numbering System ("SCNS") that bear the same SCNS course prefix and last three digits as a UWF course will be transferred pursuant to the Florida Statewide Articulation Agreement and credited as described herein. Applicability of such credits to a degree program will be determined by the degree program requirements in effect at the time of the student's admission to the University or readmission in the event the student does not maintain continuous enrollment.

C. Associate in Arts (AA) Degrees

1. Florida Public Post-secondary Institutions.

Applicants who have earned an AA degree from a Florida public higher education institution are automatically awarded a minimum of 60 semester credit hours.

2. All Other Post-Secondary Institutions.

Credits of all other AA degree transfer applicants will be evaluated on a course-by-course basis. College work completed with satisfactory grades prior to graduation from high school by a student at an institution whose accrediting agency is included on the list of UWF-approved accrediting agencies will be considered under the same guidelines as other transfer work.

D. Military Experience

1. Per Board of Governors (BOG) Regulation 6.013, Military Veterans and Active Duty, as it may be amended, college credit will be granted to students with military experience in accordance with the standard process and considerations outlined in the *Articulation Coordinating Committee Policy Regarding the Evaluation and Awarding of Postsecondary Credit for Prior Military Training, Courses, and Occupations*.
2. Students with military experience noted in the *Articulation Coordinating Committee Credit for Military Experience Equivalency List* in effect at the time experience is evaluated for equivalency shall be awarded credit.
3. If the course to which the military training or coursework is equivalent fulfills a general education or major course or degree program requirement, the credit should be considered as meeting the requirement(s). Otherwise, appropriate course credit, including free elective course credit, will be granted.
4. Transfer credit awarded by a Florida public postsecondary degree granting institution that is applicable toward the student's major shall be accepted, subject to the limit on the amount and level of transfer credit allowed for a given degree. Credits awarded by all other postsecondary institutions shall be accepted if those credits are consistent with the current *Articulation Coordinating Committee Credit for Military Training Equivalency List*.

E. Law Enforcement Experience

1. Per BOG Regulation 8.007, Articulation, as it may be amended, college credit will be granted to students with law enforcement experience in accordance with the standard process and considerations outlined in the *Articulation Coordinating Committee Policy Regarding the Evaluation and Awarding of Postsecondary Credit for Law Enforcement Training and Experience*.
2. Students with law enforcement training and experience noted in the *Articulation Coordinating Committee Credit for Law Enforcement Training and Experience List* in effect at the time experience is evaluated for equivalency shall be awarded credit.
3. UWF will first apply any credit from law enforcement training and experience to satisfy general education and degree requirements before applying the course credit as elective credit.
4. Transfer credit awarded by a Florida public postsecondary degree-granting institution applicable to the student's major shall be accepted, subject to the limit on the amount and level of transfer credit allowed for a given degree. Credits awarded by all other postsecondary institutions shall be accepted if those credits are consistent with the current *Articulation Coordinating Committee Credit for Law Enforcement Training and Experience Equivalency List*.

II. Graduate Transfer Credit

A. General

1. The receipt and coordination of the evaluation of graduate-level transfer credits is the responsibility of the Graduate School. The department chairperson for the graduate program to which a student is enrolled has ultimate authority in determining which courses are applicable toward the requirements for that degree at UWF. Exact course equivalents are determined in consultation with the departments.
2. Applicants may request reconsideration of a transfer credit evaluation. Such requests must be directed to the Graduate School.
3. UWF will only accept transfer credits from institutions whose accrediting agency is listed on the list of UWF-approved accrediting agencies in section I. A. 3.
4. Applicants with credits from institutions that were not accredited by an institutional accrediting agency recognized by the United States Department of Education at the time the credits were earned may petition the Graduate School for a re-evaluation of the credits earned at such institutions.

5. The University may evaluate specific courses and deny graduate transfer credit.
6. Graduate-level credits may be transferred into a UWF graduate degree program only when a grade of “B” or higher was earned in the graduate work to be transferred.
7. All transfer of credit requests must be submitted within the first two semesters of enrollment. Students who complete transfer work after matriculation into a UWF graduate program must submit transfer credit requests during the semester in which they return to UWF.
8. UWF has made agreements with institutions and agencies which address the transfer of credits. UWF may make additional agreements with institutions or agencies which address the transfer of credits. In the event such an agreement contains provisions that are contrary to this regulation, the provisions of the agreement will prevail.
9. Graduate students must complete at least 33% of their degree program through direct instruction offered by UWF in order to earn their graduate degree.

