Call to Order/Roll Call. .......................................................... Adrianne Collins, Chair

Chair’s Greeting ................................................................. Adrianne Collins

Action Items:
1. Approval of Request to Offer New Degree Program
2. Approval of Request to Terminate a Degree Program

Information Item:
1. Academic Program Reviews for Academic Year 2019-20

Other Committee Business:

Adjournment
Issue/Agenda Item: Request to Offer a New Degree Program – Bachelor of Science in Construction Management (BS in CM)

Proposed Action: Approve Request

Background Information:

The University of West Florida (UWF) proposes to offer the Bachelor of Science in Construction Management (BS in CM) degree program in CIP Code 15.1001, a STEM discipline, effective Fall 2020.

The BS in CM is an undergraduate degree program consisting of 120 semester credit hours that will be housed in the Department of Administration and Law within the College of Education and Professional Studies (CEPS). The proposed BS in CM program is currently operating as a specialization in Building Construction in the BS in Engineering Technology (CIP Code 15.0000) degree program. Repositioning this degree program from a specialization to a stand-alone BS in CM will make the program more visible to students seeking this degree and more effectively communicate the education and training graduates of the program will receive to potential employers. The BS in CM will be offered in a face to face format.

UWF’s proposed BS in CM program will prepare graduates for positions construction managers, supervisors, inspectors, and estimators in the building construction and general contracting industries. Additionally, graduates of the BS in CM degree program will be well-prepared to perform construction management work with specialty subcontractors and design-build firms. Construction managers with bachelor’s degrees are well compensated and are in high demand in the regional, state, and national economy.

The U.S. Bureau of Labor Statistics predicts over 11% growth in jobs related to construction management through 2026 with an annual median wage for construction managers of $93,370. In addition, the Florida Department of Economic Opportunity projects 12.4% growth in construction management jobs in the state of Florida through 2026 with an annual median wage of $79,850. In the local counties of Escambia, Santa Rosa, Okaloosa, and Walton, construction of buildings and specialty trade contractors ranked among the top 20 fastest growth industries with new job growth for these jobs in these counties ranging from 11.3% for Escambia and Santa Rosa to 12.3% for Okaloosa and Walton.

The addition of the BS in CM degree program at UWF will provide clear benefits to the university and the local community:

- Offer entry into an educational pathway that prepares students for long-term career growth.
- Allow the university to respond to local, regional, and state workforce needs.
- Increase enrollment and degree production in a STEM field with strong growth.
Implementation Plan:

- The CAVP approved the BS in Construction Management on November 13, 2018.
- The UWF Faculty Senate approved the curriculum on November 13, 2018.
- The UWF Board of Trustees Academic Affairs Committee considers the Request to Offer New Degree Program November 6, 2019.
- The UWF Board of Trustees considers the Request to Offer New Degree Program December 5, 2019.
- Florida Board of Governors considers the Request to Offer New Degree Program December 2019.
- Notification to SACSCOC of Substantive Change December 2019.
- New degree program implemented Fall 2020.

Fiscal Implications: Fiscal implications are reflected in the Request to Offer.

Supporting documents:

Request to Offer a New Degree Program – BS in Construction Management
http://pages.uwf.edu/aadocs/bot/RTO_BS_Construction_Management.pdf

Prepared by: Kimberly D. McCorkle, Vice Provost
(850) 857-6198, KMcCorkle@uwf.edu

Presenter: Kimberly D. McCorkle, Vice Provost
Board of Governors, State University System of Florida

Request to Offer a New Degree Program
(Please do not revise this proposal format without prior approval from Board staff)

University of West Florida

University Submitting Proposal

Fall 2020

Proposed Implementation Term

College of Education and Professional Studies

Administration and Law

Name of College(s) or School(s)

Name of Department(s)/Division(s)

Construction Management

Bachelor of Science in Construction Management

Academic Specialty or Field

Complete Name of Degree

15.1001

Proposed CIP Code

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

December 5, 2019

Date Approved by the University Board of Trustees

Signature of Chair, Board of Trustees

Date

President

Date

Vice President for Academic Affairs

Date

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

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>30</td>
<td>19.37</td>
</tr>
<tr>
<td>Year 2</td>
<td>40</td>
<td>25.83</td>
</tr>
<tr>
<td>Year 3</td>
<td>60</td>
<td>38.75</td>
</tr>
<tr>
<td>Year 4</td>
<td>80</td>
<td>51.67</td>
</tr>
<tr>
<td>Year 5</td>
<td>100</td>
<td>64.58</td>
</tr>
</tbody>
</table>
Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

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

II. Bachelor’s

III. Construction Management

IV. 120 Semester Credit Hours

V. The University of West Florida (UWF) seeks to offer a stand-alone Bachelor of Science degree program in Construction Management (B.S.C.M.) in CIP Code 15.1001. The 120 semester credit hour (SCH) undergraduate degree program will be housed in the Department of Administration and Law in the College of Education and Professional Studies. UWF currently offers this program as a Bachelor of Science (B.S.) in Engineering Technology Building Construction specialization under CIP Code 15.0000.

Construction managers plan, coordinate, and budget construction projects from start to finish as well as supervise and manage contractors and laborers at construction sites. They ensure that construction projects adhere to building codes and ordinances, zoning regulations, and contract specifications. Graduates of the UWF B.S.C.M. degree program will be qualified to work as supervisors, inspectors, and estimators in the building construction and general contracting industries. Additionally, graduates of the B.S.C.M. degree program will be well-suited to construction management work with specialty subcontractors and design-build firms. Construction managers with bachelor’s degrees are well compensated and are in high demand in the regional, state, and national economy (Employment data is in Section II.A of this proposal).

UWF’s proposed stand-alone B.S.C.M. degree program integrates a variety of aligned disciplines, such as engineering and business. Based on historical enrollment and graduation numbers from the long-standing B.S. in Engineering Technology Building Construction specialization, surveys of alumni and industry advisory council members as well as communication with other industry experts and employers, the Department Chair and the Program Coordinator have determined there is significant demand for more graduates trained in the field of construction management. (See Sections II.A. and II.B. of this proposal).
B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The B.S.C.M. degree program was presented to the Council of Academic Vice Presidents Academic Program Coordination review group on November 13, 2018. No concerns were raised.

C. If this is a doctoral level program please include the external consultant’s report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

Not applicable this is a not a doctoral degree program.

D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).

Increase Levels of Community and Business Engagement

UWF and its B.S. in Engineering Technology Building Construction specialization have enjoyed tremendous support from the local business community which has been integral to the specialization. These companies and individuals have provided support for the B.S. in Engineering Technology Building Construction specialization by hiring graduates, sharing their expertise, aiding in curriculum development, raising funds, assisting with long-term goal planning, and mentoring students.

The B.S. in Engineering Technology Building Construction specialization has benefitted from an advisory council which includes business owners and high-level executives from local businesses. Several members of the advisory council are UWF alumni. Advisory council members have indicated enthusiasm and continued support of the stand-alone B.S.C.M. degree program (Refer to Section II.B. of this proposal for survey results). Table 1 below provides a list of the advisory council members.

Table 1. UWF B.S. in Engineering Technology Building Construction specialization advisory council

<table>
<thead>
<tr>
<th>Advisory Council Member</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rob Fabbro, President</td>
<td>Whitesell-Green, Inc.</td>
</tr>
<tr>
<td>Pam Caddell, President</td>
<td>Gulf Atlantic Constructors, Inc.</td>
</tr>
</tbody>
</table>
Local professional organizations have taken an interest in the proposed stand-alone B.S.C.M. degree program, including NAIOP (commercial real estate group) of Northwest Florida, the US Green Building Council, the Construction Specifications Institute, the American Institute of Architects, the Florida Engineering Society, Home Builders’ Association, Habitat for Humanity, and the Associated General Contractors. Through these professional organizations, program faculty have been able to build important relationships in the community and industry. The faculty view these organizations as important partners who will aid in the program’s growth and development and become employers of the proposed stand-alone B.S.C.M. degree program’s graduates.

### Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

The proposed B.S.C.M. degree program in CIP Code 15.1001 will increase the number of degrees awarded in this program of strategic emphasis in a STEM discipline. Enrollment in the B.S. in Engineering Technology Building Construction specialization has experienced steady enrollment growth since its inception in 1985 (See Figure 1 in Section II.B. of this proposal). The stand-alone degree program will garner better visibility for the program and thereby grow the program. Program growth, greater industry and marketing presence, as well as more concerted recruitment efforts will increase the number of degrees awarded in this area of strategic emphasis.

Program faculty have been recruiting new majors for the program at local high schools. These include the construction academies at Pine Forest, Jay, and Navarre High Schools.
Future recruitment efforts will focus on construction academies in Walton and Okaloosa counties, as well as those in Eastern Alabama. Visibility of the stand-alone degree program will increase enrollment through enhanced marketing efforts as well as improve direct recruitment from local construction events and local construction academies. Furthermore, as the B.S.C.M. degree program has been successful as a specialization, it will be able to leverage the already well-established relationships with alumni, industry partners, and advisory council members.

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:
1. Critical Workforce:
   • Education
   • Health
   • Gap Analysis
2. Economic Development:
   • Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at the resource page for new program proposal.

Program of Strategic Emphasis Category: Science, Technology, Engineering, and Math (STEM).

Construction Management, which falls under CIP Code 15.1001 (Construction Engineering Technology), is identified in the State University System Strategic Plan as a Program of Strategic Emphasis in the Science, Technology, Engineering, and Math (STEM) category.

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The proposed B.S.C.M. degree program will be offered in a traditional, face-to-face format on the UWF Pensacola campus.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or
Nationally, construction managers with a bachelor’s degree are in high demand and earn high wages. According to the Bureau of Labor Statistics, in 2018 the annual mean wage for construction managers was $103,110, almost double the national annual mean wage for all occupations of $51,960. With growth projections of 11% over the ten-year period of 2016-2026, the Bureau of Labor Statistics estimates the need for an additional 44,800 individuals nationwide trained to be construction managers (https://www.bls.gov/ooh/home.htm).

Standard Occupational Classification (SOC) codes identified by the Bureau of Labor Statistics for occupations similar to Construction Manager (SOC Code 11-9021), are Construction and Building Inspector (SOC Code 47-4011), First-Line Supervisors of Construction Trades & Extraction Workers (SOC Code 47-1011), and Cost Estimator (SOC Code 13-1051). The United States Department of Labor’s Occupational Information Network (O*NET) lists all four of these as Bright Outlook Occupations. Bright Outlook occupations are projected to grow faster than the national average over the period 2016-2026 with a 10% or greater employment increase or with a projection of 100,000 or more job openings (https://www.onetonline.org/help/bright/).

Construction managers plan, coordinate, budget, and supervise construction projects from start to finish.

Construction and building inspectors ensure that construction meets local and national building codes and ordinances, zoning regulations, and contract specifications.

First-line supervisors of construction trades and extraction workers directly supervise and coordinate the activities of construction or extraction workers.

Cost estimators collect and analyze data in order to estimate the time, money, materials, and labor required to manufacture a product, construct a building, or provide a service. They generally specialize in a particular product or industry.

Table 2 displays the wages and job growth of occupations for which graduates of UWF’s B.S.C.M. degree program will be qualified.
Table 2. *Education, wages, and job growth for construction management and related professions*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>SOC Code</th>
<th>Entry-Level Education</th>
<th>Median Annual Wages 2018</th>
<th>Number of Jobs 2016</th>
<th>Job Growth 2016-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Managers</td>
<td>11-9021</td>
<td>Bachelor’s</td>
<td>$93,370</td>
<td>403,800</td>
<td>11%</td>
</tr>
<tr>
<td>Construction and Building Inspectors</td>
<td>47-4011</td>
<td>5-Years’ experience + High School Diploma</td>
<td>$59,700*</td>
<td>105,100</td>
<td>10%</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades &amp; Extraction Workers</td>
<td>47-1011</td>
<td>N/A</td>
<td>$65,230</td>
<td>598,210</td>
<td>11%</td>
</tr>
<tr>
<td>Cost Estimators</td>
<td>13-1051</td>
<td>Bachelor’s</td>
<td>$64,040</td>
<td>217,900</td>
<td>11%</td>
</tr>
</tbody>
</table>

Note: *Wage data from 2016*

Source: Data compiled from Bureau of Labor Statistics

[https://www.bls.gov/ooh/home.htm](https://www.bls.gov/ooh/home.htm)
Construction Managers

Construction managers oversee construction projects. They plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Construction managers participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. The national data includes managers in specialized construction fields, such as carpentry or plumbing. Tables 3 and 4 show the top industries that employ construction managers and their mean wages.

Table 3. *Industries with the highest levels of employment for Construction Managers*

<table>
<thead>
<tr>
<th>Top Industries for Construction Managers</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresidential Building Construction</td>
<td>70,300</td>
<td>$49.47</td>
<td>$102,910</td>
</tr>
<tr>
<td>Residential Building Construction</td>
<td>42,750</td>
<td>$46.48</td>
<td>$96,690</td>
</tr>
<tr>
<td>Building Equipment Contractors</td>
<td>35,520</td>
<td>$50.75</td>
<td>$105,550</td>
</tr>
<tr>
<td>Utility System Construction</td>
<td>17,560</td>
<td>$51.57</td>
<td>$107,270</td>
</tr>
<tr>
<td>Foundation, Structure, and Building Exterior Contractors</td>
<td>17,010</td>
<td>$47.03</td>
<td>$97,820</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/current/oes119021.htm#(1)](https://www.bls.gov/oes/current/oes119021.htm#(1))

Table 4. *Industries with the highest concentration of employment for Construction Managers*

<table>
<thead>
<tr>
<th>Top Industries for Construction Managers</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresidential Building Construction</td>
<td>70,300</td>
<td>$49.47</td>
<td>$102,910</td>
</tr>
<tr>
<td>Land Subdivision</td>
<td>2,390</td>
<td>$53.63</td>
<td>$111,550</td>
</tr>
<tr>
<td>Residential Building Construction</td>
<td>42,750</td>
<td>$46.48</td>
<td>$96,690</td>
</tr>
<tr>
<td>Other Heavy and Civil Engineering Construction</td>
<td>4,170</td>
<td>$51.57</td>
<td>$107,270</td>
</tr>
<tr>
<td>Utility System Construction</td>
<td>17,560</td>
<td>$51.57</td>
<td>$107,270</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/current/oes119021.htm#(1)](https://www.bls.gov/oes/current/oes119021.htm#(1))
Construction and Building Inspectors

Construction and building inspectors conduct inspections of structures. They use engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. The national data includes inspections that are general in nature as well as specific areas such as electrical systems or plumbing. Tables 5 and 6 show the top industries that employ construction and building inspectors and their mean wages (2016 data).

Table 5. Industries with the highest levels of employment for construction and building inspectors

<table>
<thead>
<tr>
<th>Top Industries for Construction and Building Inspectors</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Government (OES Designation)</td>
<td>39,990</td>
<td>$29.11</td>
<td>$60,550</td>
</tr>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>29,430</td>
<td>$29.80</td>
<td>$61,990</td>
</tr>
<tr>
<td>State Government (OES Designation)</td>
<td>5,230</td>
<td>$27.21</td>
<td>$56,590</td>
</tr>
<tr>
<td>Management, Scientific, and Technical Consulting Services</td>
<td>2,890</td>
<td>$29.10</td>
<td>$60,520</td>
</tr>
<tr>
<td>Other Professional, Scientific, and Technical Services</td>
<td>2,470</td>
<td>$32.28</td>
<td>$67,140</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/2016/may/oes474011.htm](https://www.bls.gov/oes/2016/may/oes474011.htm)

Table 6. Industries with the highest concentration of employment for construction and building inspectors

<table>
<thead>
<tr>
<th>Top Industries for Construction and Building Inspectors</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural, Engineering, and Related Services</td>
<td>29,430</td>
<td>$29.80</td>
<td>$61,990</td>
</tr>
<tr>
<td>Natural Gas Distribution</td>
<td>900</td>
<td>$36.17</td>
<td>$75,230</td>
</tr>
<tr>
<td>Local Government (OES Designation)</td>
<td>39,990</td>
<td>$29.11</td>
<td>$60,550</td>
</tr>
<tr>
<td>Other Professional, Scientific, and Technical Services</td>
<td>2,470</td>
<td>$32.28</td>
<td>$67,140</td>
</tr>
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<td>State Government (OES Designation)</td>
<td>5,230</td>
<td>$27.21</td>
<td>$57,590</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/2016/may/oes474011.htm](https://www.bls.gov/oes/2016/may/oes474011.htm)
First-Line Supervisors of Construction Trades and Extraction Workers

First-line supervisors of construction trades and extraction workers directly supervise and coordinate activities of construction or extraction workers. Tables 7 and 8 show the top industries that employ first-line supervisors of construction trades and extraction workers and their mean wages.

Table 7. *Industries with the highest levels of employment for first-line supervisors of construction trades and extraction workers*

<table>
<thead>
<tr>
<th>Top Industries for First-Line Supervisors of Construction Trades and Extraction Workers</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresidential Building Construction</td>
<td>95,420</td>
<td>$35.74</td>
<td>$74,340</td>
</tr>
<tr>
<td>Building Equipment Contractors</td>
<td>83,870</td>
<td>$36.06</td>
<td>$75,010</td>
</tr>
<tr>
<td>Residential Building Construction</td>
<td>68,600</td>
<td>$32.14</td>
<td>$66,850</td>
</tr>
<tr>
<td>Foundation, Structure, and Building Exterior Contractors</td>
<td>53,660</td>
<td>$31.20</td>
<td>$64,890</td>
</tr>
<tr>
<td>Other Specialty Trade Contractors</td>
<td>41,950</td>
<td>$31.59</td>
<td>$65,700</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/current/oes471011.htm#nat](https://www.bls.gov/oes/current/oes471011.htm#nat)

Table 8. *Industries with the highest concentration of employment for first-line supervisors of construction trades and extraction workers*

<table>
<thead>
<tr>
<th>Top Industries for First-Line Supervisors of Construction Trades and Extraction Workers</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresidential Building Construction</td>
<td>95,420</td>
<td>$35.74</td>
<td>$74,340</td>
</tr>
<tr>
<td>Residential Building Construction</td>
<td>68,600</td>
<td>$32.14</td>
<td>$66,850</td>
</tr>
<tr>
<td>Highway, Street, and Bridge Construction</td>
<td>28,200</td>
<td>$33.94</td>
<td>$71,320</td>
</tr>
<tr>
<td>Utility System Construction</td>
<td>39,680</td>
<td>$33.94</td>
<td>$68,940</td>
</tr>
<tr>
<td>Other Heavy and Civil Engineering Construction</td>
<td>8,800</td>
<td>$33.14</td>
<td>$70,600</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/current/oes471011.htm#nat](https://www.bls.gov/oes/current/oes471011.htm#nat)
Cost Estimators

Cost estimators prepare cost estimates for product manufacturing, construction projects, or services to aid management in bidding on or determining the price of product or service. Many specialize according to particular service performed or type of product manufactured. Tables 9 and 10 show the top industries that employ cost estimators.

Table 9. *Industries with the highest levels of employment for cost estimators*

<table>
<thead>
<tr>
<th>Top Industries for Cost Estimators</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Equipment Contractors</td>
<td>29,870</td>
<td>$34.94</td>
<td>$72,680</td>
</tr>
<tr>
<td>Nonresidential Building Construction</td>
<td>21,660</td>
<td>$38.06</td>
<td>$79,170</td>
</tr>
<tr>
<td>Foundation, Structure, and Building Exterior Contractors</td>
<td>17,780</td>
<td>$32.77</td>
<td>$68,170</td>
</tr>
<tr>
<td>Building Finishing Contractors</td>
<td>16,540</td>
<td>$33.27</td>
<td>$69,200</td>
</tr>
<tr>
<td>Residential Building Construction</td>
<td>15,750</td>
<td>$32.23</td>
<td>$67,040</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/current/oes131051.htm](https://www.bls.gov/oes/current/oes131051.htm)

Table 10. *Industries with the highest concentration of employment for cost estimators*

<table>
<thead>
<tr>
<th>Top Industries for Cost Estimators</th>
<th>Number Employed Nationally</th>
<th>Hourly mean wage</th>
<th>Annual mean wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresidential Building Construction</td>
<td>21,660</td>
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<td>$79,170</td>
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<tr>
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</tr>
<tr>
<td>Foundation, Structure, and Building Exterior Contractors</td>
<td>17,780</td>
<td>$32.77</td>
<td>$68,170</td>
</tr>
<tr>
<td>Other Specialty Trade Contractors</td>
<td>11,810</td>
<td>$32.81</td>
<td>$68,240</td>
</tr>
</tbody>
</table>

Source: [https://www.bls.gov/oes/current/oes131051.htm](https://www.bls.gov/oes/current/oes131051.htm)

Florida is among the top five states with the highest employment level for all four of these occupations.

**State**

In Florida, construction managers with a bachelor’s degree are in high demand and earn high wages. Additionally, because they graduate from a regionally accredited university, the state will allot UWF’s graduates of the B.S.C.M. degree program two years
of equivalent experience toward the Florida State Contractor’s License examination prerequisites.

According to the Bureau of Labor Statistics, in 2018, the annual mean wage for construction managers in the state was $94,150, double the annual mean wage for all occupations in Florida of $46,010. According to the Florida Department of Economic Opportunity, all of these positions require some college, all are high growth, and all exceed the state median hourly wage of $16.07 (http://www.floridajobs.org). Table 11 below shows statewide demand and wages for individuals trained in the field of construction management.

Table 11. Florida wages and job growth for construction managers and related occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>SOC Code</th>
<th>Rank on Florida Statewide Demand Occupations List (1-82)</th>
<th>2017 Median Hourly Wage</th>
<th>Number of Job Openings 2018</th>
<th>Job Growth 2018-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Managers</td>
<td>11-9021</td>
<td>23</td>
<td>$38.42</td>
<td>23,303</td>
<td>12.4%</td>
</tr>
<tr>
<td>Construction and Building Inspectors</td>
<td>47-4011</td>
<td>--</td>
<td>$27.41</td>
<td>8,156</td>
<td>12.6%</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades &amp; Extraction Workers</td>
<td>47-1011</td>
<td>30</td>
<td>$27.67</td>
<td>50,202</td>
<td>13.5%</td>
</tr>
<tr>
<td>Cost Estimators</td>
<td>13-1051</td>
<td>24</td>
<td>$27.58</td>
<td>14,672</td>
<td>13.5%</td>
</tr>
<tr>
<td>All Occupations</td>
<td>00-0000</td>
<td>--</td>
<td>$16.07</td>
<td>9,859,319</td>
<td>10.1%</td>
</tr>
</tbody>
</table>


The construction industry is growing in Florida and as such creates the need for more individuals trained as construction managers with the knowledge, skills, and aptitudes to fill this expanding demand. While the state has a healthy job growth of 10.1% overall, Florida predicts the construction industry as a whole to grow by 12.8% over the 2018-2026 period. In this eight-year period, the construction industry’s anticipated 69,030 new positions will comprise 7.2% of the state’s 959,223 new job openings, making construction the 13th fastest growing industry in the state.
As a further demonstration of demand for graduates from UWF’s proposed B.S.C.M. degree program, all four of these occupations are listed by the state as high-skill, high-wage occupations and in the top half of industries in demand statewide.

Local

According to the Florida Department of Economic Opportunity’s 2019-2020 Regional Demand Occupations List, these four professions are in high demand in the Northwest Florida region (Workforce Development Areas 1 and 2) of Escambia, Santa Rosa, Okaloosa, and Walton Counties. All pay well above the Escambia County median wage of $16.07 per hour. It is important to note that Northwest Florida suffered significant building damage due to Hurricane Michael in October 2018.

According to the note on the Florida Department of Economic Opportunity website, the 2018-2026 projections were calculated prior to Hurricane Michael and do not reflect any effects of the disaster (http://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections). The numbers indicated by the Florida Department of Economic Opportunity shown below in Tables 12 and 13 will have preceded the newly increased need and demand for building and construction professionals in Northwest Florida. The heightened demand will continue for several years.