B. Masters and Specialist Degree Programs

Transfer credits applicable to master’s and specialist degrees are subject to the following requirements.

1. Students whose programs consist of 30 to 36 semester hours may have a maximum of nine semester hours with a combination of credit by transfer and credit by proficiency, with no more than six semester hours (or two courses, whichever is greater in credit) from either category (transfer or proficiency) accepted toward their program requirements. The department chairperson must authorize the application of such credits.
2. Students whose programs consist of more than 36 semester hours may have a maximum of 12 semester hours with a combination of credit by transfer and credit by proficiency, with no more than 10 semester hours by transfer and no more than 6 semester hours or two courses (whichever is greater in credit) by proficiency toward their program requirements. The department chairperson must authorize the application of such credits.
3. Graduate transfer credit applicable to a master’s degree must have been earned within six years of the date the UWF graduate degree is awarded. The department offering the degree program may recommend that transfer courses that were taken more than six years before the degree is to be awarded be included in the student’s program of student if the department validates that the student has current knowledge related to the course subject matter.

C. Education Doctorate (Ed.D.) Program

Transfer credits applicable to the University's Education Doctorate (Ed.D.) program are subject to the following requirements:

1. Students who have completed an Education Specialist (Ed.S.) degree at UWF may apply a maximum of 36 semester hours of the Ed.S. degree toward the Ed.D. degree. The Ed.S. degree must have been completed within the five years prior to the date of admission to the Ed.D. degree program and be approved by a student's academic department.
2. Students are eligible to transfer a maximum of six semester hours of graduate work from other universities to the Ed.D. program.
3. Students requesting to transfer course work from other institutions will be advised on an individual basis.
4. Graduate transfer credit applicable to the Ed.D. program must have been earned within three years of the date of admission to the UWF graduate program, but not more than seven years prior to graduation, and be approved by a student's academic department.
5. All hours transferred into the Ed.D. program must align with the professional core and specialization course requirements. Exceptions regarding transfer credits for Ed.D. students will be determined by the Ed.D. Program Committee and the Graduate School.
6. Students choosing to petition for a greater number of semester hours to be credited to the Ed.D. program must submit an "Ed.D. Student Petition" form to the Ed.D. Program Office.

D. Doctor of Philosophy (Ph.D.) Program

Transfer credits applicable to the University's Doctor of Philosophy (Ph.D.) program are subject to the following requirements:

1. Students who have completed an approved, relevant graduate degree are eligible to transfer a maximum of six semester hours of graduate work from other universities to the Ph.D. program. Students who have not completed an approved, relevant graduate degree may transfer a maximum of 24 semester hours of graduate work from other universities into the Ph.D. program to be applied to the 30 hours of preparatory coursework requirement.
2. Students requesting to transfer coursework from other institutions will be advised on an individual basis.

3. Graduate transfer credit applicable to the Ph.D. program must have been earned within three years of the date of admission to the UWF graduate program, but no more than seven years prior to graduation, and be approved by a student's academic department.
4. All hours transferred into the Ph.D. program must align with the professional core requirements. Exceptions regarding transfer credits for Ph.D. students will be determined by the Ph.D. Program Director and the Graduate School.
5. Students choosing to petition for a greater number of hours to be credited to the Ph.D. program must do so in writing to the Ph.D. Program Director. Petitions must be approved by the Graduate School.

Effective Date: [date]

Authority: Section 1007.24, Florida Statutes
BOG Regulations 6.001, 6.003, 6.004, 6.006, 6.013, and 8.017

History: Adopted July 30, 2013; revised June 2021 and [date]

Last review: [date]

**Board of Trustees
Academic Affairs Committee
February 15, 2024**

Update on Reaffirmation of Accreditation with SACSCOC

Recommended Action:

None

Background Information:

The University of West Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Accreditation by an accrediting body recognized by the US Department of Education enables UWF to ensure students access to Title IV funds to help pay for their education, enables our faculty to pursue federal grant funds from entities such as the National Institutes for Health and the National Science Foundation, and assures the community that UWF offers a quality education.

Implementation Plan:

UWF will submit the Compliance Certification Report to SACSCOC before September 9, 2024. The SACSCOC On-Site Visit is scheduled for February 24-27, 2025.

Fiscal Implications:

None

Relevant Authority:

BOG Regulation 3.006 Accreditation

Supporting Documents:

1. None

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