Table 12. Escambia and Santa Rosa County wages and job growth for construction managers and related occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>SOC Code</th>
<th>Rank on Escambia &amp; Santa Rosa County Demand Occupations List (1-100)</th>
<th>2017 Mean Hourly Wage</th>
<th>Annual Openings</th>
<th>Annual Percent Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Managers</td>
<td>11-9021</td>
<td>5</td>
<td>$35.45</td>
<td>80</td>
<td>1.50%</td>
</tr>
<tr>
<td>Construction and Building Inspectors</td>
<td>47-4011</td>
<td>83</td>
<td>$27.71</td>
<td>1,019</td>
<td>1.57%</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades &amp; Extraction Workers</td>
<td>47-1011</td>
<td>72</td>
<td>$23.83</td>
<td>150</td>
<td>1.53%</td>
</tr>
<tr>
<td>Cost Estimators</td>
<td>13-1051</td>
<td>11</td>
<td>$29.11</td>
<td>48</td>
<td>1.47%</td>
</tr>
</tbody>
</table>

Source: Data compiled from Florida Department of Economic Opportunity http://www.floridajobs.org
Table 13. Okaloosa and Walton County wages and job growth for construction managers and related occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>SOC Code</th>
<th>Rank on Okaloosa &amp; Walton County Occupations List (1-100)</th>
<th>2017 Mean Hourly Wage</th>
<th>Annual Openings</th>
<th>Annual Percent Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Managers</td>
<td>11-9021</td>
<td>25</td>
<td>$44.04</td>
<td>2,913</td>
<td>1.55%</td>
</tr>
<tr>
<td>Construction and Building Inspectors</td>
<td>47-4011</td>
<td>23</td>
<td>$27.71</td>
<td>1,091</td>
<td>1.57%</td>
</tr>
<tr>
<td>First-Line Supervisors of Construction Trades &amp; Extraction Workers</td>
<td>47-1011</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cost Estimators</td>
<td>13-1051</td>
<td>26</td>
<td>$29.68</td>
<td>1,835</td>
<td>1.68%</td>
</tr>
</tbody>
</table>

Source: Data compiled from Florida Department of Economic Opportunity [http://www.floridajobs.org](http://www.floridajobs.org)

The North American Industry Classification System (NAICS) is used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the United States business economy. In addition to SOC Codes, Florida maintains data using the NAICS. The NAICS Code category for construction is 23. In the Northwest Florida region, NAICS Code 23 is among the fastest growing industries. In Escambia and Santa Rosa Counties, there were 11,857 employment opportunities in the category of construction with an estimated 1,381 new jobs to be created for a total of 13,238 by 2026. In Okaloosa Walton Counties there were 6,925 employment opportunities in the category of construction with an estimated 801 new jobs to be created for a total of 7,726 by 2026. Table 14 provides details of the regional job opportunities for graduates of UWF’s B.S.C.M. degree program.
Table 14. Breakdown of NAICS Code 23 sub categories in Northwest Florida

<table>
<thead>
<tr>
<th>Workforce Region</th>
<th>NAICS Code</th>
<th>Rank in Top 20 Fastest Growth Industries</th>
<th>2018 Jobs</th>
<th>2026 Jobs</th>
<th>New Job Openings 2018-2026</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escambia &amp; Santa Rosa Counties</td>
<td>23-6</td>
<td>14</td>
<td>2,534</td>
<td>2,821</td>
<td>287</td>
<td>11.3%</td>
</tr>
<tr>
<td>Construction of Buildings</td>
<td>23-8</td>
<td>10</td>
<td>7,976</td>
<td>8,952</td>
<td>976</td>
<td>12.2%</td>
</tr>
<tr>
<td>Specialty Trade Contractors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Okaloosa &amp; Walton Counties</td>
<td>23-6</td>
<td>13</td>
<td>1,254</td>
<td>1,407</td>
<td>153</td>
<td>12.2%</td>
</tr>
<tr>
<td>Construction of Buildings</td>
<td>23-8</td>
<td>12</td>
<td>4,873</td>
<td>5,470</td>
<td>597</td>
<td>12.3%</td>
</tr>
<tr>
<td>Specialty Trade Contractors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Data compiled from Florida Department of Economic Opportunity [http://www.floridajobs.org](http://www.floridajobs.org)

The proposed stand-alone degree program will support the regional construction industry. Graduates of the B.S. in Engineering Technology Building Construction specialization have high levels of job placement and have received positive employer feedback (Data is available in Section II.B. of this proposal). The Program Coordinator expects the high rate of employment not only to continue but to increase as the program becomes more visible as a stand-alone B.S.C.M. degree program.

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

UWF has offered the B.S. in Engineering Technology Building Construction specialization since 1985. As a specialization, this degree program has experienced strong enrollment as reflected in Figure 1. The B.S. in Engineering Technology Building Construction specialization has a 5-year average unduplicated headcount enrollment of 115 students with a high of 135 students in academic year (AY) 2015-2016 and a low unduplicated headcount enrollment of 103 students in AY 2017-2018. Based on the enrollment data for the specialization, UWF projects that student demand in this proposed stand-alone B.S.C.M. degree program will maintain the same level of student demand and potentially increase demand with greater program name recognition and visibility.
The Program Coordinator of the B.S. in Engineering Technology Building Construction specialization conducted three surveys in spring 2019 to assess demand for the stand-alone B.S.C.M. degree program. Surveys were sent to current students, alumni, and advisory council members. The results are summarized in the following paragraphs, with the full survey report available in Appendix F.

Current Student Survey Findings

Of the currently enrolled students who responded (n=15), 87% indicated that they are currently working in the construction field or in a closely related field. When asked their reason for enrolling in UWF’s B.S. in Engineering Technology Building Construction specialization (multiple answers permitted), 33% of respondents chose seeking a promotion or maximizing income, 27% chose prerequisite to state licensure, and an additional 27% indicated they enrolled in the program to carry on a family owned business.

Advisory Council Survey Findings

The advisory council was surveyed to determine local demand for more graduates in the field. As seen in Section I.D. Table 1 of this proposal, the advisory council is comprised of representatives of the local construction industry as well as complementary fields such as architecture and public utilities.
All of the advisory council members responded (n=12). Ten respondents or 83% indicated they have hired UWF graduates from the program specialization. When asked if the local construction industry would be able to accommodate a greater number of UWF graduates trained in the field of construction management, ten respondents or 83% agreed that there was need for additional graduates working in the field.

Alumni Survey Findings

The Program Coordinator surveyed graduates of the B.S. in Engineering Technology Building Construction specialization. Of the graduates who responded to the survey (n=44), 44 respondents or 100% are currently employed. When asked where they are employed, 31 respondents or 71% are working in the State of Florida with 21 respondents or 49% working in the greater Pensacola metropolitan area.

Notably, these graduates are earning high wages with 30 respondents (n=44) or 68% earning $70,000 or more annually with 15 respondents (n=44) or 34% earning $100,000 or more. Figure 2 below shows the distribution of respondents across various income categories.

![Pie chart showing graduate salaries](image)

**Figure 2. Annual salaries reported in alumni survey of UWF’s B.S. in Engineering Technology Building Construction specialization**

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the
institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.

UWF’s proposed B.S.C.M. degree program will be offered in a face-to-face format on the Pensacola campus. Based on student body enrollment in the B.S. in Engineering Technology Building Construction specialization, the majority are location bound. The stand-alone B.S.C.M. degree program will serve students in the western part of the Florida Panhandle and will attract out of state students from nearby Alabama communities. Section II.A. of this proposal provides evidence of need and demand for Florida to produce more graduates with degrees in the field of construction management.

The closest, similar bachelor’s level program in Florida is approximately 200 miles away at Florida Agricultural and Mechanical University (FAMU) in Tallahassee. While the program at FAMU operates under the same CIP Code (15.1001) as UWF’s proposed B.S.C.M. degree program, FAMU’s B.S. in Engineering Technology curriculum is dissimilar from the one developed by UWF faculty. The FAMU B.S. in Engineering Technology exceeds 120 SCH, uses a different set of common prerequisites, and emphasizes engineering as is demonstrated by its ABET disciplinary accreditation (https://www.abet.org/).

UWF’s proposed B.S.C.M. degree program curriculum more closely aligns with the B.S.C.M. program offered at the University of North Florida (UNF), which is more than 350 miles away. Section V.B. of this proposal shows UWF has adopted the same common prerequisites for its B.S.C.M. degree program as UNF. Table 15, below, displays other institutions in Florida with similar programs to UWF’s proposed B.S.C.M. degree program. The Program Coordinator received letters of support from the programs at UF, FIU, and UNF. These letters can be found in Appendix H.

Table 15. Similarity with other Public and Private University and College Degree Programs in Florida

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>SCH</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Agricultural and Mechanical University</td>
<td>Construction Engineering Technology, B.S.</td>
<td>124</td>
<td>Tallahassee</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Construction Management, B.S.</td>
<td>121</td>
<td>Miami</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Construction Management, B.S.</td>
<td>125</td>
<td>Gainesville</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>Construction Management, B.S.C.M.</td>
<td>123</td>
<td>Fort Myers</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>Building Construction Management, B.S.</td>
<td>126</td>
<td>Jacksonville</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------</td>
<td>-----</td>
<td>-------------</td>
</tr>
<tr>
<td>Seminole State College of Florida</td>
<td>Construction, B.S.</td>
<td>126</td>
<td>Sanford</td>
</tr>
<tr>
<td>Florida Institute of Technology</td>
<td>Construction Management, B.S.</td>
<td>122</td>
<td>Melbourne</td>
</tr>
</tbody>
</table>

Source: Various university and college websites

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

The proposed stand-alone B.S.C.M. degree program has been operating as a Building Construction specialization in the B.S. in Engineering Technology program since 1985. Based on enrollment and completion data from the specialization as well as input from the advisory council, the Program Coordinator and the Department Chair have calculated a Year 1 enrollment for the stand-alone B.S.C.M. degree program to be 30 students. The department anticipates new student enrollment to increase with the improved visibility and name recognition of the stand-alone degree program. As shown in Appendix A Table 1-A, enrollment in the program is expected to be at 100 students by Year 5. The Year 1 FTE is 19.37 with an E&G cost per FTE at $15,240 as shown on Appendix A Table 2. While this is higher than the State University System cost per credit hour for CIP Code 15 of $11,205, the Year 5 E&G cost per FTE will be $5,987 (Appendix A Table 2), well below the SUS average.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university’s ability to attract students of races different from that which is predominant on their campus in the subject program. The university’s Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.

Regarding UWF’s proposed B.S.C.M. degree program, no comments were expressed concerning impact on programs at FAMU or FIU during the April 23, 2019, Council of Academic Vice Presidents Program Coordination Work Group conference call.

Consistent with its mission, UWF has admissions policies that balance attention to access, inclusiveness, and quality. In addition, UWF encourages applications from qualified persons and does not discriminate on the basis of age, color, disability, gender (including
gender identity and sex), marital status, national origin, race, religion, sexual orientation, or veteran status. Also, UWF's New Academic Program Approval Policy requires that programs appropriately address diversity. Therefore, the university and its degree programs take proactive measures to achieve a diverse student body.

To ensure the desired outcome for student diversity, recruiting efforts initially focus on the university's eight-county service area: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, and Gulf. Recruitment efforts also extend to other geographic regions having larger underrepresented populations of prospective students.

The proposed program will be marketed to multiple student segments, including first-time-in-college, entering freshmen, transfer students, and others. Program faculty and staff will use multiple outreach methods to ensure diversity in the program. The College of Education and Professional Studies will promote the proposed B.S.C.M. degree program to the aforementioned student segments. In an effort to diversify the student demographic, program faculty have begun discussions with the National Association of Women in Construction, and are looking to establish a student group at UWF.

Figure 3 below shows that the College of Education and Professional Studies currently attracts a diverse student body. The B.S.C.M. degree program will reflect the diversity of the college.

![Figure 3](image_url)

Figure 3. Five-year comparison of increasing diversity in the College of Education and Professional Studies.
III. Budget

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

Total Year 1 costs equal $295,194 in funds to be reallocated from the existing specialization. The following is a breakdown of the projected Year 1 costs as shown in Appendix A Table 2 all from E&G funds:

- Current full-time faculty salaries and fringe apportioned to the stand-alone degree program at $230,445
- One quarter of the Department of Administration and Law’s Department Administrator salary and fringe at $13,069
- Other Personal Services expense of $40,000. $30,000 of this amount is to account for the compensation paid to nine-month faculty for teaching summer courses. $10,000 is to account for the use of adjuncts at $2,500 per course.
- The specialization provides for one student assistantship each year at $1,680 and the stand-alone degree program plans to continue this practice.
- There will be no additional library expenses for the program as the department will use the materials already in place for the undergraduate specialization as well as materials for complimentary courses in the degree program (Refer to Section X.A. of this proposal).
- One quarter of the department office supply and sundry expenses at $10,000.

Total Year 5 costs equal $386,617. The following is a breakdown of the projected Year 5 costs as shown in Appendix A Table 2 all continuing base E&G funds:

- Full-time faculty salaries and fringe increased at five percent per annum along with a portion of the full-time faculty salaries from the program courses taught outside of the B.S.C.M. program at $313,257.
- One quarter of the Department Administrator salary and fringe increased at five percent per annum at $16,680.
- Other Personal Services expense of $40,000. $30,000 of this amount is to account for the compensation paid to nine-month faculty for teaching summer courses. $10,000 is to account for the use of adjuncts at $2,500 per course. There is an additional $5,000 in column 10 to add up to two additional adjuncts by Year 5 to accommodate new enrollment growth in the stand-alone degree program.
- One student assistantship at $1,680.
- There are no library expenses in Year 5 (Refer to Section X.B. of this proposal).
- One quarter of the department office supply and sundry expenses at $10,000.
The E&G cost per FTE for the B.S.C.M. program is $15,240 for Year 1. This amount is above the State University System average expenditure for an undergraduate program in CIP Code 15, however by Year 5 the FTE falls to $5,987, well below the SUS average E&G cost per FTE of $11,205.

B. Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

UWF does not intend to operate the program through continuing education on a cost-recovery basis, or seek approval for market tuition rate. The B.S.C.M. program will be offered as a regular face-to-face program through UWF’s Department of Administration and Law. Table 16 below displays the expected rate of tuition that the university plans to charge for this program.

Table 16. Expected rate of tuition for UWF’s proposed B.S.C.M. program

<table>
<thead>
<tr>
<th>Tuition Type</th>
<th>Cost Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida In-State Tuition</td>
<td>$211.98</td>
</tr>
<tr>
<td>Full Out-of-State Tuition</td>
<td>$641.37</td>
</tr>
<tr>
<td>Active Duty Military Tuition (Out of State Fees waived)</td>
<td>$211.98</td>
</tr>
</tbody>
</table>

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

As this program is currently being offered as a specialization, converting to a stand-alone B.S.C.M. degree program will not negatively impact existing UWF programs. Faculty and resources currently allocated in the specialization will be reallocated to the stand-alone degree program.

D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).
As the B.S.C.M. degree program is replacing in purpose and resource use an existing undergraduate specialization that has been in place since the fall of 1985, the department does not anticipate an increased need for general education or common prerequisite courses. The Program Coordinator and faculty have been in communication with the faculty in the program courses that fall outside of the department. Those departments and colleges are aware of the creation of the stand-alone degree program and are welcoming to the students. General education courses are capable of accommodating the increase in enrollment in the stand-alone B.S.C.M. degree program.

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

The B.S. in Engineering Technology Building Construction specialization has received financial and in-kind support from the local business community. The Associated General Contractors of America has contributed funding and provided discounted training and mentorship for students. They also have a student chapter at UWF. Advisory council members have offered continued support of the stand-alone B.S.C.M. degree program (Section I.D. of this proposal).

In 1999, Florida transportation industry officials created an educational outreach program called Construction Career Days. The UWF B.S. in Engineering Technology Building Construction specialization faculty attended the inaugural event for Northwest Florida in April of 2019. In addition to welcoming over 600 high school students, the event hosted privately held companies and employers from across Northwest Florida. Consequently, program faculty have forged new and meaningful relationships with potential employers, guest lecturers, consultants, and materials testing laboratories (https://ccdfl.org/northwest-florida/about-faq/).

The National Center for Construction Education and Research offers curricula training modules to high school technical academies (https://www.nccer.org/). UWF B.S. in Engineering Technology Building Construction specialization faculty have established working relationships with technical academies in Escambia and Santa Rosa County High Schools including:
- Pine Forest High School
- Jay High School
- Navarre High School

The Program Coordinator for the proposed B.S.C.M. degree program expects mutually beneficial partnership opportunities, financial and in-kind, to increase with the visibility and name recognition the stand-alone program will bring.
IV. Projected Benefit of the Program to the University, Local Community, and State

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

Establishing the stand-alone B.S.C.M. degree program will enhance the program’s visibility to students and employers and thereby benefit the university, local community, and state. Faculty in the existing B.S. in Engineering Technology Building Construction specialization have focused on program level improvements and retention efforts in order to continually advance the program and remain abreast of changes in the industry. Faculty and graduates of the specialization have well-established relationships with the university, the local community, and the state.

The B.S. in Engineering Technology Building Construction specialization has a well-attended advisory council representing members of the local community who are concerned with and involved in the building industry (Section I.D. of this proposal). According to a survey of the advisory council conducted spring 2019, 83% indicated they have hired graduates of the B.S. in Engineering Technology Building Construction specialization, all of whom are satisfied with the performance of their hires. Additionally, the advisory council members overwhelmingly indicate the need for more individuals trained in the field of construction management. The stand-alone degree program will continue to benefit from the advisory council and will be able to leverage these relationships to increase its visibility, partnerships, and enrollment.

In spring 2019, the Program Coordinator conducted a survey of the B.S. in Engineering Technology Building Construction specialization alumni. All respondents are employed, the majority (71%) work in the local community or in the state, and more than half (68%) earn annual wages in excess of $70,000, well above the state median annual wage of $46,010 (http://www.floridajobs.org). For more information about these surveys refer to Appendix F and Section II.B. of this proposal.

The construction industry is a large part of Florida’s economic base and growth. Graduates with degrees in the field of construction management are in high demand and are well-compensated. The stand-alone B.S.C.M. degree program will contribute to and benefit the university, the local community, and the state.

V. Access and Articulation – Bachelor’s Degrees Only

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)
The proposed B.S.C.M. degree program totals 120 semester credit hours.

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

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

The stand-alone B.S.C.M. degree program will use the same approved common prerequisites found in the 2019-2020 Common Program Prerequisites Manual for CIP Code 15.1001 Track 3/3. All of the prerequisite courses are already being offered at UWF. Students are required to complete the common prerequisite courses prior to graduation, but are not required to complete them prior to entry into the degree program.

Table 17. Common Prerequisites for the B.S.C.M. degree program

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Credit Hours (SCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG2021</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BCN2251</td>
<td>Blueprint Reading</td>
<td>3</td>
</tr>
<tr>
<td>BCN2210</td>
<td>Construction Materials and Method</td>
<td>3</td>
</tr>
<tr>
<td>BCN2405</td>
<td>Statistics and Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>ECO2013</td>
<td>Principles of Economics Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECO2023</td>
<td>Principles of Economics Micro</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MAC2233</td>
<td>Calculus with Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>PHY2053</td>
<td>Algebra Based Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY2053 L</td>
<td>Algebra Based Physics I Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY2054</td>
<td>Algebra Based Physics II</td>
<td>3</td>
</tr>
<tr>
<td>STA2023</td>
<td>Elements of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CGS2570</td>
<td>Personal Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

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

The university does not intend to seek formal limited access status for the proposed program.

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see link to the Statewide Articulation Manual on the resource page for new program proposal). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

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

**INSTITUTIONAL READINESS**

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on the resource page for new program proposal).

Our mission at UWF is to:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society
UWF faculty have aligned the stand-alone B.S.C.M. degree program to American Council for Construction Education standards thereby providing a high-quality undergraduate degree program that services the needs of the profession. Graduates of the B.S.C.M. degree program will be serving the needs of society by being well-educated to be employed in a profession that is in high demand. Employers of graduates of the B.S. in Engineering Technology Building Construction specialization have indicated that the program has enhanced the local construction workforce (Section II.B of this proposal). Faculty in the specialization have been active in conducting teaching and research that services the body of knowledge. As stand-alone degree program, the B.S.C.M. will benefit and support the mission of the university.

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

The Methodology for Updating Programs of Strategic Emphasis in the State University System of Florida, Board of Governors 2012-2025 Strategic Plan has identified the fields of design and construction as Economic Development-STEM “to emphasize the importance of these programs to Florida’s economy” ([https://www.flbog.edu/wp-content/uploads/2013_09_26-PSE-Methodology-and-list-FINAL.pdf](https://www.flbog.edu/wp-content/uploads/2013_09_26-PSE-Methodology-and-list-FINAL.pdf)).

Like the specialization, the stand-alone B.S.C.M. degree program will benefit from collaboration across multiple academic disciplines. The faculty have been enjoying collegial and productive working relationships with many areas at the university. For example, the faculty of the B.S. in Engineering Technology Building Construction specialization have an ongoing research collaboration with faculty in the B.S. in Mechanical Engineering degree program. The Department of Mechanical Engineering has encouraged B.S. in Engineering Technology Building Construction specialization faculty to use their laboratory for research projects. Faculty have been invited to discuss collaborative initiatives with the departments of Workforce and Industrial Innovation and Research Administration and Engagement in the UWF Division of Research and Strategic Innovation.

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

During the summer of 2017, program faculty and administration began to draft Curriculum Change Review documents to accommodate a stand-alone B.S.C.M. degree program. This process primarily entailed changing the name of the program, and aligning coursework to state mandated common prerequisites for Construction Engineering Technology CIP code 15.1001. During the 2018-2019 academic calendar, program faculty and administration continued to meet on a regular basis to continue with the development
of a timeline for the UWF Internal Pre-Proposal and Council of Academic Vice Presidents (CAVP) documents. The Vice Provost presented the stand-alone B.S.C.M. degree program proposal to the CAVP Workgroup on November 13, 2018, with no concerns raised. Following the CAVP conference call, program faculty and administrators began drafting the Florida Board of Governor’s Request to Offer a New Academic Degree Program proposal document. A timeline of this planning process is in Table 17, and the implementation activity of this process is documented in Table 18.

Table 17. Planning Process for the B.S.C.M. degree program

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29, 2017</td>
<td>Department Chair Nancy Hastings, Advisory Council member Joshua Huber, Program Coordinator Aneurin Grant</td>
<td>Curriculum Change Review</td>
</tr>
<tr>
<td>September 15, 2017</td>
<td>Department Chair Nancy Hastings, Advisory Council member Joshua Huber, Program Coordinator Aneurin Grant</td>
<td>Curriculum Change Review</td>
</tr>
<tr>
<td>August 2, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant</td>
<td>Construction Program Development Meeting</td>
</tr>
<tr>
<td>August 7, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant</td>
<td>Construction Program Development Meeting</td>
</tr>
<tr>
<td>August 16, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant</td>
<td>Construction Program Development Meeting</td>
</tr>
<tr>
<td>August 28, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Group Meeting</td>
</tr>
<tr>
<td>September 18, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Group Meeting</td>
</tr>
<tr>
<td>October 2, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Group Meeting</td>
</tr>
<tr>
<td>October 8, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Group Meeting</td>
</tr>
<tr>
<td>October 17, 2018</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Group Meeting</td>
</tr>
<tr>
<td>Date</td>
<td>Attendees</td>
<td>Event Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>January 15, 2019</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Group Meeting</td>
</tr>
<tr>
<td>January 29, 2019</td>
<td>Director IE Angela Bryan, Asst. Director IE Cynthia Catellier, Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Pre-Proposal and Request to Offer Development Meeting</td>
</tr>
<tr>
<td>February 5, 2019</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Program Group Meeting</td>
</tr>
<tr>
<td>February 11, 2019</td>
<td>College of Business Assoc. Dean Eric Bostwick, Management &amp; MIS Chair Esmail Mohebbi, Vice Provost Kimberly McCorkle, Department Chair Nancy Hastings, Director IE Angela Bryan, Office Coordinator Traci Melton, Program Coordinator Aneurin Grant</td>
<td>Building Construction Program and AACSB</td>
</tr>
<tr>
<td>February 20, 2019</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Program Group Meeting</td>
</tr>
<tr>
<td>March 19, 2019</td>
<td>Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Construction Program Group Meeting</td>
</tr>
<tr>
<td>April 30, 2019</td>
<td>Director IE Angela Bryan, Department Chair Nancy Hastings, Program Coordinator Aneurin Grant, Program Faculty Salih Kocak</td>
<td>Request to Offer Preparation Meeting</td>
</tr>
<tr>
<td>May 9, 2019</td>
<td>Director IE Angela Bryan, Asst. Director IE Cynthia Catellier, Program Faculty Salih Kocak, Program Coordinator Aneurin Grant</td>
<td>Request to Offer Table Development Meeting</td>
</tr>
<tr>
<td>June 4, 2019</td>
<td>Assistant Dean Bob Shaw, Advisory Council member Jonathan Hovell, Department Chair Nancy Hastings, Program Coordinator Aneurin Grant</td>
<td>Construction Management Common Prerequisites Meeting</td>
</tr>
<tr>
<td>June 27, 2019</td>
<td>Department of Government Chair Michelle Williams, Department Chair Nancy Hastings, Dean Steve Brown, Director IE Angela Bryan, Department of Nursing Chair Angie Blackburn, Associate Dean Eric Bostwick, Department of Public Health Chair Justice Mbizo, Vice Provost Kimberly McCorkle, Faculty Melanie Sutton, Program Coordinator Aneurin Grant</td>
<td>New Degree Program Development Meeting</td>
</tr>
</tbody>
</table>
Table 18. Implementation activity for the B.S.C.M. degree program

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>Begin obtaining approvals for new stand-alone degree program</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Developed curriculum for proposed program, including Academic Learning Compact, Curriculum Map, and common prerequisites</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Program placed on the 2018 BOG Accountability Plan</td>
</tr>
<tr>
<td>9/13/2018</td>
<td>College of Education and Professional Studies Council approval</td>
</tr>
<tr>
<td>10/20/2018</td>
<td>UWF Academic Council of the Faculty Senate approval</td>
</tr>
<tr>
<td>11/13/2018</td>
<td>CAVP presentation and approval</td>
</tr>
<tr>
<td>11/13/2018</td>
<td>Faculty Senate approval of the program</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Completed first draft of Board of Governors Request to Offer and submitted to Office of Institutional Effectiveness and Vice Provost for review</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>UWF Board of Trustees Academic Committee approval (pending)</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>UWF full Board of Trustees approval</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>Submission to the Florida Board of Governors Staff for approval</td>
</tr>
</tbody>
</table>

VII. Program Quality Indicators - Reviews and Accreditation

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

Pursuant to Florida Board of Governors Regulation 8.015, Academic Program Review, all academic departments at UWF conduct program reviews every seven years. The Department of Instructional, Workforce, and Applied Technology, which formerly housed the B.S. in Engineering Technology Building Construction specialization, conducted a program review in 2017. Among the findings were:

Program Strengths:
- Program meets critical workforce needs; graduates are in high demand.
- State of the art software and teaching facilities.
- Well-qualified faculty exhibiting an appropriate mix of academic and professional experience.
- Active student organization providing students with practical experience and networking opportunities.
- Highly supportive advisory board.
- Strong administrative support.
Program Weaknesses:
- Program name does not reflect its purpose and is not aligned with similar programs.
- Program lacks visibility due to current organizational structure. As a standalone program rather than a specialization it would be more visible to potential students and community partners.
- Limited resources resulting in overuse of adjuncts.
- Curriculum should be reviewed, updated, and made more flexible to allow for areas of specialization for students, and overall adaptability to changes in the profession.

Recommendations for Improvement:
- Change program name to Construction Management. This is the standard in the industry and more adequately reflects the purpose of the degree.
- Elevate to a stand-alone program, separate from the Engineering Technology program. The current status as a specialization does not adequately reflect the purpose of the degree and limits program visibility.
- Hire an additional tenure track faculty member.

Subsequent to the final program review report, the Program Coordinator and the Assistant Dean have worked to address the recommendations of the 2017 Program Review findings including:
- Hiring of an additional, full-time, tenure-track faculty member.
- Developing a stand-alone B.S.C.M. degree program proposal.
- Moving the program into the newly established Department of Administration and Law.
- Enhancing the teaching facilities. The program, including all face to face courses, moved into the newly redesigned Building 70. The new building location provides classrooms designed specifically for teaching building construction courses.

VIII. Curriculum

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

The Academic Learning Compact and Curriculum Map are provided in Appendix C. Below is a description of the Student Learning Outcomes for the proposed B.S.C.M. degree program.

Student Learning Outcomes:

UWF Bachelor of Science in Construction Management graduates should be able to do the following:
Content
- Demonstrate job readiness
- Develop short- and long-term career aligned with building construction professional practice

Critical Thinking
- Individually assess, develop, and implement appropriate construction solutions

Communication
- Communicate effectively with a wide range of stakeholders using appropriate modalities (oral, written, visual)

Integrity/Values
- Demonstrate appropriate ethical judgement when responding to typical ethical conflicts in the profession

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

Admission and graduation requirements for the B.S.C.M. degree program align with the admission and graduation requirements for the university. These are available from the University of West Florida Catalog (Appendix E: University of West Florida 2019-2020 University Catalog. Retrieved from http://catalog.uwf.edu).

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

Program faculty designed the curriculum for the B.S.C.M. degree program with a foundation of business courses and scientific principles, specifically those pertaining to physics, to educate students in the knowledge skills and aptitudes needed in the field of construction management.

The B.S.C.M. degree program totals 120 SCH. At the lower-level, program common prerequisites comprise eleven courses totaling 34 semester credit hours (SCH). Of those 34 SCH, six courses and one laboratory section (19 SCH) overlap with the required 36 SCH of general education courses. Six additional general education courses (18 SCH) and one additional lower level major course, ETD2320 (3 SCH) make up a total of 55 SCH of lower division courses in the B.S.C.M. degree program.

The upper level major courses focus on building construction and business management at 57 SCH. The program allows for a total of 8 SCH of unrestricted electives. Table 19 provides an overview of the 120 SCH B.S.C.M. degree program.
Table 19. *B.S.C.M. 120 SCH program overview*

<table>
<thead>
<tr>
<th>Type of Course(s)</th>
<th>Number of Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common prerequisite courses</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>General education courses not included in common prerequisites</td>
<td>06</td>
<td>18</td>
</tr>
<tr>
<td>Lower level major course ETD2320</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>Upper level major courses</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>Upper level major related courses (students choose 7 of 9 courses)</td>
<td>07</td>
<td>21</td>
</tr>
<tr>
<td>Unrestricted electives</td>
<td>varies</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

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

Table 20: *Example of the B.S.C.M. degree program 4-year plan 120 SCH total*

<table>
<thead>
<tr>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>ENC1101 (GE)</td>
</tr>
<tr>
<td>ARH1000 (GE)</td>
</tr>
<tr>
<td>ECO2013 (CP) (GE)</td>
</tr>
<tr>
<td>CGS2570 (CP) (GE)</td>
</tr>
<tr>
<td>Personal Computer Applications</td>
</tr>
<tr>
<td>Personal Computer Applications</td>
</tr>
<tr>
<td><strong>Semester 1 Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 3</strong></td>
</tr>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>PHY2053/ PHY2053L (CP) (GE)</td>
</tr>
<tr>
<td>Algebra Based Physics I + Lab</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SCH</th>
<th>Course Code</th>
<th>Course Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC2233</td>
<td>Calculus with Business Applications</td>
<td>3</td>
<td>BCN2251</td>
<td>Construction Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ETD2320</td>
<td>Computer Aided Design</td>
<td>3</td>
<td>PHY2054</td>
<td>Algebra Based Physics II</td>
<td>3</td>
</tr>
<tr>
<td>AMH2020</td>
<td>US Since 1877 (Civic Literacy)</td>
<td>3</td>
<td>ACG2021</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BCN2405</td>
<td>Statics &amp; Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 3 Total</strong></td>
<td></td>
<td><strong>13</strong></td>
<td><strong>Semester 4 Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Summer Semester</td>
<td></td>
<td></td>
<td>Course Name</td>
<td>SCH</td>
<td></td>
</tr>
<tr>
<td>BCN3762</td>
<td>Building Codes</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Unrestricted Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Unrestricted Elective</td>
<td>3</td>
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<tr>
<td><strong>Summer Semester Total</strong></td>
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<td><strong>9</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 5</td>
<td>Course Name</td>
<td>SCH</td>
<td>Semester 6</td>
<td>Course Name</td>
<td>SCH</td>
</tr>
<tr>
<td>MAN3583</td>
<td>Project Management</td>
<td>3</td>
<td>COM4110</td>
<td>Business &amp; Professional Communication</td>
<td>3</td>
</tr>
<tr>
<td>BCN3590</td>
<td>Sustainable Construction</td>
<td>3</td>
<td>BCN4461</td>
<td>Structures II</td>
<td>3</td>
</tr>
<tr>
<td>ETI3445</td>
<td>Construction Estimating</td>
<td>3</td>
<td>MAN3504</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BCN4431</td>
<td>Structures I</td>
<td>3</td>
<td>BCN4701</td>
<td>Construction Administration</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Unrestricted Elective</td>
<td>2</td>
<td>FIN3144</td>
<td>Financial Planning with Business Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 5 Total</strong></td>
<td></td>
<td><strong>14</strong></td>
<td><strong>Semester 6 Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Year 4

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Course Name</th>
<th>SCH</th>
<th>Semester 8</th>
<th>Course Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCN4258C</td>
<td>Building Info Modeling</td>
<td>3</td>
<td>BCN3281C</td>
<td>Construction Survey &amp; Building Layout</td>
<td>3</td>
</tr>
<tr>
<td>BCN4720C</td>
<td>Scheduling</td>
<td>3</td>
<td>PLA3429 (MR)</td>
<td>Contracts &amp; Business Entities</td>
<td>3</td>
</tr>
<tr>
<td>MAN4102 (MR)</td>
<td>Management of Diversity</td>
<td>3</td>
<td>BCN3561</td>
<td>Construction Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>BCN3731</td>
<td>Construction Safety</td>
<td>3</td>
<td>BCN4940</td>
<td>Construction Internship/Project</td>
<td>3</td>
</tr>
<tr>
<td>BCN4773</td>
<td>Construction Finance and Controls</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester 7 Total 15 Semester 8 Total 12

B.S.C.M. Program Total 120

(CP) Common prerequisite course
(GE) General education course
(MR) Major related course (7 of 9)

*Students take either AMH 2020 or POS 2041 to satisfy Section 7(d), Art. IX, Florida Constitution, and section 1007.25, Florida Statutes.

**Students who enter UWF with less than 60 semester credit hours must complete nine hours of summer semester enrollment at an SUS institution.

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

Common Prerequisites (34 SCH)

ACG 2021 Principles of Financial Accounting 3 SCH
Introduction to financial accounting as an information and decision support system for users of financial information.

BCN 2210C Construction Materials and Method 3 SCH
Explores changing materials, methods and technologies in construction. Focuses on the most common and practical building materials and methods to provide students with knowledge, skills and abilities related to the means and methods of construction.

BCN 2251 Construction Drawing 3 SCH
Provides students with knowledge, skills and abilities to accurately interpret commercial construction documents. Addresses standards for construction drawings, drawing quality, drafting techniques and drawing literacy and information retrieval.
BCN 2405  Statics and Strength of Materials 3 SCH
Analyze strength of structural elements for buildings, bridges and specialized structures that utilize steel and timber and concrete. Covers the statics of particles, rigid bodies, friction, strengths of materials such as wood, steel and concrete.

CGS 2570  Personal Computer Applications 3 SCH
Explore and understand the role of computing in today's highly technological world. Examine the effective and ethical use of computing technology to address general and specialized domains and practice project delivery deadlines involving this technology. Meets General Education requirement in Natural Sciences.

ECO 2013  Principles of Economics Macro 3 SCH
Introduction to economics with emphasis on the study of aggregate economic activity, national income, price level determination, and economic growth and development. Meets General Education requirement in Social Sciences.

ECO 2023  Principles of Economics Micro 3 SCH
Introduction to economics with an emphasis on the determination of prices in the market economy and their role in allocating commodities and economic resources to various users. Study of market structure and efficiency.

MAC 2233  Calculus with Business Applications 3 SCH
College of Sci and Engineering, Department of Mathematics & Statistics
Sets and functions; derivatives; areas under a curve; integration; exponentials and logarithms; applications of derivatives and integrals. Meets General Education requirement in Mathematics. Meets Gordon Rule Theoretical Mathematics Requirement.

PHY 2053  Algebra-Based Physics I 3 SCH
Algebra-Based Physics I is the first of a two-semester sequence of physics topics chosen as an introduction to this science. This is an algebra and trigonometry-based physics course. Structure and properties of matter; kinematics, dynamics and statics; momentum and energy; rotation; elasticity; fluids; temperature and expansion, heat transfer, thermal behavior of gases; oscillations; wave motion and sound. Meets General Education requirement in Natural Sciences.

PHY 2053L  Algebra-Based Physics I Lab 1 SCH
Selected experiments in mechanics, oscillatory motion, and heat.

PHY 2054  Algebra-Based Physics II 3 SCH
Light, electricity and magnetism; elementary quantum theory; atomic, nuclear and particle physics. Meets General Education requirement in Natural Sciences.
STA 2023  Elements of Statistics 3 SCH  
Covers descriptive statistics, elementary probability theory, and basic statistical procedures, estimation, and inference. Prepares the student for other more advanced statistical courses that are necessary for research. Meets General Education requirement in Mathematics. Meets Gordon Rule Applied Mathematics Requirement.

Courses to Fulfill General Education Requirement (18 SCH)

AMH 2020  United States since 1877 3 SCH  
Survey of United States history beginning in 1877 and ending with a discussion of America in the present era. Examines political, economic, and social developments. Meets General Education requirement in Social Sciences.

ARH 1000  Art Appreciation 3 SCH  
Surveys the key monuments of Western art and architecture from the upper Paleolithic period to the modern era. Not open to art majors. Meets General Education requirement in Humanities. Meets Multicultural Requirement.

ENC 1101  English Composition I 3 SCH  
Guided practice in critical thinking and the writing process for various rhetorical situations. Documented paper is included. Requires additional work in the Writing Lab. Introduction to academic writing and research at the college level. Course focuses on rhetorical practice, the writing process, language, style, argument, source analysis, critical thinking, and documentation. Students will learn to organize and present ideas and information effectively in argumentative essays supported by research. Meets General Education requirement in Communication. Meets Gordon Rule Writing Requirement.

ENC 1102  English Composition II 3 SCH  
Introduction to public writing with an emphasis on rhetorical and genre analysis. Course provides instruction on writing to audiences in situations and contexts beyond the academic essay. Students will learn to organize and present ideas in a range of digital and print genres and multiple modes of communication. Meets General Education requirement in Communication. Meets Gordon Rule Writing Requirement.

GEB 1011  Introduction to Business 3 SCH  
Provides in-depth coverage of all aspects of business by presenting an integrated and balanced review of the external and internal forces that comprise business and economic systems. Intended primarily for freshmen/sophomores to assist the student's selection of a business career or business major. Meets General Education requirement in Social Sciences.
SPC 2608  Basic Communication Skills 3 SCH
Emphasizes the link between the fundamental theories in speech communication and effective public speaking. Includes practical training and study in public presentation skills, audience analysis, speech construction and problem-solving using lecture and experiential learning format. Meets General Education requirement in Humanities.

Upper- and Lower-Level Major Courses (39 SCH)

ETD 2320  Computer Aided Design 3 SCH
Provides in-depth, hands on experience using a single, industry-standard CAD application. Students will use application mode settings and drawing aids, shortcuts, and other software features to prepare work.

BCN 3281C  Construction Survey and Building Layout 3 SCH
Application of surveying skills required in the field of construction, including building layout, indirect determination of elevation and distance, referencing, establishment of grade, and topographic mapping. Instruments used will include transit and automatic level.

BCN 3561  Construction Mechanics 3 SCH
Introduction to building systems. Areas of study included in this course are heating and cooling, plumbing, and electrical systems.

BCN 3731  Construction Safety 3 SCH
Addresses the principles of safety in construction and project management. Focuses on the OSHA 29 CFR 1926 Construction Industry Regulations, construction site risk aversion, insurance, site specific paperwork and documentation, maintenance of traffic, cost, scheduling and job hazard analysis.

BCN 3762  Building Codes 3 SCH
Covers the general requirements of the Florida Building Code for commercial construction, based on occupancy classification and construction type. Provides information about code agencies, organizations and resources related to the building construction approval process.

BCN 4258C  Building Information Modeling 3 SCH
Introduction to 3D Modeling software for Building Information Modeling (BIM). Activities are designed to provide in-depth theory with the use of BIM information and the impact on construction contracts and processes.

BCN 4431  Structures I 3 SCH
Introduction to structural design using wood and steel. Structural behavior and properties of building materials will be covered as they apply to stresses in beams, columns, diaphragms, and structural connections.
BCN 4461  Structures II 3 SCH
Introduction to structural design of foundations and reinforced concrete elements. Structural behavior and properties of soils will be investigated as they apply to building foundations. Properties of reinforced concrete will be covered as they apply to stresses in beams, columns, and foundations.

BCN 4701  Construction Administration 3 SCH
Overview of the construction industry and professional requirements of management, administration and project management in construction environments. Consideration of information required to sit for the contractor's examination.

BCN 4720C  Scheduling 3 SCH
Provides fundamental concepts of scheduling techniques, applications and software packages. Students will be provided hands on experience with appropriate software.

BCN 4773  Construction Finance and Controls 3 SCH
Examines application of construction ownership and business management, and the principles and techniques needed for making economic decisions about building systems and subsystems. Covers various aspects of construction management, financing, risk management, labor law, and workers’ compensation. Basic accounting practices are also covered. Students will also explore decision making techniques pertaining to cost and value engineering. Emphasis placed on the time-value of money and equivalence, replacement analysis, uncertainty and life cycle costing.

BCN 4940  Construction Internship/Senior Project 3 SCH
Field-based experience where students work in real-world situations with industry professionals. Students unable to locate an internship complete a complex problem-solving project under the direction of the instructor. Permission is required.

ETI 3445  Construction Estimating 3 SCH
Examines processes involved in estimating, including the formats appropriate for construction jobs and projects. Explores terminology, software options, and general requirements. Modeling of real-world experiences will include a project bid and formal "mock" bid opening.

Upper-Level Major Related Courses (students take 7 of 9 for 21 SCH)

BCN 3590  Sustainable Construction 3 SCH
Provides an overview of Sustainable Construction, the basic philosophical premises and concepts, the cutting edge in design and construction, methods of assessment, project delivery, economics, and green building evaluation systems, such as LEED and Green Globes.
BUL 3130  Legal Environment of Business 3 SCH  
Background of law and legal environment of business, including administrative, social, political and ethical aspects. Coverage of law includes contracts, sales under the Uniform Commercial Code, negotiable instruments and personal and real property.

COM 4110  Business and Professional Communication 3 SCH  
Practical understanding of communication practices affecting the workplace. Emphasis on managing work relationships, listening, organizational interviews, professional presentations, communication technologies and multi-cultural diversity.

FIN 3144  Financial Planning with Business Applications 3 SCH  
The course covers the business applications and considerations that owners and employees in various industries face (e.g. insurance, home/auto sales, retirement planning). Furthermore, this course considers a variety of consumer financial issues for personal household management.

MAN 3504  Operations Management 3 SCH  
Application of quantitative and qualitative management techniques for improving quality and efficiency of manufacturing and service organizations. Coverage of productivity, quality, forecasting, design of goods/services, project management and other related topics.

MAN 3583  Project Management 3 SCH  
An introduction to the field of Project Management. Covers concepts and skills used to propose, plan, secure resources, budget, manage risk, and lead teams to successful project completion. The course emphasizes the universal nature of the techniques which enable individuals to manage a variety of projects in diverse organizational settings. Students individually develop project plans for projects in their respective disciplines.

MAN 4102  Management of Diversity 3 SCH  
Roles, behaviors, career paths, motivational strategies, obstacles, and collegial reaction to managing diversity within the labor force are an integral aspect of the course. Personal assessment of communication styles and diversity in management styles. Discussions focus on diversity awareness and strategies to enhance productivity through team effort. Emphasis on proactive steps to integrate a diverse work force toward a more productive unit. Meets Multicultural Requirement.

PLA 3429  Contracts and Business Entities 3 SCH  
Overview of contract law, and law related to business entities such as corporations, partnerships, and sole proprietorships.
PLA 3471 Employment Law 3 SCH
Designed for students interested in the subject of employment law discrimination from many approaches: as a practitioner in the legal field, as an employer, as an advisor to employers, as an employee, or as an advisor to employees. Course focus will be on the basic laws of employment discrimination, employee rights, and the means and methods of seeking the protections of those laws, and the means and methods of employers assuring compliance with the laws.

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

The proposed B.S.C.M. degree program is a STEM discipline. Students will participate in an internship through coursework in BCN4940 Construction Internship/Senior Project. Over the years, the B.S. in Engineering Technology Building Construction specialization has established student internship sites (Refer to Section X.J. of this proposal) and developed an evaluation form for the internship site supervisors to assess student learning (Appendix G). Through discussion with advisory council members and internship evaluation feedback, faculty have been able to identify, address, and incorporate industry-driven competencies into the program. Additionally, faculty developed the curriculum and student learning outcomes for the stand-alone B.S.C.M. degree program to align with the standards established by the American Council for Construction Education (ACCE).

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

UWF has developed the stand-alone B.S.C.M. degree program to be consistent with industry standards and comparable academic programs. Developing a stand-alone degree program strategically positions the program for accreditation efforts through the American Council for Construction Education. The American Council for Construction Education requires that a program be in operation for sufficient time to have at least one cohort of students to complete the program through graduation before applying for accreditation.

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

Not applicable this is a not a doctoral degree program.

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

The proposed B.S.C.M. degree program will be delivered in a traditional face-to-face format on UWF’s main campus.

IX. Faculty Participation

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

All faculty costs associated with the proposed degree program will come from E&G. The following full-time UWF faculty are listed in Appendix A Table 4:

- Aneurin Grant, Ph.D.
- Salih Kocak, PhD.
- Charles Penrod, J.D.
- Esmail Mohebbi, Ph.D.
- Kevin Krieger, Ph.D.
- Marian Schultz, Ed.D.
- Douglas Scott, M.A.

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 4 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

As shown in Appendix A Tables 2 – 4:

Faculty funding figures for Year 1:

- $230,445 for the salary and fringe for full-time faculty on existing lines.
- $40,000 faculty funding is allocated under Other Personal Services. $30,000 accounts for the compensation paid to nine-month faculty for teaching summer courses and $10,000 to account for adjunct pay of $2,500 per course for four courses.
Faculty funding figures for Year 5:

- $313,257 Continuing Base salary and fringe for Year 1 faculty increased at a rate of 5% per year plus the portion of salary for the full-time faculty on existing lines who will be teaching in the program in Years 2-5 as shown in Appendix A table 4.
- $40,000 faculty funding is allocated under Other Personal Services. $30,000 accounts for the compensation paid to nine-month faculty for teaching summer courses and $10,000 to account for adjunct pay of $2,500 per course for four courses.
- An additional $5,000 in Other Personal Services is added to column 10 of Year 5 to account for two additional adjuncts to teach in the program to accommodate new enrollment growth.

C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty vitae in Appendix D include the following in-unit faculty who will be supporting the proposed B.S.C.M. degree program:

- Aneurin Grant, Ph.D.
- Salih Kocak, PhD.
- Charles Penrod, J.D.
- Esmail Mohebbi, Ph.D.
- Kevin Krieger, Ph.D.
- Marian Schultz, Ed.D.
- Douglas Scott, M.A.

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

As with the current B.S. in Engineering Technology Building Construction specialization, the proposed B.S.C.M. degree program will be supported by experienced, full-time faculty. UWF faculty have been productive in teaching, research, and service to the university and to the profession.

Table 21. B.S. in Engineering Technology Building Construction specialization enrollment

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Headcount</th>
<th>SCH</th>
<th>FTE</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>135</td>
<td>2,603</td>
<td>86.77</td>
<td>25</td>
</tr>
<tr>
<td>2016-2017</td>
<td>109</td>
<td>2,262</td>
<td>75.40</td>
<td>31</td>
</tr>
</tbody>
</table>
Table 22 shows that the B.S.C.M. degree program faculty are actively engaged in research. Faculty research efforts emphasize a grounded approach, focusing on the practical aspects of construction, with immediate utility and relevance for industry. UWF promotes the integration of research into academic program curriculum through the Office of Undergraduate Research.

Table 22. Recent B.S.C.M. degree program faculty publication activity

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Publication</th>
</tr>
</thead>
</table>
Program faculty are involved in support and grant opportunities. Table 23, below demonstrates the grantsmanship of one of the program faculty, Dr. Salih Kocak at his previous institution.

Table 23. Example of B.S.C.M. degree program faculty Salih Kocak research funding activity

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Total Award</th>
<th>Dr. Kocak’s research Contribution</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feasibility of Dry and Treated Crumb Rubber Modified Asphalt Mixture Usage in Michigan</td>
<td>$500,000</td>
<td>70%</td>
<td>Michigan Department of Environmental Quality (2014-2015)</td>
</tr>
</tbody>
</table>
Evaluation of De-Vulcanized Rubber (DVR) Modified Hot Mix Asphalt (HMA) Pavement $300,000 70% Michigan Department of Environmental Quality (2015-2016)

Development of an Acceptance Test for Chip Seal Projects – UTC Project $170,000 20% Michigan Department of Transportation (2014-2016)

Research funds garnered by faculty have been used to conduct numerous studies on building technologies, including studies on sealed and ventilated attics, glazing efficiency, and photovoltaic systems. Faculty research efforts emphasize a grounded approach, focusing on the practical aspects of construction, with immediate utility and relevance for industry.

X. Non-Faculty Resources

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

UWF currently offers an undergraduate specialization in Building Construction in the Engineering Technology degree program as well as B.S. degree programs in both Management and General Business. In support of the stand-alone B.S.C.M. degree program, the UWF Libraries are equipped to provide similar resources and services.

The libraries shelve more than 770,000 print volumes and house an extensive microforms collection. Electronic resources include more than 160,000 e-books and access to approximately 132,000 journals and other serial titles through the Ebsco discovery system. An analysis of holdings in relevant Library of Congress classifications indicates that UWF has approximately 4,600 books related specifically to building construction, technology, and engineering, and over 16,000 books in management and industry fields. The library also provides access to over 9,700 peer-reviewed e-journals and over 28,000 e-books in construction, business, engineering, and technology. These data are provided in Tables 24-26 below.

Table 24. Title counts of book holdings in UWF Libraries related to construction management

<table>
<thead>
<tr>
<th>Subject</th>
<th>LC Class</th>
<th>Number of Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Construction</td>
<td>TH</td>
<td>676</td>
</tr>
</tbody>
</table>
Table 25. Title counts of e-books related to construction management

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering &amp; Technology</td>
<td>12,030</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>16,897</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>28,927</strong></td>
</tr>
</tbody>
</table>

Table 26. Title counts of e-journals related to construction management

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction &amp; Building</td>
<td>291</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,701</td>
</tr>
<tr>
<td>Technology</td>
<td>2,454</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>5,345</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>9,791</strong></td>
</tr>
</tbody>
</table>

Specialized indexing, abstracting, and full-text databases relevant to construction management include BuildingGreen Suite, Art & Architecture Source, Business Source Complete, and Materials Science Collection. More general and multidisciplinary databases supporting construction management include JSTOR, Academic Search Complete, and Research Library Complete. Full-text dissertations and theses are available through ProQuest Dissertations and Theses. Using their Argonet accounts, students and faculty may access electronic resources anytime from any place.

Databases

- ABI/INFORM Global
- ABI/INFORM Trade & Industry
- Applied Science & Technology Source
- Art & Architecture Source
- BuildingGreen Suite
• Business Insights
• Business Source Complete
• EconLit
• Engineering Collection
• Engineering Village
• IEEE Electronic Library
• Materials Science Collection
• SciTech Collection
• Technology Collection

Major Journals
• Automation in Construction
• Building Design & Construction
• Buildings
• Construction and Building Materials
• Construction Innovation: Information, Process, Management
• Construction Management & Economics
• Engineering, Construction & Architectural Management
• Electronic Journal of Construction Technologies
• Environmental Design & Construction
• International Journal of Construction Project Management
• International Journal of Construction Supply Chain Management
• Journal of Construction Engineering & Management
• Journal of Financial Management of Property and Construction
• Journal of Management in Engineering
• Organization, Technology, & Management in Construction

Each academic discipline is assigned a Reference Librarian to serve as a department liaison, providing library instruction, collection development, and reference assistance for the students and faculty in that discipline. To support the needs of online learners, students may also schedule a research consultation with their liaison via in-person, LibChat, or telephone. The liaison for the B.S.C.M. degree program is Shari Johnson.

The library provides an Online Learners Library Guide (https://libguides.uwf.edu/online) outlining services and resources that support the increasing number of online learners. The library has also been responsive to the needs of clients who prefer to work from home. In addition to being able to access databases and materials in full-text online, UWF students and faculty may also take advantage of these online library services:
• Access the Construction research guide: https://libguides.uwf.edu/construction
• Read course-required readings on electronic reserves
• Request books and articles from Interlibrary Loan
• Request Intercampus Loan (to/from the Emerald Coast Instructional Site library)
• Renew books
• Submit a reference question via chat, text, or email
• Suggest the purchase of a particular book or journal
• Request an item to be recalled for use

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

The Dean of the UWF Libraries and the university librarians concur the library resources are sufficient to implement and sustain the B.S.C.M. degree program through Year 5.

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

The B.S.C.M. degree program will replace the existing B.S. in Engineering Technology Building Construction specialization. As such the stand-alone degree program has sufficient classroom, teaching laboratory, research laboratory, office, and other types of space to implement and sustain the program through Year 5. The B.S.C.M. degree program will use the same spaces as the existing specialization.

Building 70, which earned U.S. Green Building Council, LEED Gold Certification in 2012, provides the faculty offices, curriculum library, equipment storage, pedagogical classrooms, and laboratories for the College of Education. Throughout building 70 there are student work areas with tables, desks, and chairs equipped with plug-in stations. Students use this space for both individual and group collaborations. The College of Education and Professional Studies Technology Support Team maintains the computer equipment, hardware, and software.

Building 70 Rooms, Laboratories, and Offices

115 - Pedagogical Multi-Purpose Classroom
• Seating capacity of 60
• 30 tables with seating capacity of two students/faculty per table
• Standard classroom for class meetings and lectures
• Smart computer podiums
• Multiple dry-erase boards
• Storage area for laptop cart and computers as well as course materials
127 - Pedagogical Classroom
- Seating capacity of 54
- 27 tables, with seating capacity of two students per table
- Integrated display of building mechanical equipment, air handler, and branch duct lines
- Integrated display of duct board, Variable Air Volume box, fire sprinkler lines, web trusses, and chilled water lines
- Multimedia podium, with projectors, DVD, DocCam, laptop, HDMI, and speakers
- Four panel dry erase board

132 - Pedagogical Classroom
- Seating Capacity of 44
- 22 tables, with seating capacity of two students per table
- Integrated displays of chilled and hot water lines, duct socks, and ancillary electrical room
- Multimedia podium, with projectors, DVD, DocCam, laptop, HDMI, and speakers
- Large, movable panel dry erase board
- Storage area for laptop cart

122 - Construction Adjunct Office
- Two desks
- Bookcases
- Computer station, phone lines, printers

124 - Construction Faculty Office
- Two desks
- Bookcases
- Computer station, phone lines, printers

125 - Construction Faculty Office
- Two desks
- Bookcases
- Computer station, phone lines, printers

126 - Construction Specifications Institute Study Room
- Three computer workstations
- Dry erase board for project planning and discussion
- Materials storage area and bookcases
113 - Gulf Atlantic Constructors, Inc. Conference Room
- All-purpose conference room, used for department and program group meetings
- Integrated, multimedia capabilities with Tanberg systems for remote meetings and conferences

118 - Applied Technology Laboratory
- 3-D Printing Station
- Integrated display of Variable Air Volume box, circular ductwork assembly, knee wall construction
- Multimedia podium, with projectors, DVD, DocCam, laptop, HDMI, and speakers

135 - Building Construction Workroom
- Architectural drafting supplies, including scales, compasses, t-squares, and triangles
- Large format laser printer
- Five sets of construction drawings plan tables
- Numerous sets of construction drawings and specifications as used or course materials
- Material storage for small-scale model construction

137 - Curriculum Library
- One computer station for student use
- State adopted texts, standard construction library materials
- Learning kits and other resource materials
- Research and small group collaboration stations

131 - Survey Storage Room
- Equipment storage for surveying and building layouts
- Six theodolite units
- Eight builders’ levels
- Six interchangeable surveying tripods
- Various surveying rods, including two in metric
- Miscellaneous surveying equipment and kits, including plumb bobs, rod level, surveying stakes, string, tape measures, mini sledge hammers, bug spray, & etc.

UWF Library

Additional resources and facilities are housed in the John C. Pace library on UWF’s main campus. Specifically, the Skylab on the fifth floor of the library houses a substantial complement of technological resources and software programs which facilitate student learning on a number of levels. Experienced library staff and students are available to assist with the software and hardware located in the Skylab.
504 - Skylab Main Lab

- WEPA print station
- Electric outlets and data ports for laptops and other devices
- Spaces for group work
- Scanning equipment for various media
- Dell OptiPlex Core i7 PCs, with a choice of twin or single monitor workstations
- Variety of professional scanners are available for use:
  - Kic Bookeye 4 Scanner (Book Scanner)
  - Epson Expression 10000XL Wide Format Scanner (Scanning surface up to 12.2 X 17.2 inches)
  - HP Scanjet 7000 Sheet-feed Scanner (Quickly scans multiple page documents)

Skylab’s Main Lab is a multi-use open lab environment. Occasionally classes are held in room 504 which is equipped with a projector, lectern and screen for instructor use.

519 - Skylab Multimedia Room

- Workstations equipped with the Adobe Creative Cloud and other software programs
- 4 iMac's
- 2 Mac Pro's with twin Thunderbolt Monitors
- 1 Mac Mini
- 2 Wacom Cintiq 27QHD Creative Pen & Touch Displays
- 3 Wacom Intuos tablets
- 2 Media Conversion – VHS Audio/Video Analog to Digital devices
- 1 Wolverine 8mm and Super8 Movie Digitizer
- 2 Epson Perfection V750 Pro scanners
- 1 Super Repro Copy Stand

Skylab’s Multimedia Room offers the use of specialized software for the creation of multimedia projects. Software available includes Adobe Creative Cloud, a variety of 3D modeling software programs and media conversion capabilities. The Multimedia Room also has a variety of equipment available for 6-hour checkout (to be used in the Skylab while working on multimedia projects).

511 - Skylab Makerspace

Skylab’s Makerspace supports innovative instruction by providing UWF students, faculty, and staff the opportunity to learn about this technology to design and create 3D objects. Skylab staff members assist patrons with the 3D printing process and provide support and training in regards to the operation of the 3D printers. This resource can be utilized to create prototypes and physical models for class projects and more.
D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

No additional classroom, teaching laboratory, research laboratory, office space, or other space will be necessary to implement nor maintain the proposed B.S.C.M. degree program through Year 5.

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

No new capital expenditure for instructional or research space is required to implement nor sustain the proposed B.S.C.M. degree program through Year 5.

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

As the B.S.C.M. degree program is replacing in purpose and resource use an existing undergraduate specialization that has been in place since the fall of 1985, the department has sufficient specialized equipment currently available to implement the proposed program and sustain it through year 5. The specialized equipment includes the following instructional and research items:

Laboratory and Library Resources Include:
- 3-D Printing Station
- Integrated display of Variable Air Volume box and circular ductwork assembly
- Integrated display of knee wall assembly
- State adopted texts, standard construction library materials
- Large format laser printer

Building Construction Pedagogical Materials Include:
- Architectural drafting supplies, including scales, compasses, t-squares, and triangles
- Five sets of construction drawings plan tables
- Numerous sets of construction drawings and specifications as used or course materials
- Material storage for small-scale model construction
- Building layouts
• Six theodolite units
• Eight builders’ levels

Surveying Equipment Includes:
• Various surveying rods, including two with metric
• Six interchangeable surveying tripods
• Miscellaneous surveying equipment and kits, including plumb bobs, rod level, surveying stakes, string, tape measures, mini sledge hammers, bug spray, & etc.

Pedagogical Classrooms Include
• Integrated display of building mechanical equipment, air handler, and branch duct lines
• Integrated display of duct boards and duct socks, fire sprinkler lines, web trusses
• Integrated displays of chilled and hot water lines, and ancillary electrical room

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

No specialized equipment is needed to implement nor sustain the proposed B.S.C.M. degree program through Year 5.

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

No additional special categories of resources are needed to implement nor sustain the new capital expenditure proposed B.S.C.M. degree program through Year 5.

I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

As shown in Appendix A Table 2, the B.S. in Engineering Technology specialization provides for one student assistantship each year at $1,680 and the stand-alone degree program plans to continue this practice.

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

During their senior year, students will take BCN4940 Construction Internship/Senior Project to complete the internship component of the B.S.C.M. degree program. Faculty have established internship sites. Table 27 shows a selection of designated internship sites available for students in the stand-alone B.S.C.M. degree program.
Table 27. UWF B.S.C.M. degree program selected internship sites

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Home Office Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. R. Horton</td>
<td>Arlington, Texas</td>
</tr>
<tr>
<td>Ready-Mix Concrete</td>
<td>Birmingham, Alabama</td>
</tr>
<tr>
<td>Schmid Construction</td>
<td>Clermont, Florida</td>
</tr>
<tr>
<td>Lord and Sons Construction, Inc.</td>
<td>Fort Walton Beach, Florida</td>
</tr>
<tr>
<td>Hensel Phelps</td>
<td>Greeley, Colorado</td>
</tr>
<tr>
<td>Haskell</td>
<td>Jacksonville, Florida</td>
</tr>
<tr>
<td>Kiewit Corporation</td>
<td>Omaha, Nebraska</td>
</tr>
<tr>
<td>Morette Company*</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Green-Simmons Company, Inc.*</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Greenhut Construction Company, Inc.</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Williams Brown, Inc.*</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Whitesell-Green, Inc.*</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Gulf Atlantic Constructors, Inc.*</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Biggs Construction Company, Inc.</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>ParsCo Construction*</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Hanto and Clarke General Contractors, LLC</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Bayside Structures, LLC</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Gulf Power Company</td>
<td>Pensacola, Florida</td>
</tr>
<tr>
<td>Flintco Company</td>
<td>Tulsa, Oklahoma</td>
</tr>
<tr>
<td>Nash Plumbing and Mechanical, LLC</td>
<td>Wildwood, Florida</td>
</tr>
</tbody>
</table>

*indicates advisory council membership

The B.S.C.M. Program Coordinator expects to find additional internship sites to support the stand-alone program. The internship evaluation form that program faculty have developed to assess student learning in the internship is in Appendix G.
APPENDICES
Appendix A

Table 1a Projected Headcount from Potential Sources (Baccalaureate Degree Program)

Table 2 Projected Costs and Funding Sources

Table 3 Anticipated Reallocation of E&G Funds

Table 4 Anticipated Faculty Participation
## APPENDIX A

**TABLE 1-A**

**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**

(B.S. in Construction Management)

<table>
<thead>
<tr>
<th>Source of Students (Non-duplicated headcount in any given year)*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Upper-level students who are transferring from other majors within the university**</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***</td>
<td>23</td>
<td>14.85</td>
<td>30</td>
<td>19.37</td>
<td>45</td>
</tr>
<tr>
<td>Florida College System transfers to the upper level***</td>
<td>5</td>
<td>3.23</td>
<td>7</td>
<td>4.52</td>
<td>10</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>2</td>
<td>1.3</td>
<td>3</td>
<td>1.94</td>
<td>5</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>30</td>
<td>19.37</td>
<td>40</td>
<td>25.83</td>
<td>60</td>
</tr>
</tbody>
</table>

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

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

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.
### APPENDIX A

#### TABLE 2

**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding Source</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocated Base* (E&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Growth (E&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Recurring (E&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Non-Recurring (E&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropy Endowments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise Auxiliary Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal columns 1+…7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Base** (E&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Enrollment Growth (E&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other*** (E&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropy Endowments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise Auxiliary Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal columns 9+…+14</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Columns</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries and Benefits</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$230,445</td>
<td>313,257</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$313,257</td>
</tr>
<tr>
<td>A &amp; P Salaries and Benefits</td>
<td>13,069</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$13,069</td>
<td>16,680</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$16,680</td>
</tr>
<tr>
<td>USPS Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Other Personal Services</td>
<td>40,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$40,000</td>
<td>40,000</td>
<td>5,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>1,680</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$1,680</td>
<td>1,680</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$1,680</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expenses</td>
<td>10,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$10,000</td>
<td>10,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$10,000</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Special Categories</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$295,194</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$295,194</td>
<td>$381,617</td>
<td>$5,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$386,617</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.

**Faculty and Staff Summary**

<table>
<thead>
<tr>
<th>Total Positions</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>1.62</td>
<td>1.74</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>USPS (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Calculated Cost per Student FTE**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$295,194</td>
<td>$386,617</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>19.37</td>
<td>64.58</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$15,240</td>
<td>$5,987</td>
</tr>
</tbody>
</table>

**Table 2 Column Explanations**

- **Reallocated Base* (E&G)**: E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 3 – Anticipated reallocation of E&G funds and indicate their source.
<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Growth (E&amp;G)</td>
<td>2</td>
<td>Additional E&amp;G funds allocated from the tuition and fees trust fund contingent on enrollment increases.</td>
</tr>
<tr>
<td>New Recurring (E&amp;G)</td>
<td>3</td>
<td>Recurring funds appropriated by the Legislature to support implementation of the program.</td>
</tr>
<tr>
<td>New Non-Recurring (E&amp;G)</td>
<td>4</td>
<td>Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.</td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>5</td>
<td>Contracts and grants funding available for the program.</td>
</tr>
<tr>
<td>Philanthropy Endowments</td>
<td>6</td>
<td>Funds provided through the foundation or other Direct Support Organizations (DSO) to support of the program.</td>
</tr>
<tr>
<td>Enterprise Auxiliary Funds</td>
<td>7</td>
<td>Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.</td>
</tr>
<tr>
<td>Subtotal columns 1+…+7</td>
<td>8</td>
<td>Subtotal of values included in columns 1 through 7.</td>
</tr>
<tr>
<td>Continuing Base** (E&amp;G)</td>
<td>9</td>
<td>Includes the sum of columns 1, 2, and 3 over time.</td>
</tr>
<tr>
<td>New Enrollment Growth (E&amp;G)</td>
<td>10</td>
<td>See explanation provided for column 2.</td>
</tr>
<tr>
<td>Other*** (E&amp;G)</td>
<td>11</td>
<td>These are specific funds provided by the Legislature to support implementation of the program.</td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>12</td>
<td>See explanation provided for column 5.</td>
</tr>
<tr>
<td>Philanthropy Endowments</td>
<td>13</td>
<td>See explanation provided for column 6.</td>
</tr>
<tr>
<td>Enterprise Auxiliary Funds</td>
<td>14</td>
<td>Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.</td>
</tr>
<tr>
<td>Subtotal columns 9+…+14</td>
<td>15</td>
<td>Subtotal of values included in columns 9 through 14.</td>
</tr>
</tbody>
</table>
APPENDIX A

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds to be reallocated from the B.S. in Building Construction specialization to the stand-alone B.S. in Construction Management degree program</td>
<td>$295,194</td>
<td>$295,194</td>
<td>$0</td>
</tr>
</tbody>
</table>

* If not reallocating funds, please submit a zeroed Table 3
### APPENDIX A

#### TABLE 4

ANTICIPATED FACULTY PARTICIPATION

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Academic Discipline or Speciality</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Initial Date for Participation in Program</th>
<th>Mos. Contract Year 1</th>
<th>FTE Year 1</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1</th>
<th>Mos. Contract Year 5</th>
<th>FTE Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Aneurin Grant, Ph.D.</td>
<td>Construction Management</td>
<td>Associate</td>
<td>Tenured</td>
<td>Fall 2020</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
</tr>
<tr>
<td>A</td>
<td>Salih Kocak, Ph.D.</td>
<td>Civil Engineering</td>
<td>Assistant</td>
<td>Tenure Earning</td>
<td>Fall 2020</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
</tr>
<tr>
<td>A</td>
<td>Charles Penrod, J.D.</td>
<td>Law</td>
<td>Associate</td>
<td>Tenured</td>
<td>Fall 2020</td>
<td>9</td>
<td>0.75</td>
<td>0.10</td>
<td>0.08</td>
<td>9</td>
<td>0.75</td>
<td>0.10</td>
<td>0.08</td>
</tr>
<tr>
<td>A</td>
<td>Esmail Mohebbi, Ph.D.</td>
<td>Industrial Engineering</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2021</td>
<td>12</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>12</td>
<td>1.00</td>
<td>0.10</td>
<td>0.10</td>
</tr>
<tr>
<td>A</td>
<td>Kevin Krieger, Ph.D.</td>
<td>Finance</td>
<td>Associate</td>
<td>Tenured</td>
<td>Fall 2020</td>
<td>9</td>
<td>0.75</td>
<td>0.05</td>
<td>0.04</td>
<td>9</td>
<td>0.75</td>
<td>0.05</td>
<td>0.04</td>
</tr>
<tr>
<td>A</td>
<td>Marian Schultz, Ed.D.</td>
<td>Higher Ed/Management</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2021</td>
<td>9</td>
<td>0.75</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>0.05</td>
<td>0.04</td>
</tr>
<tr>
<td>A</td>
<td>Douglas Scott, M.A.</td>
<td>Public Relations/Journalism</td>
<td>Instructor</td>
<td>MYA</td>
<td>Fall 2020</td>
<td>12</td>
<td>1.00</td>
<td>0.01</td>
<td>0.01</td>
<td>12</td>
<td>1.00</td>
<td>0.01</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Total Person-Years (PY)

|                 | **1.62** | **1.76** |

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>Year 1: 1.62</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>Year 5: 1.74</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>Year 1: 0.00</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Year 5: 0.00</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Year 5: 0.00</td>
</tr>
</tbody>
</table>

Overall Totals for Year 1: **1.62**

Overall Totals for Year 5: **1.74**

65
Appendix B

Signatures
APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

**Signature of Equal Opportunity Officer**

Kim LeDuff
Name of Equal Opportunity Officer

09/19/2019
Date

**Signature of Dean of University Libraries**

Stephanie Clark
Name of Dean of University Libraries

09/17/2019
Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

UWF also requires that a Request to Offer a New Degree program is reviewed by the Chief Technology Officer.

**Signature of Chief Technology Officer**

Melanie Haveard
Name of Chief Technology Officer

09/16/2019
Date
Appendix C

Academic Learning Compact
CONSTRUCTION MANAGEMENT

Mission Statement
The Division's mission is to insure that its graduates, in their full diversity, achieve mastery of the skill sets that will enable them not only to perform the professional work tasks in their respective fields competently but prepare them to assume roles as strategic team members who can apply innovative planning and problem-solving to further the goals of their organizations.

Student Learning Outcomes
UWF Construction Management graduates should be able to do the following:

Content
- Demonstrate mastery of general contractor competencies including scheduling, estimating, blueprint reading, and safety through participation in internship experiences.
- Develop short and long term career goals aligned with building construction professional practice

Critical Thinking
- Individually assess, develop, and implement appropriate construction solutions.

Communication
- Communicate effectively with a wide range of stakeholders using appropriate modalities (oral, written, visual)

Integrity/Values
- Demonstrate appropriate ethical judgment when responding to typical ethical conflicts in the profession
Assessment of Student Learning Outcomes
Throughout their program, Construction students demonstrate what they have learned through classroom assignments, hands-on activities involving laboratory and field work, as well as applied research and creative activities. The curriculum emphasizes collaborative and individualized projects, building skills of the specialization, teamwork, and project management that engage students in applying classroom knowledge to real-world applications. All students participate in field experiences, senior projects, or internships as a capstone experience to the program.

Job Prospects for Graduates in Building Construction
Estimator Project Manager
Field Engineer Quality Control Technician
Field Supervisor Safety Coordinator
Assistant Project Manager Construction Superintendent

Find Out More about Building Construction at UWF:
https://uwf.edu/ceps/departments/administration-and-law/
Appendix D

Curriculum Vitarum
Aneurin Grant, Ph. D.
(850) 857-6451
Agrant1@uwf.edu

EDUCATION


Bachelor of Arts in Social Ecology, University of California, Irvine, Irvine, CA, June 1999.

PEER-REVIEWED PUBLICATIONS – UNDER REVIEW


PEER-REVIEWED PUBLICATIONS – IN PREPARATION


PEER-REVIEWED PUBLICATIONS


CONFERENCE PROCEEDINGS AND PRESENTATIONS


EXTERNAL FUNDING

The C.O.R.E. Construction Lab raised approximately $268,000 to date

WORK EXPERIENCE

Assistant Professor, University of West Florida, Pensacola, FL, August 2010 – Present

Interim Program Coordinator – March 2015 to August 2016, August 2017 to present

Instructor of record for undergraduate coursework, including 16 different courses.
Coordinator and primary faculty liaison for the C.O.R.E. Construction Lab Development of curriculum and facilities pertaining American Counsel for Construction Education (ACCE).


Contributed to all phases of the bidding and project buy-out process: generated bid manuals, wrote and revised scopes, evaluated scopes and subcontractor proposals, tracked costs in concert with changes to the contract documents. Performed quality control of installed materials and assemblies in concert with architects, engineers, and threshold inspectors. Tracked inventory of billable materials and processed change orders. Scheduled trades in sequence with the construction schedule. Performed numerous LEED feasibility studies.

Senior Planner, Orange County Planning Division, Orlando, FL, November 2003 – June 2005.

Facilitated community meetings in accordance with proposed land use changes. Presented land use change applications to community meetings. Served as representative of County Planning Division, fielding questions from the public regarding proposed land use change applications. Authored and co-authored studies and reports for neighborhood development, committed land use, and administrative land use changes. Provided assistance with GIS software applications and analysis of large-scale land use initiatives and studies. Coordinated site plans and plan amendments with other County departments, municipalities and government entities.


Conducted research on Affordable Housing, Community Development Block Grants (CDBG), Section 8 housing vouchers, Public Housing, HOPE VI, North American housing policy, and the synthesis of green building and affordable housing methods. Contributed to governmental outsource and consulting reports with the Tampa Housing Authority. Provided technical writing and editing, and analysis of Florida Housing Data Clearinghouse data. Worked with former Assistant Director Anne Williamson to analyze Department of Housing and Urban Development (HUD) and census data, and present working reports.

SERVICE

USGBC – North Gulf Coast Chapter, Chair, Pensacola, FL, January 2014 to December 2015
Oversight of all chapter efforts pertaining to training, monthly membership and board meetings, finance, service projects and advocacy.
Faculty adviser for student chapter of the Association of General Contractors (AGC) at the University of West Florida.
Faculty adviser for the student chapter of the USGBC at the University of West Florida.
Habitat for Humanity
Guest lecturer for Sustainable Gulf Coast, Pensacola, FL
10-10-10 Global Warming Event, Pensacola, FL
Extreme Home Makeover Home Edition, Pensacola, FL
Give Kids the World, Orlando, FL
Surfrider Foundation, San Clemente, CA
Earth Resource Foundation, Costa Mesa, CA
UCI Arboretum, Irvine, CA

PROFESSIONAL ASSOCIATIONS

United States Green Building Council, North Gulf Coast Chapter Board, Chair
Associated General Contractors Advisory Board, Greater Florida Chapter

COMPUTER SKILLS

Primavera Project Manager (P6)
ASTA Powerproject
Sage Timberline Estimating Software
Sketch Up
SPSS
ArcGIS

LANGUAGE

Spanish (fluent)
French (conversational)
SALIH KOCAK, PH.D.
SKOCAK@UWF.EDU
11000 UNIVERSITY PARKWAY, PENSACOLA, FL, 32514

INTERESTS AND EXPERTISE

• Teaching civil engineering and construction management classes with an expert area of construction material, statics, deformable bodies, structural analysis, soil-sand-aggregate-concrete and asphalt properties, construction equipment and mechanics
• Perform research and support graduate students financially with winning proposals
• Prepare ASTM, AASHTO & ACI technician and AMRL laboratory certification programs
• Modeling the behavior of materials under various loading (stress) and environmental conditions
• Improving the mechanical properties of construction material by modification
• Optimization of the resource allocation within multiple work locations

EDUCATION
Ph.D., 2013-2016, Civil & Environmental Engineering; Geotechnical and Pavement Engineering, Michigan State University (MSU), East Lansing, USA

M.Sc., 2009-2011, Civil & Environmental Engineering; Transportation and Pavement Engineering, Michigan State University (MSU), East Lansing, USA

B.Sc., 2002-2007, Civil Engineering (Honors), with Construction Management Major, Middle East Technical University (METU), Ankara, Turkey

ACADEMIC APPOINTMENTS
Assistant Professor, University of West Florida, Administration and Law, Construction Management Program 2018 to Present

Adjunct Faculty, Eastern Michigan University, School of Visual and Built Environments, Construction Management Department 2016 to 2018

PROFESSIONAL EXPERIENCE / TEACHING ACTIVITIES
Assistant Professor, University of West Florida 2018-Present

Courses instructed
• BCN2405 Statics and Strength of Materials
• BCN4431 Structures 1
• BCN4461 Structures 2
• BCN3224 Construction Materials and Methods
• BCN3561 Construction Mechanics 1
• BCN4564 Construction Mechanics 2
• ETD2320 Computer Aided Design (AutoCAD)

Project Engineer, Intertek-PSI 2017-2018
• Supervising geotechnical investigation teams for MDOT I-75 modernization project
• Planning and organization of the different teams within job-site
• Managing and organizing the coordination between surveying, drilling, traffic, and engineering teams
• Providing technical assistance to project subcontractors
• Assisting surveying team to locate field investigation points
• Performing data analysis on the collected samples and preparing technical reports
• Organizing and managing meetings within the company and third parties
• Presenting the findings of the project to client

Adjunct Faculty, Eastern Michigan University 2016-2018

Courses instructed
• CNST 202 Construction Materials (including laboratory sessions)
  Students were prepared to obtain ACI Concrete Testing Certification as a part of class
• CNST 303 Mechanical, Electrical and Equipment Systems
• CNST 412 Fundamentals of Structural Engineering
• CNST 436 Heavy Construction Means and Methods

Graduate Research Assistant, Dept. of Civil & Environmental Engineering, 2009-2011 & 2013-2016
Michigan State University, East Lansing, MI, USA

Courses instructed under the supervision of a lead Instructor
• CEE 312 Fundamentals of Soil Mechanics (Laboratory with testing)
• CEE 818 Advanced Geotechnical Design (Laboratory with soil, sand-silt and clay testing)
• CEE 812 Soil Properties (Laboratory, sand, silt and clay tests)
• CEE 337 Construction Materials for Civil Engineers (Labs with construction materials testing)
• CEE 832 Advanced Asphalt Pavement Design and Analysis (AASHTOWare Pavement ME Guide)
• CEE 838 Bituminous Materials (Laboratory with Superpave mix design)
• CMP 222 Statics and Strength of Materials
• CMP 305 Site Construction and Measurements
  (CEE for civil and environmental engineering department & CMP for construction management and planning department)

Research Performed

PROJECT MANAGEMENT (Organizing, Planning, Scheduling and Resource Allocation)
• Prepared Quality System Manual (QSM) and applied/acquired to Michigan State University (MSU) Advanced Asphalt Characterization Laboratories (AAACL) according to AASHTO R18 to obtain AMRL Accreditation
• Maintained AMRL accreditation for MSU-AAACL by performing the on-site assessments and proficiency sample testing
• Developed internal guidelines for crumb rubber, de-vulcanized and polymer modified asphalt binders and mixtures for Ingham County Road Commission
• Implemented Superpave binder and asphalt mix specifications to improve pavement performance for MDOT Specifications
• Developed experiment designs to achieve cost-effective & valid statistical analysis
• Developed guidelines for sustainable hybrid rubber modified asphalt pavements
• Investigated the effect of using crumb rubber and de-vulcanized rubber in binder and hot mix asphalt mixtures
• Designed and supervised construction of city roads (Waverly Road-dry process, Haslett Road-wet process, Cornell Road- Hybrid process, Bennet and Kinawa Road- High RAP with de-vulcanized rubber technology, and Lake Lansing Road- pre-swollen project) in Greater Lansing area of Michigan State.

MATERIAL CHARACTERIZATION
• Established a novel hybrid rubber modified asphalt mixture by using dry and terminal blend technologies
• Modified hot liquid asphalt binders with recycled and virgin rubbers (de-vulcanized) and elastomers
• Studied the material characteristics of asphalt mixtures (Dense, SMA, OGFC) and binder types on highway noise
• Investigated the effect of mixing and conditioning during the de-vulcanized/CR rubber and SBS modification process of the hot liquid asphalt binders
• Performed in several lab-based performance tests (E*, FN, FT, MAR, IDT, DCT, SCB, PP, FPBB and creep compliance) for characterizing various HMA and WMA mixtures including reclaimed asphalt materials, de-vulcanized rubber, crumb rubber and polymers
• Performed and directed various state-of-the-art binder tests (DSR, BBR, RV, RTFO, PAV, Flash Point)
• Characterized asphalt binders before and after modifications with crumb rubber as well as drained properties with SARA analysis
• Rheological characterization of rubber and elastomer polymer modified binders using Superpave PG and PG+ testing
• Performed modifications of neat binders by using crumb rubber, de-vulcanized rubber, and different elastomers.

SUSTAINABLE CONSTRUCTION
• Developed guidelines for selecting pavement recycling methods based on surface condition
• Investigated the impact of reclaimed asphalt materials on flexible pavement performance
• Studies the cost-effectiveness and sustainability of recycled materials (asphalt mixtures and PCC in road construction)

ANALYSIS AND DESIGN
• Performed research on the pavement and tire interaction noise mechanism
• Performed finite element modeling on pavement and soil (base-subbase) interactions
• Performed numerical and computational techniques for slope stability
• Performed pavement analysis and design for flexible and rigid pavements using empirical and mechanistic-empirical procedures
• Conducted flexible and rigid pavement evaluations by using non-destructive falling weight deflectometer tests for seeking a cost-effective rehabilitation design
• Performed sensitivity analysis of flexible pavements by using ME-PDG
• Performance analysis of the laboratory prepared and field compacted mixture by using ME-PDG and Kenlayer (Kenpave)
• Investigated the impact of reclaimed asphalt materials on flexible pavement performance

EXPERIMENTAL STUDIES
• Setup/Designed / Constructed laboratory testing fixtures for soil and asphalt pavement materials testing, including impedance tube, disc-shaped direct tension test fixture for Material Testing System
• Performed and taught all basic soil mechanics tests including sieve analysis and hydrometer, PL and LL, sand cone, proctor (moisture-density), specific gravity, sand equivalent, CBR, consolidation, strength and compaction tests
• Studied soil improvement techniques, soil reinforcing methods and soil dynamics analysis

Project Engineer, DOT-Federal Highway Administration, Washington D.C, USA 2011-2013

Projects Involved
• New Hampshire High Reclaimed Asphalt Pavement Project (NH1191)
• Montana Warm Mix Asphalt Project (MT1192)
• Maryland Warm Mix Asphalt Project (MD1193)
• Florida DOT ALF Project, Gainesville Materials Office

Duties Performed
• Managed, organized and supervised the laboratory and laboratory technicians
• Performed Superpave Hot Mix Asphalt (HMA) Tests on Federal Highway Administration Mobile Asphalt Mixture Testing Laboratory (FHWA-MAMTL) according to AASHTO and ASTM standard specifications
• Maintained the Superpave database, test equipment calibration, project notation and collected data for aggregate imaging system (AIMS)
• Participated in demonstrations, seminars and workshops. (World of Asphalt 2012,NC)
• Performed research and assisted contractors on warm mix asphalt (WMA) and reclaimed asphalt pavement (RAP) mix designs
• Analyzed asphalt overlays using ME-PDG Software (AASHTOWare Pavement ME Design Guide)

Project Engineer, Shell Qatar, Doha, Qatar 2008-2009

• Site Safety/OSHA Compliance 30hr Certified
• Provided presentations on construction site safety
• Developed and implied construction job site safety plan within a team
• Involved in project bidding preparation
• Planned & scheduled the work progress
• Provided resource allocation by using Primavera and MS Project software
• Prepared progressive payment schedules

Project Engineer, Strabag SE, Cluj-Napoca, Romania 2007-2008
• Supervised and assisted soil laboratory testing for classification, hydraulic conductivity, shear strength, consolidation, and compaction
• Conducted soil exploration and testing (site and lab), and wrote soil reports for highway and foundation designs
• Designed shallow and deep foundations for transmission line structures

AWARDS, HONORS AND CERTIFICATIONS

Michigan State University Dean’s Office Summer Graduate Fellowship  2016
McCowan Endowed Fellowship  2015
MSU College of Engineering Best Teaching Assistant Award  2013-2015
Chi Epsilon- Civil Engineering Honor Society  2011
Excellence in Diversity Award  2010
The Prime Minister of Republic of Turkey Fellowship  2002-2006
Conference Participation and Travel Grants/Scholarships  2011/13/14/15
AASHTO AMRL R18 Asphalt & Soil Laboratory Testing and Setup Certification  2009/11/13/15
Dean’s List at Middle East Technical University  2003-2007
The Prime Minister of Republic of Turkey Fellowship  2002-2006
ASCE Member I.D #9955038  2008-Present
ICE Member  2008-Present

COMPLETED RESEARCH PROJECTS / RESEARCH FUNDING

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Total Award</th>
<th>Contribution of Dr. Kocak as a researcher</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Of De-Vulcanized Rubber (DVR) Modified Hot Mix Asphalt (HMA) Pavement (2015-2016)</td>
<td>$300,000</td>
<td>70%</td>
<td>Michigan Department of Environmental Quality (MDEQ)</td>
</tr>
<tr>
<td>Development of an Acceptance Test for Chip Seal Projects – UTC Project (2014-2016)</td>
<td>$170,000</td>
<td>20%</td>
<td>Michigan Department of Transportation (MDOT)</td>
</tr>
<tr>
<td>Feasibility of Dry And Treated Crumb Rubber Modified Asphalt Mixture Usage In Michigan (2014-2015)</td>
<td>$500,000</td>
<td>70%</td>
<td>Michigan Department of Environmental Quality</td>
</tr>
<tr>
<td>Crumb Rubber Modified Asphalt Pavements with High Reclaimed Asphalt pavement (RAP) Content (2013-2014)</td>
<td>$585,000</td>
<td>70%</td>
<td>Michigan Department of Environmental Quality</td>
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<tr>
<td>A Method to Assess the Use of New and Recycled Materials in Pavements (2013-2015)</td>
<td>$198,655</td>
<td>15%</td>
<td>Michigan Department of Transportation (MDOT)</td>
</tr>
<tr>
<td>Preparation for Implementation of the Mechanistic-Empirical Design Guide in Michigan (2011-2014)</td>
<td>$400,000</td>
<td>10%</td>
<td>Michigan Department of Transportation (MDOT)</td>
</tr>
<tr>
<td>Crumb Rubber Modified Asphalt Sidewalks (2012-2013)</td>
<td>$300,000</td>
<td>75%</td>
<td>Michigan Department of Environmental Quality (MDEQ)</td>
</tr>
<tr>
<td>A Lattice Boltzmann Based Model for Predicting Unsaturated Flow through Soil Macropores and Capillary Pores (2011-2012)</td>
<td>$211,645</td>
<td>10%</td>
<td>National Science Foundation (NSF)</td>
</tr>
</tbody>
</table>
Development of Design Guidelines for Crumb Rubber Modified Asphalt Pavements in Michigan (2010-2012) $703,299 70% Michigan Department of Environmental Quality (MDEQ)

Relationships Between Laboratory-Measured and Field-Derived Properties of Pavement Layers (2009-2011) $500,000 30% FHWA (subcontract from Cornell University)

Reducing Noise Pollution from Roadways through Improved Pavement Material Properties (2008-2010) $40,000 90% Michigan State University-Intramural Research Grants Program


Pavement Materials Testing (2010) $6,095 100% University of Massachusetts

Pavement Materials Testing (2009) $4,439 100% University of Massachusetts

Nondestructive evaluation of emulsification and foaming processes of warm mix asphalt technologies (2010-2011) $50,000 25% U.S. Department of Energy (DOE)

(Prof. Salih Kocak is also involved during the preparation of some of the project proposals other than performing/supervising the projects.)

Professional Training and Computer Skills

• AASHTO Highway Materials Tests, East Lansing, Michigan, 2009-2011 and 2013
• ACI Training Certification by MCI, Lansing, Michigan, 2016
• Asphalt Training Course in Asphalt Technology, NCAT, Auburn, Alabama, 2011
• Design & Use of Geo-textiles/Geo-grids for Highways & Embankments, Ras-Laffan, Qatar, 2008
• Primavera Project Management Training, Ankara, Turkey, 2006
• Software: Camtasia, MatLab, LabView, MichPave, Michback, KENPAVE, DNPSB6, DarWin, EverFE, ME-PDG, Pavement-ME, AASHTOWare Pavement ME Design Guide, SAP2000, SPSS, AutoCAD, Revit, MS-Office, Primavera, X-Steel, Water-Cad, Hydrus, Plaxis, Slope/W, Adobe Acrobat, MS Windows and Macintosh OS, KaleideGraph

Selected Publications

Journal, conference and submitted/working articles


SELECTED PROFESSIONAL PRESENTATIONS


INSTITUTIONAL AND PUBLIC SERVICES

- UWF- Served in CEPS Scholarship Committee
- MSU – AASHTO accreditation of MSU-Advanced Asphalt Characterization Laboratory (AACL). As of October 2009, AACL is officially within the list of labs accredited by AASHTO (see web site http://www.amrl.net/). Some of the major tasks included the preparation of Quality Systems Manual, calibrating and validating the laboratory equipment, training students, and preparation for the on-site assessment by AASHTO Materials Reference Laboratory (AMRL).
- MSU – Lab tours at COE Preview Day events (September 17, 2011 and September 25th, 2012): I gave a tour of Advanced Asphalt Characterization Laboratory (AACL) to several groups as part of the Preview Day event in fall semesters of 2011 and 2012.
- MSU’s Research Experiences for Students (RES) program: In summer 2010, I participated in the MSU’s Research Experiences for Students (RES) program. The RES program included all-day hands-on experiences by high school students in our lab (AACL). The program lasted 4 weeks and the high school students spent one whole day at AACL each week. Total 20 students were involved in this program and each week approximately 5 students spent time in the lab.
- MSU – 2010 “Engineering Connect” activity. EGR100 lab tour. 2 hr tour of lab to three groups with 20- students each and presentation of research.

Reviewer for the following peer-reviewed journals:

- International Journal of Pavement Engineering
- ASCE Journal of Materials in Civil Engineering
- Road Materials and Pavement Design
- Materials and Structures
- Construction and Building Materials
- Transportation Research Board Standing Committee of Asphalt Binders (AFK20)
ACADEMIC ADVISING

Graduate Students – M.S., (Eastern Michigan University)


Undergraduate Research Assistants (Laboratory Supervising) (Michigan State University)

1. Derek Hibner, B.S. Student, Michigan State University (5/2015 – 8/2016)
Kevin M. Krieger, Ph.D.
Associate Professor
Accounting & Finance
College of Business
kkrieger1@uwf.edu

Academic Background

Ph.D. Florida State University, Tallahassee, Florida, Finance, 2009
M.S. Florida State University, Tallahassee, Florida, Statistics, 2004
B.A. University of Florida, Gainesville, Florida, Mathematics (Secondary Education minor), 2001

Work Experience

Academic Experience

Associate Professor, University of West Florida (2014 - Present), Pensacola, Florida. Department of Accounting and Finance
Assistant Professor, University of West Florida (2012 - 2014), Pensacola, Florida.
Assistant Professor, University of Tulsa (2009 - 2011), Tulsa, Oklahoma.
Instructor, Florida State University (2003 - 2007), Tallahassee, Florida.

Intellectual Contributions:

Refereed Articles

Gambling Business and Economics.


Refereed Proceedings

**Full Paper**


Non-Refereed Proceedings

**Non-Refereed**


Presentation of Refereed Papers

**International**


Local

National


Regional


Presentation of Non-Refereed Papers

Local


Regional

Papers Under Review
Working Papers

Other Research Activities

Other

Service:

Service to the University

University of West Florida

College Assignments

Faculty Advisor:
2014-2015: Student finance major/minor/MBA recruitment

Member:
2018-2019: Personnel Committee
2017-2018: Personnel Committee
2015-2016 – 2016-2017: Personnel Committee

Other Institutional Service Activities:
2018-2019: Raymond C. Dyson Research Award Selection Committee
2017-2018: Moderator, PenAir Financial Boot Camp Panel Discussion
2016-2017: Faculty Advisor, Student Trip to Wall Street
2012-2013 – 2015-2016: Aid in collection and assessment data for FIN2104
2014-2015: Raymond C. Dyson Research Award Selection Committee
2014: Review of College of Business research standards for accreditation

Student placements:
2014-2015: Nick Clarke to FSU Ph.D. program

Writing Student Recommendations:
2018-2019: Keith English
2018-2019: Rachel Owens
2017-2018: Derek Benson
2017-2018: Anthony Williams
2017-2018: Ryan Olsen
2017-2018: Richard Hornby
2017-2018: James Baccarini
2017-2018: Quincy Andrews
2016-2017: David Garcia
2016-2017: Chona Briggs
2016-2017: Tim Wenger
2016-2017: Evan Gonzalez
2016-2017: Walker Davis
2016-2017: Sebastian Sanchez
2015-2016: Juan Miguel Heredia
2015-2016: David Moe
2015-2016: Samuel Hippely
2015-2016: Michael Dingman
2015-2016: Victoria Deakins
2015-2016: Cassaundra Meeks
2014-2015: Mark Dimpflmeier
2014-2015: Kirstie Anthony
2014-2015: Igor Guasti
2013-2014: Kevin Hayes
2013-2014: Jennifer Hodson
2013-2014: Karleienny Sojo
2013-2014: Romina Konstanz
2012-2013: Alanna Papiernik
2012-2013: Andre Verardi
2011-2012: Justin Plombon

Chair:
2013-2014: Mark Sharp

Member:
2017-2018: College Council Subcommittee on departmental bylaws and tenure/promotion
2017-2018: MBA G-PCALC Task Force
2015-2016: College of Business Written and Oral Communication across the Curriculum Task Force
2015-2016: College of Business Personnel Committee
2013-2014: Faculty Recruiting Committee-Logistics
2012-2013: Faculty Recruiting Committee - Information Technology
2012-2013: Faculty Recruiting Committee - Marketing Research
2011-2012: Faculty Recruiting Committee - Business Writing
2011-2012: Faculty Recruiting Committee - Accounting

University Assignments

Chair:
2014-2015: Compensation and Internal Incentives

Member:
2015-2016 – 2017-2018: University Investment Committee, UWF
2013-2014 – 2017-2018: University Fee Appeals Committee, UWF
2013-2014 – 2015-2016: Student Life and Services Facility Committee, UWF
2014-2015: University Financial Literacy Committee, UWF

Other Institutional Service Activities:
2018-2019: UWF-UFF Executive Council and Secretary
2016-2017: UWF President Scholarship Reviewer
2014-2015: Co-creator/Advisor to Argo Investment Fund, UWF
2013-2014: Faculty Speaker for One Team Luncheon

Service to the Profession

**Chair: Committee / Task Force**

**Reviewer - Article / Manuscript**
2015-2016: Management Science. Publication Referee
2010-2011: Southwest Finance Symposium.

**Reviewer - Book / Textbook**

**Other Professional Service Activities**
2017-2018: University of Tulsa, Reviewer for promotion and tenure file, Tulsa, Oklahoma. Served as external reviewer for the promotion/tenure file of Professor Jared Crook., at the University of Tulsa.
2016-2017: University of Tulsa, Reviewer for promotion and tenure file, Tulsa, Oklahoma. Served as external reviewer for the promotion/tenure file of Professor Brian Walkup., at the University of Tulsa.

Service to the Community

**Member of a Committee**

Honors-Awards-Grants

**Other**
2014-2015: E. W. Hopkins Faculty Development Award, College of Business.

**Research**
2017-2018: Raymond C. Dyson Faculty Research Award, College of Business.
2015-2016: Best Paper in Conference Award, 2016 Meeting, Southeast AAA Meeting. **Impact of XBRL implementation on analyst timeliness and accuracy**
2015-2016: Raymond C. Dyson Faculty Research Award, College of Business.
2014-2015: Distinguished Faculty Research & Creative Activities Award, UWF. two winners per year, university wide
2013-2014: Raymond C. Dyson Faculty Research Award, University of West Florida, COB.

**Service-University**
2015-2016: Raymond C. Dyson Faculty Service Award, College of Business.
**Teaching**

2014-2015: Faculty Excellence in Teaching Award, UWF. maximum five winners, per year, university-wide
2012-2013: Pearson "One Professor" Award, University of West Florida. Nominated by students.
2012-2013: Outstanding Teacher Award Finalist, UWF Student Government Association.
2010-2011: Collins College Outstanding Teaching Award, University of Tulsa.
2009-2010: Outstanding Local High School Teacher of the Year, University of Tulsa.
2006-2007: University Teaching Award, Florida State University.

**Faculty Development**

**Certificates - Instruction Related**


Quality Matters Online Instructor Certificate

**Courses Taught**

**Courses from the Teaching Schedule:** Financial Management, International Investment, MBA Found: Bus Anlyt, MBA Foundation: FM II, MBA Foundations: Business Analytics, Managerial Finance, Quant Meth for Bus, Security Analysis and Portfolio Management

**Courses taught, but not in the Schedule:**
Security Analysis and Portfolio Management (FIN 4514); Personal Finance (FIN 2104); Personal Finance for Business (FIN 3990); Financial Management (FIN 6406); Financial Foundations 2 for Business (GEB 5873); Methods for Business (GEB 5879); Financial Markets and Institutions (FIN 3023); Financial Administration (FIN 7003); Long-Term Financial Decisions (FIN 7013); Financial Management of the Firm (FIN 3403); Business Statistics (QMB 3200); and Introduction to Business Statistics (STA 2023).
Esmail Mohebbi  
Department of Management/MIS  
University of West Florida  
Pensacola, FL 32514  

Phone: (850) 474-2899  Fax: (850) 474-2314  emohebbi@uwf.edu  

EDUCATION  
1996  Ph.D., Mechanical & Industrial Engineering (Operations Research), University of Toronto  
1993  M.E., Industrial Engineering (Operations Research), University of Toronto  
1987  B.S., Industrial Engineering, Tehran Polytechnic University  

PROFESSIONAL EXPERIENCE  
2014-Present  Professor & Chair  
Management/MIS, University of West Florida  
2013-2014  Associate Professor & Associate Chair  
Management/MIS, University of West Florida  
2007-2013  Associate Professor  
Management/MIS, University of West Florida  
2000-2007  Assistant Professor  
Industrial & Management Systems Engineering, University of Nebraska-Lincoln  
1999-2000  Visiting Assistant Professor  
Industrial & Management Systems Engineering, University of Nebraska-Lincoln  
1997-1999  Logistics Systems Specialist  
3M Canada, London, Ontario, Canada  
1996-1997  Postdoctoral Fellow  
Industrial Engineering, University of Toronto, Toronto, Ontario, Canada  
1992-1996  Research and Teaching Assistant  
Industrial Engineering, University of Toronto, Toronto, Ontario, Canada  
1988-1990  Production and Quality Engineer  
NASR Manufacturing Group, Tehran, Iran  
1986-1987  Engineering Intern  
Pars Metal Company, Tehran, Iran  
1985-1986  Math Teacher  
Board of Education, Tehran, Iran  

COURSES TAUGHT
University of West Florida
• MAN 3504: Operations Management (Undergraduate)
• ISM 3011: E-Business Systems Fundamentals (Undergraduate)

University of Nebraska-Lincoln
• IMSE 206: Engineering Economy (Undergraduate)
• IMSE 328: Deterministic Operations Research Models (Undergraduate)
• IMSE 428/828: Stochastic Operations Research Models (Undergraduate/Graduate)
• IMSE 429/829: Applied Linear Models in Operations Research (Undergraduate/Graduate)
• IMSE 430/830: Stochastic and Nonlinear Models in Operations Research (Undergraduate/Graduate)
• IMSE 483/883: Production and Inventory Control II (Undergraduate/Graduate)
• IMSE 831: Stochastic Processes (Graduate)
• IMSE 882: Material Planning in Logistics Systems (Graduate)
• IMSE 906: Industrial Decision Models II (Graduate)
• IMSE 921: Reliability Engineering (Graduate)
• IMSE 996: Advanced Topics in Industrial Engineering (Graduate)

PUBLICATIONS
Peer-Reviewed Journal Articles


Refereed Conference Proceedings


SELECTED CONFERENCE PRESENTATIONS/ABSTRACTS


**RESEARCH GRANTS AND CONTRACTS**


**THESSES/DISSERTATIONS ADVISORY COMMITTEES**

- Karen Phipps, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: December 2006 (Chair)

- Jose Nicolas Robayo, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: December 2006 (Chair)

- Daipeng Hao, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: August 2004 (Chair)

- Anupam Pattanayak, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: December 2003 (Co-chaired with F.F. Choobineh)

- Satya Geeta Tunuguntla, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: December 2003 (Chair)

- Mansour Abdoli, Ph.D., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: August 2006 (Member)
• Thiru Murugesan, Ph.D. Candidate, Department of Statistics, Manonmaniam Sundaranar University, Tamilnafuu, India, Review Date: March 2005 (External Reviewer)

• Shanmugatharasu Periyannan, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: May 2004 (Member)

• Chun Fan, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: May 2004 (Member)

• Vijay Chandrasekaran, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: December 2003 (Member)

• Mansour Abdoli, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: December 2002 (Member)

• Haresh Khilnani, M.S., Ind. & Mgt. Syst. Eng., University of Nebraska-Lincoln, Graduation Date: December 2001 (Member)

**PROFESSIONAL SOCIETIES MEMBERSHIP**

- Decision Sciences Institute (DSI), 2005-Present
- Institute of Industrial Engineers (IIE), 1999-Present
- Institute for Operations Research and the Management Sciences (INFORMS), 1999-Present
- Manufacturing and Service Operations Management Society (MSOMS), 1999-Present
CHARLIE W. PENROD, J.D.
Building 70, Room 106, Pensacola, Florida • 850-474-2777 (office) • cpenrod@uwf.edu

TEACHING EXPERIENCE

Assistant Professor of Legal Studies
University of West Florida – Pensacola, Fl.
Courses taught: PLA 2013 (Survey of American Law), PLA 4277 (Torts), PLA 4855 (Constitutional Law), PLA 3429 (Contracts), PLA 3703 (Legal System and Ethics)

- Assistant Chair
  Legal Studies, Public Administration and Sport Management
  University of West Florida

Associate Professor of Business Law
Hooper-Curry Endowed Professor of Business
Northwestern State University – Natchitoches, La.
Courses taught: BUAD 2250 (Legal Essentials for Small Businesses), BUAD 3260 (Business Law II), BUAD 3280 (Cyber Law)

- NSU SACS Compliance Coordinator
  Northwestern State University

- Area Coordinator, Business Administration
  NSU School of Business
  Northwestern State University

Adjunct Instructor
Northwestern State University
Course taught – PSCI 3090 (Constitutional Law)

PROFESSIONAL EXPERIENCE

Research Attorney
Tenth Judicial District Court – Natchitoches, La.
2006-2008

Litigation Attorney
Cook, Yancey, King & Galloway, APLC – Shreveport, Louisiana
Corporate Defense Attorney, specializing in employment law
2004-2006

EDUCATION

Louisiana State University School of Law
2001-2004
Juris Doctorate – 2004
Tullis Moot Court Finalist
Graduated Order of the Coif (Top 10 percent in graduating class)

Louisiana Scholars’ College at
Northwestern State University 1997-2000
B.A. in Liberal Arts & B.A. in Political Science
Graduated Summa Cum Laude and with Highest Distinction

Scholarly Works

Peer reviewed works

Law Review Article

Law Review Article

Journal Article

Journal Article

Journal Article

Journal Article
Journal Article

Journal Article

Journal Article

Journal Article

Journal Article

Published non-peer reviewed works

Article

Works presented at conferences or published in conference proceedings

Paper Presented at Conference

Paper Published in Conference Proceedings
Perez-Mira, B., Kilcoyne, M., Hanson, B., Hanson, T., Penrod, C.; Habig, P., & Champion, S. (2012) Are We Communicating or Instilling Trust among our Stakeholders: An Examination of Post-Secondary Education Institutions

Paper Presented at Conference

Paper Presented at Conference

Paper Published in Conference Proceedings

Paper Presented at Conference

Paper Presented at Conference

PROFESSIONAL ORGANIZATIONS AND LICENSES

Licensed Louisiana Attorney in good standing since 2004 – Louisiana Bar Roll Number 29,377

Beta Gamma Sigma – Member since December 2011

Louisiana State Bar Association – December 2004-present

Natchitoches American Inns of Court Assn. – September 2006-present
  Elected Secretary – May 2007-May 2009
  Elected Treasurer – May 2009-December 2011
  Elected Membership Coordinator – January 2012-2013

Legal Services for Northwest Louisiana – Board Member – December 2008-2011
Professional Development

*eLearning Training*
ATC Workshop on eLearning on August 8, 2014. University of West Florida

*CUTLA Workshop*

*Workshop*

University Service

*Faculty Sponsor*
UWF Pre-Law Chapter of Phi Alpha Delta

*Search Committee*
Committee Member - Assistant Professor for Public Administration Program

*University Committee*
UWF Scholarly Activities Task Force – Committee Member

*University Committee*
UWF Outstanding Master’s Thesis Excellence in Research Committee – Committee Member

*College Committee*
Advising Director Search Task Force – Committee Member

*Event Planner*

Other Professional Activities

*Journal Article Reviewer*

*Guest Judge*
LSU Law School Flory Trial Competition – Baton Rouge, La., Spring 2015.
Journal Article Reviewer

Journal Article Reviewer

Legal Consultant
Tenth Judicial District Court for the Honorable Judge Eric Harrington and the Honorable Dee Hawthorne. Research, analysis, and drafting of legal rulings. 2011-2013


Book Reviewer

Professional Presenter

Journal Article Reviewer

Professional Presenter

Journal Article Reviewer

Professional Presenter
COMMUNITY SERVICE AND HONORS

Radio Guest Analyst – Political Expert on Election Results on KNOC Media – October and November 2011


Louisiana State High School Quiz Bowl Competition – Volunteer Moderator – 2007-2013
  State Quiz Bowl Tournament – Lead moderator – April 2007 and 2009


Jeopardy! Champion. Shows aired on November 29, 2010 and November 30, 2010. Won first place, earning a total of $19,000.
Marian Schultz, Ed.D.  
Professor  
Management & Management Information Systems  
College of Business  
mschultz@uwf.edu

Professional Interests

Academic Background

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D.</td>
<td>University of Southern California</td>
<td>Higher Education/Administration</td>
<td>1983</td>
</tr>
<tr>
<td>M.A.</td>
<td>Pepperdine University</td>
<td>Human Resources Management</td>
<td>1978</td>
</tr>
<tr>
<td>A.A.</td>
<td>University of Detroit-Mercy</td>
<td>Child Development/Education</td>
<td>1977</td>
</tr>
<tr>
<td>B.A.</td>
<td>University of Detroit-Mercy</td>
<td>Psychology</td>
<td>1977</td>
</tr>
</tbody>
</table>

Work Experience

Academic Experience

- Professor of Management, University of West Florida (1989 - Present), Pensacola, Florida.
- Consultant, United States Air Force (February, 2005 - May, 2007), Eglin AFB, Florida. Motivational Workshops providing instruction on various behavioral dynamics to be used by managers in the workforce.
- Consultant, Pace Foods of San Antonio (1985 - 1998), San Antonio, Texas. Conducted several leadership workshops and reviewed managerial plans in order to make recommendations for improvement.
- Assistant/Associate Professor, Department of Management, St. Mary's University (1984 - 1989), San Antonio, Texas.
- Instructor, Department of Management, University of Texas at San Antonio (1984), San Antonio, Texas.
- Instructor, Department of Management, Chaminade University (1983), Honolulu, Hawaii.
- Instructor, Department of Management, Hawaii Pacific University (1981 - 1983), Honolulu, Hawaii.
- Instructor, Department of Management, University of Hawaii (1980), Hilo, Hawaii.
- Research Assistant, Sheerin Associates (1977), Detroit, Michigan.
- Research Assistant, University of Detroit Mercy (1975 - 1977), Detroit, Michigan.

Consulting


Paid Service

- 2004-2005: Eglin Air Force Base, Supervisory Workshop-Interpersonal Skills: Motivational workshop providing
instruction on various behavioral dynamics to be used by managers in the workforce.
1995-1996: First City Bank, Leadership Development Seminar
1985-1986: Pace Foods of San Antonio, Conducted several leadership workshops and reviewed managerial plans in order to make recommendations for improvement.
1985-1986: Kelly Air Force Base, Texas Air National Guard-149th Tactical Fighter Group
1984-1985: Pace Foods of San Antonio, Conducted several leadership workshops and reviewed managerial plans in order to make recommendations for improvement.
1984-1985: Kelly Air Force Base, Texas Air National Guard-149th Tactical Fighter Group

**Intellectual Contributions:**

**Refereed Articles**


Refereed Proceedings

full Paper
Teaching and Learning Conference.
Schultz, J., O’Brien, S., & Schultz, M. (1994). A Pilot Study to Assess the Effectiveness of Humor in relationship on Teaching Effectiveness. Embry-Riddle Aeronautical University, College of Continuing Education Faculty Symposium on Teaching Effectiveness, Daytona Beach, Florida: Embry-Riddle Aeronautical University, College of Continuing Education Faculty Symposium on Teaching Effectiveness Proceedings.


Non-Refereed Proceedings

Non-Refereed


Presentation of Refereed Papers

International


National


Traditional and Distance Learning Environment. American Association of Behavioral and Social Science, Las Vegas, Nevada.


Regional

Presentation of Non-Refereed Papers

National

Regional

Research Grants

Funded
2010-2011: Schultz, M. The Effects of Chronological Age on Management and Business Administration Student Performance in Online/Distance Learning Courses. Principal Investigator, Embry-Riddle Aeronautical University.
2004-2005: Schultz, M. Determining Which Delivery Styles are Best Suited for Instructing in the Distance Learning Environment, Principal Investigator, Embry -Riddle Aeronautical University.
2003-2004: Schultz, M. Assessing Whether There is an Indvdl Style of Lrning Which is Better Suited for the Traditional Classrm Envnt, as Opposed to the Dist Lrng Del Method, Principal Investigator, Embry-Riddle Aeronautical University.
2000-2001: Marian, S. Awarded small grant to develop the initial modules for an on-line course., University of West Florida.

Working Papers
Griffith, J., Schultz, J., Wakeham, R., & Schultz, M. (2015). "Does the fire station have a glass ceiling?
Perception of female firefighters targeted for American Business Review.

Other Research Activities

Teaching and Learning Scholarship

Service:
Service to the University

St. Mary's University

University Assignments

Faculty Advisor:
1985-1986: Beta Epsilon Lambda Sorority

Member:
1986-1987: St. Mary's University School of Business Scholarship Committee
1986-1987: St. Mary's University Sub-Committee on State of the University Study-Salary/Promotion Structures
1985-1986: St. Mary's Computer Assessment Committee
1985-1986: St. Mary's University Search Committee for Dean of the School of Humanities
1985-1986: St. Mary's University Alcohol Task Force Committee

Other Institutional Service Activities:
1988-1989: St. Mary's University Recruiting Trip
1988-1989: St. Mary's, Graduation Speaker
1987-1988: St. Mary's University Faculty Convocation Representing The School of Business and Administration
1987-1988: St. Mary's University - Nebraska State College Fair
1987-1988: University Faculty Convocation
1987-1988: St. Mary's, San Antonio Chapter of The Association of Human Resources Management and Organizational Behavior
1985-1986: St. Mary's, Essay contest on Free Enterprise sponsored by the Rotary Club of San Antonio and St. Mary's School of Business
1985-1986: St. Mary's Retention Sub-Committee
1985-1986: St. Mary's University Curriculum Fair, San Antonio, Texas
1985-1986: St. Mary's University, Leadership Seminar, Castroville, Texas
1985-1986: St. Mary's University Recruiting Trip

University of West Florida
Department Assignments

Member:
2015-2016: Department of Management Search Committee for Faculty Entrepreneur Position
2015-2016: Departmental Search Committee
2014-2015: SLO Committee for MAN 3301 Course

Other Institutional Service Activities:
2013-2014: Search Committee
2011-2012: Search Committee
2003-2004: Continuing and Distance Education for USAF at Eglin, UWF
1997-2000: Panhandle Regional Science and Engineering Fair, Behavioral Science Junior and Senior Division
1999-2000: University of West Florida

College Assignments

Member:

Other Institutional Service Activities:
2015-2016: College Marshal, College of Business
2014-2015: Faculty Presenter at Department of Management/MIS Faculty Meeting regarding EC current status
2010-2011: Commercial for Emerald Coast, UWF
1994-1995: College Marshal, College of Business, UWF

Member:
2014-2015: Search Committee: Management/MIS Department member for Operations and Security position
2009-2010 - 2012-2013: SCAC Scholarly Creative Activities Committee
2006-2007: Search Committee for Department of Management, Faculty position
2005-2006-2006-2007: College of Business TIP Award Committee, UWF
1998-1999: Search Committee - College of Education

University Assignments

Chair:
1995-1996: Task Force on BOR Recommendations on Tenure and Promotion, UWF
1995-1996: Faculty Merit Scholarship Committee, UWF

Member:
2015-2016: Tenure and Promotion
2015-2016: University Committee on Tenure and Promotion
2006-2007-2014-2015: UWF Emerald Coast Faculty Committee, Fort Walton Beach
1990-1991-2014-2015: OWCC/UWF Joint Center Faculty Relations Committee
2009-2010 - 2012-2013: Scholarly and Creative Activities Committee
2005-2006-2007-2008: Academic Technology Advisory Committee
2005-2006: Courseware Policy Committee
2003-2004: Faculty Task Force for SACS Reaccreditation
2000-2001: Evaluation Committee, WebCT
1999-2000: Qualifying Exams for 4 doctoral students
1998-1999: Undergraduate Teaching and Advising Award Committee
1995-1996: Senate Task Force on Advising, UWF
1995-1996: Undergraduate Teaching and Advising Award Committee
1994-1995: University Planning Council, UWF
1994-1995: Special Issues Committee, UWF
1994-1995: Shell Grant Proposal Review Committee
1994-1995: Faculty Senate, UWF
1993-1994: Senate Ad Hoc Committee, SACS Re-accreditation Faculty Recommendations, UWF
1993-1994: Governance Committee, UWF
1992-1993: Outstanding Teaching and Advising Award Committee
1992-1993: SACS Reaccreditation Self Study, Organizational Effectiveness Sub-Committee
1991-1992: Faculty Salary Appeals Committee

Other Institutional Service Activities:
2000-2001: Speaker at SGA FWB Leadership Conference
1999-2000: Recruiting Seminar for the Distance Learning Lab, FWB
1997-1998: Coordinator for Eglin AFB Computer Lab Update
1996-1997: Internship Coordinator
1994-1995: Faculty Senate, Vice President, UWF
1993-1994: Coordinator at the UWF Faculty Senate Reception and Meeting, UWF Center, FWB
1993-1994: Introductory Speaker for Student Government and Honored Guests
1992-1993: Faculty Senate Member at the UWF
1990-1991: Internship Coordinator for students on Eglin AFB
1990-1991: Coordinator of Women's Basketball Games (UWF vs. Eglin AFB)

Service to the Profession

Academic conference: Discussant

Chair: Committee / Task Force
conference; Program Board / committee Chair
2007-2008: Global Management & Information Technology Research Conference.
1996-1997: Southern Management Association Conference. Distance Learning

Reviewer - Article / Manuscript
2006-2007 - 2010-2011: Journal of Aviation and Aerospace Education and Research. Editorial Board Reviewer

Reviewer - Book / Textbook
2007-2008: Opportunities and Challenges of Workplace Diversity, 1st edition. Author: Kathryn Canas and Harris Sondak, Publisher: Prentice Hall
2006-2007: Organizational Behavior, 6th edition. Author: Debra L. Nelson and James Campbell Quick, Publisher: Southwestern Thomson Publisher

2004-2005: Organizational Behavior, 9th edition. Author: Schermerhorn, Publisher: Wiley
2002-2003: Essentials of Contemporary Management. Author: Gareth Jones and Jennifer George, Publisher: McGraw-Hill/Irwin
2001-2002: Managing Today. Author: Robbins, Publisher: Prentice Hall
1998-1999: Understanding and Managing Organizational Behavior. Author: George and Jones, Publisher: Addison Wesley Longman
1986-1987: Organizational Behavior. Author: Middlemist and Hitt, Publisher: West Publishing Co

Editor: Peer-Reviewed Journal
2017-2018: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2015-2016: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2013-2014: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2012-2013: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2011-2012: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2010-2011: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2009-2010: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2008-2009: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.
2007-2008: Journal of Aviation/Aerospace Education and Research, Daytona Beach, Florida.

Invited Lecture
2002-2003: Saltmarsh, Cleaveland & Gund. Topic: Gender Diversity & Leadership

**Keynote Address**
2010-2011: Global Management & Information Technology Research Conference, Nassau, Bahamas. Online Testing Integrity

**Other Professional Service Activities**
2014-2015: Beta Gamma Sigma Tapping, Emerald Coast and Eglin AFB locations.
2007-2008: Embry Riddle Aeronautical University. facilitated online course in online learning, student-centered approaches to teaching, and instructional applications of web-based tools for collaboration.

**Presentation**
2011-2012: Generational Student Learning: The Role of Values in Learning, Los Angeles, California. Presented at the International Business, Finance & Economics Research Conference

**Reviewer; Conference Paper**
2001-2002: Association for Business Simulation and Experiential Learning (ABSEL).
Behavior, New Orleans, Louisiana.
Organizational Behavior, San Antonio, Texas.

Reviewer: PRJ Editorial Board
2012-2013- 2013-2014: Journal of Aviation and Aerospace Education and ResearchJournal of Aviation and
Aerospace Education and Research.
2006-2007- 2010-2011: Journal of Aviation and Aerospace Education and ResearchJournal of Aviation and
Aerospace Education and Research.

Service to the Community

Board of Directors

Chair of a Committee
1998-1999: FoodBoth for St. Mary's School Spring Fling

Member of a committee

other Community Service Activities
2015-2016: GR77 Participation as Advisor and Management Consultant
2010-2011 - 2011-2012: Scholarship Judge, Eglin Enlisted Wives Club Scholarship. Responsible for rating
over fifty applications and essays to determine eligible college scholarships. April to May 2011
County
2009-2010: Panhandle Regional Science and Engineering Fair, West, Volunteer Judge, Escambia County
2009-2010: Panhandle Regional Science and Engineering Fair, West, Volunteer Judge, Escambia County
2004-2005: United States Air Force, Civilian Supervisory Workshop - Interpersonal skills
2003-2004: United States Air Force, Civilian Supervisory Workshop - Interpersonal skills
2001-2002: Distance Learning Lab Recruiting Activity
2001-2002: Eglin Wives Club Scholarship, Reading and rating applications
2001-2002: Pensacola Distance Learning Lab
2001-2002: Eglin AFB PowerPoint Workshop
2001-2002: Eglin Wives Club Scholarship
2001-2002: UWF FWB Campus
2001-2002: UWF Eglin Center, PowePoint Workshop
2000-2001: Eglin AFB Enlisted Wives Club
1998-1999: cape canaveral, Scientists Team
1996-1997: Gift to Science Lab for St. Mary's School
1996-1997: Education and Business Partners Program
1988-1989: Texas Employment Ar Will case
1985-1986: Heath America
1985-1986: Handy Dan's Inc.
1983-1984: Medical Supplies Company of Hawaii

**Positions Held in civic organizations**
1995-1996: Eglin AFB Youth Program 96th Services Squadron

**speech / Presentation at a community Meeting**
2002-2003: Saltmarsh, Cleaveland & Gund, Gender Diversity & Leadership
2002-2003: Kiwanis Club-Okaloosa County Area, Topic: Values in Business. Presentation identified managing diversity through value imprinting and understanding various ethical standards.
2001-2002: St. Mary's Middle School
2001-2002: Fort Walton Beach Distance Learning Lab, PowerPoint Workshop
2001-2002: American Society for Training and Development
2001-2002: American Society for Training and Development
1998-1999: FWB SGA - The University of West Florida
1998-1999: Whitman Center, The University of West Florida
1998-1999: Whitman Center, The University of West Florida
1997-1998: Girls Scouts of America
1997-1998: Republican Women of Northwest Division
1996-1997: Diocesan Commission for Catholic Schools

1991-1992: Effective Leadership
1991-1992: Leadership, Pensacola Naval Air Station
1990-1991: Decision making Seminar
1990-1991: Interviewing Strategies
1990-1991: Performance Appraisals
1989-1990: Job and Resume Preparation
1989-1990: Leadership Seminar
1989-1990: Leadership and Power Seminar
1987-1988: Leadership
1987-1988: Delta Mu Delta
1985-1986: Motivation

Memberships

Academy of Management, 1985-1986
Alpha Sigma Lambda, 2004-present
American Association of Behavioral and Social Sciences, 2000-2004
American Educational Research Association, AERA, 2000
American Institute of Decision Sciences, 1985-1986
American Management Association, 2001-2002
American Society for Personnel Administrators, ASPA, 1985-1989
American Society of Business and Behavioral Sciences, 1997-1999
American Society of Training and Development Regional Chapter, 2000
Association of Business Communication, 1994-1998
Association of Business Research, 2002-2003
Association of Business Simulation Experiential Learning, ABSEL, 2002
Beta Gamma Sigma, 1995-2018
Chamber of Commerce, Fort Walton Beach, 1994-1998
Economic and Business Historical Society, 1991; 1998
Economic and Business Historical Society, 1986; 1989
Editorial Board Member: JAAER Journal, 2006-present
Executive Board Member: JAABRC and BRC, 2014-present
International Association of Management, 1997
North American Economic and Finance Association, 1993
San Antonio Personnel and Management Association, SAPMA, 1985-1989
Southern Management Association, 1996; 1999
Southern Management Association, 1996
Southwestern Administrative Services Association, 1986-1987
Southwestern Federation of Administrative Disciplines, 1990; 1993-1996
Southwestern Federation of Administrative Disciplines, 1985-1988
Southwestern Society of Economists, 1996; 1998
Southwestern Society of Economists, 1993-1994
The International Applied Business Research Association, 2001-2003
Honors-Awards-Grants

1989-1990: Distinguished Alumni Award, University of Detroit Mercy. Formerly known as Mercy College of Detroit
1986-1987: Outstanding Young Woman of America, Association of Young Americans.
1986-1987: Merit Award, American Society for Personnel Administrator. Faculty Advisor for the St. Mary's University Student Chapter
1985-1986: Outstanding Young Woman of America, Association of Young Americans.
1985-1986: Advisor Merit Award, American Society for Personnel Administration.

Teaching
2004-2005: Undergraduate Teaching and Advising Award, Spring 2005, University of West Florida.
2002-2003: Outstanding Teaching Award, University of West Florida-Ft. Walton Beach Campus.
2001-2002: Teaching Technology Award, University of West Florida. Developing Management Fundamentals course as an online course.
2000-2001: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1998-1999: Outstanding Instructor Award, Fall 1998, University of West Florida.
1998-1999: Excellence in Off-Campus Instruction and Service to Students Award, Spring 1999, University of West Florida.
1998-1999: Outstanding Instructor Award, Spring 1999, University of West Florida.
1998-1999: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1997-1998: Outstanding Instructor Award, Fall 1997, University of West Florida.
1997-1998: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1996-1997: Outstanding Instructor Award, Fall 1996, University of West Florida.
1996-1997: Outstanding Instructor Award, Spring 1997, University of West Florida.
1996-1997: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1996-1997: Outstanding Instructor Award, Summer 1997, University of West Florida.
1995-1996: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1995-1996: Outstanding Instructor Award, Summer 1996, University of West Florida.
1994-1995: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1993-1994: Award of Excellence for Outstanding Teaching, University of West Florida.
1993-1994: Outstanding Instructor Award, Fall 1993, University of West Florida.
1993-1994: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1992-1993: Outstanding Instructor Award, Fall 1992, University of West Florida.
1992-1993: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1992-1993: Outstanding Instructor Award, Summer 1993, University of West Florida.
1991-1992: Outstanding Instructor of the Year Award, University of West Florida. Scholarship awarded to a student in the Professor's name.
1990-1991: Outstanding Performance and Achievement Award, Florida Legislature.
1986-1987: Distinguished Faculty Member Award, St. Mary's University.

Faculty Development

certificates - Instruction Related
2015-2016: Quality Matters Workshop, Pensacola, Florida. Two week program to develop course for quality matters criteria and approval; Certificate received; March 1, 2016

Other Professional Development
2013-2014: UWF 6 week course, Pensacola, Florida. Designing a Quality Blended Course
2013-2014: Collaborative Institutional Training Initiative, Unknown, Unknown. Researchers Curriculum Completion
2012-2013: Embry Riddle Aeronautical University, Worldwide campus, Unknown, Unknown. FACD 801: "Ignite, Pedagogy Introduction" conducted by Embry Riddle Aeronautical University, Worldwide Campus.
2012-2013: Embry Riddle Aeronautical University, Worldwide campus, Unknown, Unknown. FACD 802: “Ignite Research in Your Course”. This is a four-week academic research program with applied assessment and quality assurance curriculum.
2012-2013: Emerald Coast Campus, Pensacola, Florida. Sabbaticial Fall 2012: Completed research focused on Emerald Coast Campus.
2008-2009: Embry Riddle Aeronautical University, Worldwide Training, Pensacola, Florida. FACD 700/700L Instructional Use of Blackboard
2007-2008: Embry Riddle Aeronautical University, Worldwide Training, Unknown, Unknown. FACD 702 Supporting Online LEarners
2006-2007: Training: Sexual Harassment, Unknown, Unknown. Received certificate of completion
2006-2007: Training: Family Education Rights and Privacy Act, Unknown, Unknown. Received Certificate of Completion
1994-1995: European Tour, Unknown, Unknown. College of Business: Management/MIS Department representative selected as a member of the faculty contingent to visit four countries and tour 14 businesses in order to gain insight regarding international businesses and management practices. Experiences to be used toward curriculum development and research opportunities.

**Professional Seminars / workshops**

2017-2018: Completed Preventing Discrimination and Harassment Training, UWF, Fall 2017, Pensacola, Florida.
2005-2006: Flashlight Online seminar, Unknown, Unknown. Teaching, Learning and Technology Group Online Institute
1999-2000: Seminar Okaloosa Walton Community College, Unknown, Unknown. Discussion focused on awareness of various styles of communication and how they impact understanding
1986-1987: Advanced Stress Management Seminar, San Antonio, Texas. Workshop presenting various biofeedback strategies that may be used in teaching stress management

**Technology-Related Training**

2015-2016: Kaltura Webcasting Training, Daytona Beach, Florida.
2003-2004: Desire2Learn Software Training, Fort Walton Beach, Florida. Training Classroom, University of West Florida
2002-2003: Blackboard Software Training, Online Training, Daytona Beach, Florida. Awarded Continuing Education Credits, Embry Riddle Aeronautical University
2001-2002: University of West Florida, Unknown, Florida. LEAD Training Program
2000-2001: University of West Florida, Fort Walton Beach, Florida. Distance Learning Lab Training and Instruction with new equipment
2000-2001: University of West Florida, Unknown, Florida. LEAD Training Program
2000-2001: University of West Florida, Unknown, Florida. PowerPoint Training, IT Division
1999-2000: Distance Learning Lab Training and Instruction, Unknown, Unknown. Briefing regarding how equipment is used and technology strategies in the classroom.

**Courses Taught**
Curriculum Vitae

Douglas R. (Rick) Scott, M.A., APR, CPRC
Lecturer and Chair
Communication Department
University of West Florida

Office Address
Communication Arts Department
Building 36/Room 178
Phone: 474-2332
dscott1@uwf.edu

Educational Background
M.A. (Public Relations/Journalism), University of South Carolina, 1988
B.S. (Criminology), Florida State University, 1978

Licensure/Certification
CPRC, Certified Public Relations Counselor, Florida Public Relations Association, 2003
APR, Accredited in Public Relations, Public Relations Society of America, 2001

Employment History at the University of West Florida
Department Chair, 2018 - present
Lecturer, 2014 - Present
Program Director and Lecturer, 2013 - 2014
Lecturer, 2006 - 2013
Lecturer and Fort Walton Beach Program Coordinator, 2001- 2006
Academic Advisor and Visiting Lecturer, 2000-2001
Adjunct Instructor, 1999-2000

Academic Appointments at Other Institutions
Austin Peay State University, Adjunct Instructor, 1982-1983

Other Professional Experience
Office of the Secretary of Defense
Military Advisor to Assistant Secretary of Defense for Public Affairs, 1998-1999
Advised and assisted senior Defense Department spokesman. Researched issues, developed public relations strategy and media talking points for use by Defense Department officials. Conducted public relations planning in advance of Secretary of Defense international travel. Traveled with Secretary of Defense as senior press escort, coordinating press conferences, interviews and appearances.

Office of the Secretary of Defense
Director for Public Affairs Planning, 1997-1998
Conducted strategic public affairs planning supporting the president’s National Military Strategy. Assessed prevailing news media and issues environments, established public affairs goals, themes, policy and guidance for department issues and operations. Managed nine public affairs officers.
Presented crisis communication, public affairs planning and media relations seminars at the National Defense University, Armed Forces Staff College and Air Force Special Operations School.

Office of the Secretary of Defense
Public Affairs Account Executive, 1996-1997
   Strategic planner for the Assistant Secretary of Defense for Public Affairs on policy matters relating to Europe, NATO, and Israel. Coordinated public affairs plans and guidance with the White House, National Security Council, State Department, subordinate commands and services.

Office of the Secretary of Defense
Media Relations Officer/Pentagon Spokesperson, 1994-1996
   Official spokesperson for the Department of Defense on policy issues relating to Europe, NATO, Latin America and military support to counter-drug operations. Interacted daily with national and international print and broadcast media.

U.S. Army in Europe (2nd Support Command)
   Director of Public Affairs, 1988-1991
      Directed public relations effort for military organization of 15,000 people, including its external and internal information and community relations programs. Published a weekly newspaper. Supervised staff of six. Managed annual budget of $30,000. Spokesperson for command in Iraq during Operation Desert Shield and Desert Storm.

Recent Teaching Assignments
   PUR3000, Principles of Public Relations, 1999-2016
   PUR3100, Public Relations Writing, 2001-present
   PUR3402, Public Affairs in Government and Military, 2001-2009
   PUR4600, Integrated Communication Management, 2001-2006, 2017-present
   PUR4400, Crisis Public Relations, 2001-present
   PUR4407, Managing Media Relations, 2009-present
   COM4110, Business and Professional Communication, 2012 - 2016

Research/Creative Activities
   Peer-Reviewed Journal Articles
      Scott, D. L., & Scott, R., Social worker as political candidate: Seeking a seat at the table. Arete, 32(2) 2010

   Presentations
      “Media Relations”
      City of Pensacola Senior Staff, Pensacola, FL, 2016

      “The McChrystal File: Lessons Learned for PR Professionals”
      Florida Public Relations Association, Professional Development Seminar, Pensacola, FL, 2011

      “The McChrystal File: Lessons Learned for PR Professionals”
      Pensacola Chapter of Florida Public Relations Association, 2010
“Media Relations 101”
Florida Public Relations Association, Professional Development Seminar, Pensacola, FL, 2010

“Crisis Communication”
Emerald Coast Public Relations Organization, Fort Walton Beach, FL, 2009

“Improving Employee Communication”

“Effective Media Relations”
Escambia County Sheriff’s Department, Pensacola, FL 2007

“Earning Your Accreditation in Public Relations”
Pensacola Chapter of Florida Public Relations Association, 2004

“Public Affairs on the Battlefield”
Pensacola Chapter of Florida Public Relations Association, 2003

Conference Papers

Institutional Service
University Level
Division of Academic Affairs Communication Liaison, 2017-2018
Chair, Academic Affairs Communication Council, 2017-2018
Banner Academic Team, 2015
50th Anniversary Academic Experience Committee, 2015
Search Committee, Executive Director of Marketing and Creative Services, 2014
Search Committee, Director of Public Relations, 2013
Chair, Search Committee, Director of Communication and External Relations, 2011-12
Inclusion and Diversity Advisory Committee, 2011- 2013
Search Committee, Volunteer UWF, 2009-2010
Military Connections Committee, 2007-2013
Making Way for Excellence Communication Team Member, 2004-2007
Making Way for Excellence Coordinating Committee, 2004-2005
Making Way for Excellence Communication Team Captain, 2004-2005
Professional Education Council, 2003-2009

College Level
Secondary Education Council, 2002-2007

Department Level
Search Committee, Advertising Professor, 2016
Search Committee, Chair, Department of Communication Arts, 2013-2014
Search Committee, Public Relations Professor, 2012-2013
Course Director, COM4110, 2011 - 2016
Chair, Search Committee, Communication Professor, 2011-2012
Search Committee, Advertising Professor, 2011
Search Committee, Public Relations Professor, 2005
Search Committee, Communication Arts Department Advisor, 2003
Search Committee, Social Work Department Professor, 2003
Search Committee, Public Relations Professor, 2002
Organizational Service
   Florida Public Relations Association, Pensacola Chapter, Board of Directors, 2003-2006

Other Professional Service
   Santa Rosa County Emergency Operations Center, Volunteer Public Info Officer, 2007-2016
   King Middle School, School Advisory Council, 2007-2009
   Pea Ridge Elementary School, School Advisory Council, 2005-2006
   Pea Ridge Elementary School, School Advisory Council, 2001-2003

Honors and Awards
   Distinguished Teaching Award, UWF, 2005, 2016
   Doris Fleischman “Unsung Hero” Award, FPRA, 2011
   Faculty Excellence in Teaching/Advising Award, nominee, UWF, 2011
   Teaching Incentive Program Award, UWF, 2006
   President’s Award, Florida Public Relations Association, 2005
   Outstanding Instructor, CAS, Ft. Walton Beach Campus, UWF, 2004

Memberships in Professional Organizations
   Public Relations Society of America, 2002-present
   Florida Public Relations Association, 1999-present
   Military Officers Association of America, 1999-present

Last Updated: January, 2019
Appendix E

University of West Florida Undergraduate Admissions and Graduation Requirements
UWF Undergraduate Admission Standards
http://catalog.uwf.edu/undergraduate/admissions/  
2019-2020 Undergraduate Catalog – direct quoted excerpts

Freshmen Admissions
The following outlines the general processing of all First Time in College students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.001, approved by the University of West Florida Board of Trustees in June 2012.

General Provisions
A. 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”).
B. For the purposes of this regulation, “First Time In College” (“FTIC”) students are defined as students who have earned a standard high school diploma from a regionally accredited high school or its equivalent and who have earned fewer than 12 semester hours of transferable college credit, as defined in UWF/REG 3.032(12), since graduating from high school, as evaluated by UWF.
C. 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.
D. 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.

First Time in College Student Admission
The minimum admission requirements expected of FTIC students 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 the University of West Florida.

The BOG minimum admission standards require:

- A standard diploma from a regionally accredited high school or its equivalent. Applicants with a General Educational Development (“GED”) certificate must refer to sub-paragraph (5). Applicants that are participants in a Home Education or Other Non-Traditional High School Program must refer to sub-paragraph (6). (Students admitted under the Early Admission Program are exempted from this requirement.)
- For students who entered high school on July 7, 2007, or later, completion of 18 academic units of college-preparatory, year-long courses or equivalents (normally offered in grades
nine through 12) are required as follows:

- four (4) units of English – three of which must have included substantial writing requirements;
- four (4) units of mathematics – at the algebra I level and above;
- three (3) units of natural science – two of which must have included substantial laboratory requirements;
- three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;
- two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and
- two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.

For students who entered high school prior to July 7, 2007, completion of 18 academic units of college-preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:

- four (4) units of English - three of which must have included substantial writing requirements;
- three (3) units of mathematics at the algebra I level and above;
- three (3) units of natural science - two of which must have included substantial laboratory requirements;
- three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;
- two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and
- three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.

- An official SAT Reasoning score (writing included) or ACT Plus Writing score; and
- High school grades that meet either sub-paragraph a. or b.
  - At least a “B” average (3.0 on a 5.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science, foreign language and electives; or
  - At least a 2.5 grade point average (on a 5.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science and foreign language and electives and the following test scores:
    - SAT – Critical Reading ≥ 460; or ACT – Reading ≥ 19
    - SAT – Mathematics ≥ 460; or ACT – Mathematics ≥ 19
    - SAT – Writing ≥ 440; or ACT – English/Writing ≥ 18

- Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT Plus Writing and/or SAT Reasoning Test (all three portions). In addition to the test score requirements list above in 3. (b), GED applicants must receive a minimum composite score of 21 on the ACT Plus Writing, or an overall combined test score of 1450 on the SAT Reasoning Test (all three sections).
Applicants participating in a Home Education or Non-Traditional High School Program must present a transcript from the Home School Education Program (all units must be listed in Carnegie Units) and a document from their county stating that the applicant meets high school graduation requirements.

In addition to the test score requirements list above in 3. (a) and (b), Home Education or Non-Traditional High School Program applicants must receive a minimum composite score of 21 on the ACT Plus Writing, or an overall combined test score of 1450 on the SAT Reasoning Test (all three sections).

Transfer Admissions
The following outlines the general processing of all Transfer students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.032, approved by the University of West Florida Board of Trustees in June 2012. Until this approval, transfer student admission practices had been contained within the FTIC admission protocol. In June 2012, these procedures were developed into their own regulation.

General Provisions
1. 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”).
2. “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 this regulation, since graduating from high school, as evaluated by the Office of Undergraduate Admissions.
   a. Transfer applicants with fewer than 60 semester hours of transferable college credit must meet the transfer admission requirements set forth in paragraph (2) below, and these applicants must also meet the First Time In College (“FTIC”) student admission requirements located in UWF Regulation 3.001.
   b. Transfer applicants with 60 or more semester hours of transferable college credits must meet the transfer admission requirements set forth in paragraph (2) below.
3. 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.
4. 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 nor veteran status.

Transfer Student Admission
The minimum admission requirements expected of transfer students are established by and are set forth in BOG Regulation 6.004. Satisfaction of the BOG minimum requirements does not
automatically guarantee admission to the University of West Florida. The BOG regulation requires the transfer applicant to:

• Be in good standing and eligible to return to the last post-secondary institution attended as a degree-seeking student;
• Have a cumulative 2.0 Grade Point Average (“GPA”) on a 4.0 system. The GPA is calculated using all transferable post-secondary credits (see paragraph (12)b. below);
• Satisfy the minimum admission requirements for entering FTIC students (See UWF Regulation 3.001) if transferring with fewer than 60 semester hours; and
• 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.

1. 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.

2. 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.

International Undergraduate Admissions

Applicants to the University are considered international if they are not U.S. Citizens, hold dual citizenship between the U.S. and another country, or are permanent residents currently residing in the U.S. In addition to the policies and procedures stated for the different categories of admission, the following information pertains to international applicants. Domestic applicants should refer to the “Freshman Admissions” or "Transfer Admissions" sections.

The following outlines the general processing of all International students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.042, approved by the University of West Florida Board of Trustees in March 2012.

International Student Office (ISO)

• Admission of international students to the University of West Florida (“UWF” or “University”) is governed by University of West Florida admission regulations 3.001, 3.002, 3.004, and 3.032, Florida Board of Governors (BOG) Regulations 6.001, 6.002, 6.003, 6.004, and 6.009, and the requirements herein.
• For purposes of this regulation applicants to the University of West Florida will be considered “International” students if they are not U.S. citizens and if they require a visa to remain in the United States. Applicants who are permanent residents of the United States are not considered international students.
• The admission requirements stated in the Board of Governors and UWF regulations are minimum requirements. Satisfaction of minimum requirements does not guarantee admission into the University. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success.
• Applicants must meet the following criteria and submit the required documentation to receive consideration for admission to the University:
1. A degree seeking applicant (undergraduate and graduate) whose native language is not English must provide evidence of English language proficiency. Non-degree undergraduate students are not required to provide documentation of English proficiency unless they are attending UWF under an international exchange agreement which requires the student to document English proficiency. The English requirement (proficiency in written and spoken English) may be fulfilled by establishing one of the following:

1. That he or she is from a country where English is the official language; or
2. That his or her prior associate’s, bachelor’s, master’s, or doctoral degree was earned from a regionally accredited college or university in the United States; or
3. That his or her prior bachelor’s, master’s, or doctoral degree was earned from a country where English is the official language, or from a university at which English is the official language of instruction; or
4. That he or she completed his or her junior and senior year in a U.S. high school with a SAT Verbal score of 550 or a ACT English score of 23; or
5. That he or she achieved a qualifying score on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Michigan English Language Assessment Battery (MELAB)/Michigan English Language Institute College English Test (MELICET).

1. Qualifying scores for undergraduate applicants are either a TOEFL computer-based score of 213, a TOEFL internet-based score of 78/80, a TOEFL paper-based score of 550, an IELTS score of 5.5/6, or a MELAB/MELICET score of 76/77. (Consult the Undergraduate Catalog for sub-score requirements and for specific program requirements, which may be higher.)

- Undergraduate applicants must have a 2.5 GPA on a 4.0 scale as calculated by UWF Office of Undergraduate Admissions.
- Applicants must submit transcripts evidencing all prior academic course work including post-secondary education. The University requires an official copy of all academic credentials. Transcripts that are not in English must be accompanied by a certified English translation. Transcripts from educational institutions outside the United States must be evaluated by a credential evaluation service, as specified on the international application. (All academic credentials become property of the University. They will not be returned or forwarded to a third party. Credentials of applicants who do not enroll within one year will be destroyed).
- Applicants must submit a non-refundable application fee payable in U.S. dollars.
- Applicants must complete and submit the following medical information:
  5. a Physician’s Evaluation Form and a Medical History Form completed by a physician, indicating the applicant’s fitness, mentally and physically to pursue a college level study program.
  6. Documentation of MMR (measles, mumps and rubella) immunization, and
7 Proof of immunization for meningitis and hepatitis B, or a signed waiver indicating the applicant’s informed decision not to be vaccinated.

- Applicants must provide proof of medical insurance that complies with the requirement of University policy, AC-6.00-08/08 “Medical Insurance Coverage for Enrolled International Students” for all applicants on F-1 or J-1 visas.
- Applicants must provide a Certification of Finances before the Certificate of Eligibility (Form I-20 or a DS-2019) will be issued by the University. The Certificate of Finances will show specific sources of a satisfactory level of financial support and the amount expected from each source. Funding sources must be verified by the student’s or sponsor’s bank by submitting an original bank statement from the student’s or sponsor’s financial institution. The total funds available to the student for the first academic year must at least equal the total estimates of institutional costs and living expenses. For applicants living outside the U.S., the Declaration and Certification of Finances must be received by the University no later than the application deadline each semester.
- For transfer students: A completed transfer clearance form is required for F-1 applicants to verify their eligibility to transfer in F-1 status.
- Undergraduate applicants who have provided all required materials and who meet all admission requirements except the English proficiency requirement may be considered for Conditional Admission to the University. Undergraduate students who receive a Conditional Admission letter who desire to attend UWF must enroll in the Intensive English Program at UWF. If such students seek to enroll in a degree program, they must meet the requirements set forth in paragraph (4) iv., above.
- Undergraduate applicants who have provided all required materials and who meet all admission requirements except the English proficiency requirement may be considered for Conditional Admission to the University. Undergraduate students who receive a Conditional Admission letter who desire to attend UWF must enroll in the Intensive English Program at UWF. If such students seek to enroll in a degree program, they must meet the requirements set forth in paragraph (4) iv., above.
- Applicants will not be considered for admission until the University has received all required materials. Undergraduate international student applications, along with all other records required for admission must be received by the program deadline or university international application deadline, whichever is earlier, unless the deadline is waived by the University in writing.
General Readmission

Readmission to Baccalaureate Programs
Undergraduate students not in attendance at UWF for three or more consecutive academic semesters (including summer semester) must complete the Readmission Application and provide any required documentation amassed during the absence. The Application for Readmission must be filed according to admissions deadlines. The Application for Readmission does not include an application fee. Readmitted students will have their official Catalog year automatically updated for the new term of entry. Undergraduates can use the readmission application to change their major upon readmission only if their UWF grade point average is 2.0 or above.
Degree-seeking students file the readmission application online using the Office of Undergraduate Admissions website. Official transcripts from each college or university attended during the absence to the previous enrollment at UWF must be submitted to the Office of Undergraduate Admissions before the first day of classes of the semester for which the student has been readmitted. If a student is currently enrolled at another institution, the final transcript must be submitted when the term has ended. A hold will be placed on the account preventing the student from registering for future semesters until all transcripts are received.
Readmission is not automatic (see Academic Suspension and Reinstatement). Suspended students must be reinstated by the college of their former major before readmission can be completed. Students who subsequently earn an associate of arts degree (A.A.) at another Florida public institution should refer to the A.A. Forgiveness policy section.

General Education
In addition to the general education requirements students must satisfy all additional University requirements, including the Gordon Rule, multicultural, and foreign language requirements. With appropriate planning and coordination with an academic advisor, students may satisfy some of the general University requirements through the General Studies curriculum. For a complete listing of general degree requirements, refer to the "Graduation and General Degree Requirements" section of this catalog.

Common Prerequisites
State mandated common prerequisites must be completed prior to graduation, but are not required for admission to the program. See the Common Prerequisite Manual for course substitutions from Florida colleges and universities.

Lower Division Electives
Students must complete sufficient 1000/2000 level electives to complete at least 60 semester hours in the lower division. Current UWF students may use elective courses at any level (1000-4000) to meet this elective requirement.

| Total Hours | 3-12 |
UWF Graduation and General Degree Requirements
http://catalog.uwf.edu/graduate/academicpolicies/graduation/

Pre-Graduation Audit
Students are required to meet with the assigned academic advisor to complete a Pre-Graduation Audit prior to completing 90 semester credit hours. This audit is intended to advise the student of all courses needed for graduation and to confirm that all remaining requirements are included in the degree plan.

Graduation Process
Students are responsible for meeting all graduation requirements. Having met all requirements for an undergraduate degree a student is expected to graduate and will not be permitted to take additional classes as an undergraduate student. Student responsibilities include:
1. Meeting with an academic advisor each semester to discuss degree progression;
2. Completing the Graduation Application online by the deadline listed in the Academic Dates and deadlines in the Catalog;
3. Meeting with the Department and completing a Graduation Action Plan when necessary; and
4. Meeting all requirements for the degree.

Bachelor’s Degree Requirements
Requirements for a bachelor’s degree from UWF are listed below. The colleges and departments may have requirements which exceed these minimums. Students should refer to their degree audits to review degree requirements. The degree audit must indicate all requirements have been completed. Please consult the individual departments for details. Minimum requirements are:
1. 120 semester hours in an approved program
2. UWF cumulative 2.00 GPA with a major GPA of 2.00 (departments may set a minimum grade requirement in each course and limited access programs may require higher minimum major GPAs)
3. 48 semester hours in upper-level course work
4. 25% of degree program credits must be earned at UWF
5. The last 30 semester hours of credit for a degree must be earned at UWF
6. 24 semester hours of upper-level work in the major field with a minimum of 18 upper-level semester hours in the major field at UWF
7. Fulfillment of Gordon Rule
8. Completion of all General Education requirements
9. Completion of all program specific lower division common prerequisites
10. Completion of admissions foreign language requirement
11. Completion of multicultural requirement
12. Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
13. A degree will not be awarded for a student on academic probation or suspension
14. Admitted and enrolled at UWF in a degree-seeking status for a minimum of one semester in the degree program for which a degree is awarded
15. Admitted and enrolled at UWF in a degree-seeking status within the last five years of the date the degree is awarded. Students should contact their major department to determine the minimum of hours and courses in which to enroll. Students who need to be readmitted will be required to meet the degree requirements of the current catalog.

**General Degree Requirements**
In addition to the requirements for the major program of study, students must satisfy the following general University requirements:

**General Education Requirements**
All students (except for students holding an A.A. or certification of the completion of general studies requirements from a Florida public university or college) who enter UWF must complete the requirements specified as General Education. The General Education requirements are the basic studies that provide students with a broad educational foundation and are essential requirements for all A.A. and baccalaureate degree programs. Courses may not be taken on the pass/fail basis.

**Gordon Rule (Writing and Mathematics) Requirements**
To fulfill the writing and mathematics requirement for earning the first baccalaureate degree, students are required to satisfy the Gordon Rule, Florida Statutes by taking six semester hours of English coursework and six semester hours of additional coursework in which students are required to demonstrate college-level writing skills through multiple assignments. In addition, six semester hours of mathematics at the level of college algebra or higher are required. Students are required to take six semester hours of theoretical math or three semester hours of theoretical math and three semester hours of applied math. Students must have a grade of "C-" or better in the courses to successfully complete this requirement. Courses may not be taken on the pass/fail basis. Students must complete these requirements before advancing to upper-division status. Transfer students should refer to the Transfer Credit section of this catalog. Students should consult the Office of Undergraduate Admissions for evaluation of transfer mathematics courses for General Studies requirements, Gordon Rule, and credit for graduation.

**Civic Literacy Requirement**
Baccalaureate degree-seeking students initially entering a state university fall semester 2018 and thereafter must demonstrate competency in civic literacy through one of the following options prior to graduation:
- Successfully passing either POSX041 American Government or AMHX020 Introductory Survey Since 1877. Each of the courses must include the following competencies:
  - Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government;
  - An understanding of the United States Constitution and its
application;

- Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government; and
- An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

2. Achieving the standard score on one of the following assessments:
   1. U.S. Citizenship and Immigration Services Naturalization Test 60
   2. Advanced Placement Government and Politics: United States 3
   3. Advanced Placement United States History 4
   4. CLEP American Government 50

Multicultural Requirement

An important component of a liberal education is the study of cultures other than one's own. As such, multiculturalism encompasses the appreciation of the values, expressions, and modes of organization of diverse cultural communities. To further such study, the University of West Florida requires all students pursuing a bachelor's degree to complete at least one course that explores one or more of the dimensions of another culture (language, religion, socio-economic structures, etc.). Students are exempt from this requirement if they have completed an A.A. degree, the general education program at a Florida public institution, or a baccalaureate degree.

The requirement is satisfied by the successful completion of a multicultural course designated on the following list. Several of the selections are General Education courses, and students may enroll in these to meet both the General Education and the multicultural requirements.

Foreign Language Requirement

Florida Statutes require that students admitted to a Florida public university meet the foreign language requirement for demonstrating competency in a foreign language. Students who have earned an A.A. from a Florida public community college may be admitted to the University, but must demonstrate competency prior to graduation with a baccalaureate degree. Students completing 8-10 semester hours of American Sign Language with passing grades will have satisfied the foreign language admission requirement. The foreign language requirement must be satisfied prior to progression to upper-division status. In addition, each academic department may determine specific language requirements for students and will recommend or require languages and proficiencies according to individual needs, career objectives, and academic programs. Competency may be demonstrated in the following ways:

- Earning two credits of a single foreign language in high school or one credit in high school and the second semester (four semester hours) of the same foreign language at an accredited postsecondary institution demonstrating proficiency through the second level, OR
- Satisfactory completion of two semesters (8-10 semester hours) of a single foreign language at a postsecondary institution prior to admission to UWF demonstrating
proficiency through the second level. Grades of P are acceptable for this requirement, OR

- Satisfactory completion of two semesters (8-10 semester hours) of a single foreign language at UWF demonstrating proficiency through the second level. Grades of P are acceptable for this requirement. Successful completion of the following tests with appropriate test scores: CLEP subject matter examinations, MAPS-Latin examination published by the College Entrance Examination Board, and proficiency examination at UWF.

Undergraduate transfer students are exempt one of the following applies: (1) they received an A.A. from a Florida public college prior to September 1, 1989; or (2) they enrolled in a program of studies leading to an associate degree from a Florida public college prior to August 1, 1989, and complete at least one academic course each twelve month period beginning with the student's first enrollment in a Florida public college and continuing until the student enrolled at UWF.

**Summer Hour Requirement**
Undergraduate students entering one of the state universities of Florida with less than 60 semester hours of credit must earn at least nine semester hours prior to graduation by attendance during one or more summer sessions at one of the state universities. Students may satisfy this requirement through online courses at UWF as well as any other UWF courses. Courses taken within the community college, state college system, or outside of the State University System of Florida cannot be used to satisfy summer hours.

**Residency Requirement**
Students must complete a minimum of 30 semester hours (25% of the degree program) in a planned program at UWF. In addition, the last 30 semester hours of course work for the undergraduate degree must be completed in residency at UWF. Courses taken while on University sponsored study abroad programs count as resident credit for purposes of meeting graduation requirements. Courses taken at another institution will not meet the UWF residency degree requirement.
Appendix F

Survey Data
Overview

In Spring 2019 The Program Coordinator for the proposed B.S.C.M. Degree Program conducted three surveys:
1. Current Students
2. Alumni of the BS Engineering Technology Building Construction specialization
3. Advisory Council Members

1. Current Student Survey

The current student survey sought to assess student motivation, including why they chose to enroll in the program, and what they were looking to achieve in the program. A total of 15 current students responded to the survey.

Results of question were varied, indicating that current students have enrolled for different reasons. Over 40% of current students indicated that “construction is my passion”. Other respondents indicated that they were looking for a promotion in their current position, a raise, or prerequisite education to gain Florida licensure. All of these motivations indicate a high value degree program. The result for Question #1 of the current student survey are shown in Figure 1.
Figure 1. Which of the following best describes why you enrolled in the UWF Building Construction program? – Select all that apply
Question two asked current students to evaluate the program in meeting their professional goals. All 15 respondents indicated that they were either very satisfied, or satisfied with the program in meeting their professional goals, as shown in Figure 2.

![Bar Chart](image)

Figure 2 - *On a scale of 5 to 1 (with 5 being very satisfied, and 1 being very dissatisfied), I am satisfied with how the current program align with your professional goals?*
Question three asked current students as to their preparedness for work in the construction industry. Fourteen of the fifteen students indicated that they strongly agree or agree with being well-prepared for the construction industry, with one student responding as neutral. These results are reported in Figure 3.

![Bar chart](chart.png)

**Figure 3 -** On a scale of 5 to 1 (with 5 being strongly agree and 1 being strongly disagree) do you believe you will be well-prepared for work in the construction industry upon graduation?

As the UWF Construction Management program accommodates a large percentage of non-traditional students, we sought to identify those students who work for a construction company while attending school. Much of the UWF Construction curriculum is offered in the evenings, or online, to accommodate working students. Further, the UWF Construction Management program has formed important relationships with industry partners that allow students to gain professional experience during their studies. It is believed that these students are better prepared for the construction industry than those who only attend classes.
As shown in Figure 4, thirteen out of fifteen current students work at construction companies while attending class. This indicates that UWF Construction Management students are in demand as employees, and that they are able to meet local industry needs with regard to expertise and performance.

Figure 4 - Did you work for a construction company while going to school at UWF?

Nine students reported being “very satisfied” with the education and preparation they are receiving at UWF, with the remaining six students reporting “satisfied”, as shown in Figure 5. These results are very positive, in that they indicate that the Construction Management program is effectively meeting its mission to provide a high quality educational experience.

Figure 5 - On a scale of 5 to 1 (with 5 being very satisfied and 1 being very dissatisfied), how satisfied are you with the education and preparation you are receiving in the Construction Management program at UWF?
2. Alumni Survey

In order to gain a better understanding of when alumni graduated from the program, we asked for a range of graduation dates. According to our survey, thirty-four respondents have graduated since 2001, seven between 1990-2000, and four prior to 1990, as shown in Figure 6.

![Figure 6 - When did you graduate from the UWF Building Construction program?](image)

We asked program alumni to provide information concerning their professional experience in construction. Twenty-seven respondents stated that they had more than 10 years of construction experience, seven alumni had between 6 and 10 years of experience, eight alumni had between 1 and 5 years of professional experience, and 1 alumnus reported having less than a year of experience. These data seem to indicate that the UWF Construction Management facilitates long-term employment in the construction industry, as shown in Figure 7.

![Figure 7 - How much professional experience do you have in the construction industry?](image)
Alumni were asked to identify which industry best describes their current position. This question was asked for two reasons: 1) to determine if the degree program serves its’ purpose and that graduates are gainfully employed in their target industry, and 2) to ascertain the “transferability” of the Construction Management skill set, if indeed, alumni are employed in other, aligned industries. Thirty-four out of forty-seven respondents stated that they work in either Construction Management or General Contracting. Another six respondents indicated that they work for specialty subcontractors. Together, 85% of our alumni are actively employed in the construction industry. Two respondents identified themselves as business owners, although they did not identify the type of business. Faculty have fostered a spirit of entrepreneurship in the program, and know of several alumni who have gone into business for themselves. These results are shown in Figure 8.

![Figure 8 - What industry most closely aligns with your current position?](image-url)
Respondents were asked to identify the location of their employment. Again, there are two reasons for asking for an alumnus’ location of employment: 1) to ascertain local industry demand, and 2) to gauge graduate employability elsewhere, throughout the State, nationwide, or overseas. Fourteen respondents indicated that they were employed in Pensacola, with an additional eight respondents reporting employment in the greater metropolitan area. In other words, approximately 47% of our graduates are employed locally. Ten respondents indicated that they worked in the State of Florida, with an additional 13 respondents stating that they work elsewhere in the United States. These results are reported in Figure 9.

![Figure 9 - Which most accurately describes your current location of employment or home office?](image)
In order to determine job placement, we asked alumni who have graduated within the last two years, if they were employed in the construction industry. Six of the seven respondents indicated that they were employed in the construction industry. These results are reported in Figure 10.

Figure 10 - If you graduated within the last two years, are you currently employed in the construction industry?
Alumni were asked to provide information on their current salary. Of the 44 respondents, 15 stated that they earn greater than $100,000/year. Forty-three of forty-four respondents stated that they earn greater than $50,000/year, with many earning toward the higher end of this range. As described throughout this document, careers in the construction industry are well compensated. The data provided by this survey seem to reinforce this, and the viability of the UWF Construction Management program. Results are shown in Figure 11.

Figure 11 - What is the salary for your current position?
Alumni were asked about their satisfaction with the education they received in the UWF Construction Management program. Eighteen of forty-five respondents stated that they were very satisfied with the education they received, and another twenty-three stated that they were satisfied. Two alumni stated that they felt “neutral” about the education they received, and two stated that they were “dissatisfied”. Figure 12 illustrates results.

Figure 12 - On a scale of 5 to 1 (with 5 being very satisfied and 1 being very dissatisfied), how satisfied were you with the education and preparation you received in the Construction Management program at UWF?

### 3. Advisory Council Survey

In order to assess local construction industry demand and satisfaction with program alumni, a survey was sent to the program’s advisory council members and industry partners. A total of thirteen advisory council and industry partners responded to the survey.

Advisory council members were asked to identify the industry that most accurately describes their day to day employment. Since the UWF Construction Management program is multidisciplinary, and graduates are required to work alongside professional in aligned fields, our advisory council is comprised of members of the local construction industry, in addition to those representing fields in architecture and engineering. More broadly, this industry is referred to as Architecture, Engineering, and Construction (AEC). The results of question 1 of the survey are shown in Figure 13.
Figure 13 - Which of the following most accurately describes your industry? – Select all that apply
Advisory Council members and industry partners were asked if they have hired a UWF graduate. Ten respondents indicated that they had hired UWF graduates and two indicated that they had not. In many instances, members of the UWF Construction Management Advisory Council and industry partners provide employment opportunities to UWF students graduates. At times, construction graduates are not the most logical fit for Architecture or Engineering firms. However, the individuals and companies include prospective employers, and it is encouraging to see that such a large percentage (83%) have hired UWF graduates, as shown in Figure 14.

Figure 14 - Have you ever hired a UWF Construction Management graduate?
Of the Advisory Council members and industry partners who indicated that they had hired UWF graduates, a subsequent question was asked - how many UWF graduates have you hired? As many of these firms, companies and individuals have had long-standing relationships with the UWF construction program, it is perhaps not surprising that five companies have hired between five and ten UWF graduates. One respondent indicated that he/she has hired more than 10 program graduates, with four responding that they had hired less than 5 graduates. These data are shown in Figure 15, and demonstrate strong industry support for the program as a talent pool, and potential employment center.

Figure 15 - If yes, how many UWF graduates have you hired?
Advisory Council members and industry partners were asked how satisfied they were with the UWF graduates that they had hired. Four respondents stated that they were “very satisfied”, and six respondents indicated that they were “satisfied”. Results are shown in Figure 16.

**Figure 16** - On a scale of 5 to 1 (with 5 being very satisfied and 1 being very dissatisfied) how satisfied were you satisfied with the UWF graduates that you hired in terms of education (knowledge, skills, and abilities) gained from the Construction Management Program?
Question five of the Advisory Council and industry partner survey asked if the local industry could support a greater number of graduates. Seven respondents “strongly agreed” with this idea, and three more “agreed”, with two respondents offering a neutral response. It is believed that our advisory council and industry partners have provided good insight with their responses to this question. Many of them are business owners, and have a deep understanding of the local industries and employment trends. The results to this question are shown in Figure 17.

Figure 17 - On a scale of 5 to 1 (with 5 being strongly agree, and 1 being strongly disagree), would the local construction industry be able to accommodate a greater number of UWF Construction Management graduates?
Survey participants were asked in the UWF Construction Management program enhances the local construction workforce. Nine respondents “strongly agreed” with this statement, and three “agreed”. It is believed that these results represent a strong endorsement of the program. Results are shown in Figure 18.

Figure 18 - On a scale of 5 to 1 (with 5 being strongly agree and 1 being strongly disagree), does the UWF Construction Management program enhance the local construction workforce?
Appendix G

Internship Assessment Form
### Supervisor’s Internship Evaluation

**Student Name** ____________________________

**Employer** ____________________________________________  **Supervisor** ____________________________________________

**Internship Period:** Spring 2018  **Approx. number of hours worked during this Internship Period per week:**

- [ ] 20 or more  - [ ] 30 or more  - [ ] 40 or more

**Directions:** Please evaluate the student objectively based on the level of entry of students into the experience. Use the scale shown here: (if you feel that you can’t evaluate a specific area, just state N/A)

<table>
<thead>
<tr>
<th>PERFORMANCE ITEM</th>
<th>E-Excellent</th>
<th>A-Above average</th>
<th>S-Satisfactory</th>
<th>N-Needs improvement</th>
<th>U-Unsatisfactory</th>
<th>N/S-Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of work (accuracy, thoroughness)</td>
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<td>Quality of work (speed, deadlines)</td>
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<td>Written communication skills</td>
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<td>Completion of assignments</td>
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<td>Acceptance of responsibility</td>
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<td>Response to constructive criticism</td>
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<td>Working relationship with others</td>
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<td>Takes initiative, seeks assignments</td>
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<td>Shows enthusiasm, interest in job</td>
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<tr>
<td>Attendance, punctuality</td>
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<td></td>
<td></td>
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<tr>
<td>Knowledge of Construction Industry</td>
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<td></td>
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</tr>
</tbody>
</table>

**Overall performance rating:** ___________

**Supervisor’s Signature** ____________________________  **Date** ____________________________
Appendix H

Letters of Support:

University of Florida
Florida International University
University of North Florida
October 19, 2018

Aneurin Grant, Ph. D.
Building Construction Program
Department of Administration and Law
University of West Florida
Pensacola, FL

SUBJECT: Letter of Support for requested changes to UWF academic program leading to Construction Management program

Dear Dr. Grant,

I am very pleased to extend the Rinker School of Construction Management’s support for your efforts to change the UWF Building Construction Program to its own, stand-alone program and its name change to Construction Management.

Please let us know how we can be of assistance in this endeavor.

Sincerely,

R. Raymond Issa, PhD, JD, PE, F.ASCE, API
Rinker Professor and School Director
To Whom It May Concern:

I am writing this letter in support of the Construction Management program at the University of West Florida, and their desire to change an existing specialization in Building Construction to a stand-alone program in Construction Management. I understand that the proposed change is largely administrative, and will not negatively impact any of the other construction management programs in the State. I understand that the program has maintained enrollment of approximately 100 declared majors.

I currently serve as the Interim Director of the Moss School Construction, Infrastructure, and Sustainability, located in metropolitan Miami. In this capacity, I would not anticipate any negative impact to our program, or student enrollment. In part, this would be due to the different demographics served by our respective programs, and the distance between Pensacola and Miami.

I understand the UWF Building Construction program has a record of success in the Western Region of the State, and draws students from as far as Southern Georgia and Southeastern Alabama. It is evident that the program has strong relationships with their community partners, with high job placement for graduates in the local industry.

The graduates of the Moss School of Construction, Infrastructure, and Sustainability are employed with local, regional, national, and even international firms, with a very high level of placement. I do not foresee any impact to our graduates’ job prospects.

Please feel free to contact me with any questions. Once again, I am in support of the proposed change.

Best Regards, ...

José A. Faria, Ph.D.
Interim Director
Moss School of Construction, Infrastructure, and Sustainability
10555 W. Flagler St.
Suite 2914
Miami, FL 33174

Phone: 305-348-3541
Fax: 305-348-6255
Email: fariaj@fiu.edu
To Whom It May Concern:

I am writing this letter in strong support of the implementation of the Construction Management program at the University of West Florida. As Chair of the Construction Management Department at the University of North Florida, I understand the significance of the degree and the benefit to the community by providing qualified, educated students to enter the construction workforce. The industry demand is constantly growing and the need for more students to fill that demand is an ever-increasing requirement.

Situated in Pensacola, FL, the Construction Management program at UWF would do a service to the West Florida, South Alabama, South Mississippi, and South Georgia community. This is an area that our program is typically not able to service with graduates. Providing more skilled construction management students would help increase the industry and community growth within that geographical location. Adding the Construction Management program at UWF would not create negative impact to our program in Jacksonville, FL, as the city is a metropolis and is strategically located along the east coast. Most of our graduates remain in the area or work along the eastern border. Also, for the past several semesters we have graduated with 100% job placement. This means there are not enough graduates to meet the industry demand. A newly implemented construction program on the west coast would only serve to increase the growth potential.

Again, I offer this letter with my sincere support of the Construction Management program at the University of West Florida. Please feel free to contact me if you have any questions.

Sincerely,

Dr. M. Malek
Professor and Department Chair
Construction Management Department
College of Computing, Engineering and Construction
University of North Florida
1 UNF Drive Jacksonville, Florida 32224-2645
Issue/Agenda Item: Request to Terminate a Degree Program - Bachelor of Science in Athletic Training (BS in Athletic Training)

Proposed Action: Approve Request

Background Information:

The University of West Florida (UWF) proposes to terminate the BS in Athletic Training degree program in CIP Code 51.0913, a health discipline, effective spring 2020.

The decision to close this academic degree program was made based on changing professional standards for the degree program. The Commission on Athletic Training Education (CAATE) standards and the Board of Certification for Athletic Training will require a Master’s degree from a CAATE accredited program as the minimum requirement to sit for the Board of Certification exam to become a Certified Athletic Trainer. This certification is required for licensure in the State of Florida. Also, as a response to these changing professional standards, the UWF Board of Trustees approved a new Master of Science in Athletic Training at the regular board meeting on June 19, 2019.

The BS in Athletic Training degree program will end new enrollments effective spring 2020 to allow the department to teach-out the students currently enrolled in the program with phase-out ending by spring 2022.

This decision to close is consistent with University Policy AC-08.02-04/14 Academic Program Termination and with the Florida Board of Governors Regulation 8.012 Academic program Termination and Temporary Suspension of New Enrollments.

Implementation Plan:

- The UWF Board of Trustees Academic Affairs Committee considers Academic Degree Program Termination November 6, 2019.
- The UWF Board of Trustees considers Academic Degree Program Termination December 5, 2019.
- Florida Board of Governors considers Academic Degree Program Termination December 2019.
- Notification to Florida College System December 2019.
- New enrollments cease with spring 2020.
- Program phase-out completed spring 2022.

Fiscal Implications: Fiscal implications are reflected in the Academic Degree Program Termination Form.
Supporting documents:

Academic Degree Program Termination Form – BS in Athletic Training
http://pages.uwf.edu/aadocs/bot/RTT_BS_in_Athletic_Training.pdf

AC-08.02-04/14 Academic Program Termination Policy
http://pages.uwf.edu/aadocs/bot/AC-08.02-04.14_Academic_Program_Termination_Policy.pdf

Prepared by: Kimberly D. McCorkle, Vice Provost
(850) 857-6198, KMcCorkle@uwf.edu

Presenter: Kimberly D. McCorkle, Vice Provost
Board of Governors, State University System of Florida

ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of West Florida

PROGRAM NAME: Bachelor of Science in Athletic Training

DEGREE LEVEL(S): B.________ CIP CODE: 51.0913
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2020
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2022
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your 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 termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs please submit this form with all the appropriate signatures for Board of Governors’ consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Provide a narrative rationale for the request to terminate the program.
The decision to terminate the Bachelor of Science in Athletic Training is the result of changing professional standards for the degree program. The Commission on Athletic Training Education (CAATE) standards and the Board of Certification for Athletic Training will require a Master’s degree from a CAATE accredited program as the minimum requirement to sit for the Board of Certification exam to become a
Certified Athletic Trainer. This certification is required for licensure in the State of Florida.

2. **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.S. in Athletic Training degree program is offered on the Pensacola campus. Current and prospective students have been notified of the phase-out of the B.S. in Athletic Training degree program and the intent of the University of West Florida to start a M.S. in Athletic Training degree program in Summer 2020.

Students that enter the Pre-AT program in Fall 2018 will have the option to be admitted in the B.S. in Athletic Training degree program in Fall 2019 if they meet the requirements. The last undergraduate cohort is expected to graduate no later than Spring 2022. Students that express an interest in Athletic Training degree program after Fall 2019 will be encouraged to major in the UWF undergraduate degree program in Exercise Science and advised of the new M.S. in Athletic Training program set to begin Summer 2020. Existing resources from the B.S. in Athletic Training degree program will be reallocated to the M.S. in Athletic Training degree program as appropriate.

3. **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. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

All current and prospective students active in the program have been contacted and have been advised to work closely with their program advisors on a planned schedule to complete program requirements within the teach-out period. Program faculty and college and university leadership remain committed to ensuring students have appropriate opportunity to complete all degree requirements within the scheduled teach-out period.

Qualified faculty have been involved in the transition from the B.S. level program to the M.S. level program and the changing accreditation requirements. Program faculty qualified to teach at the B.S. level but not holding a terminal degree have committed to teaching out the B.S. level program and will continue to teach other courses in the department related to their educational preparation and training.
4. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.

Pre-AT students: 60
   Male = 26; Female = 34
   White = 39, African-American = 13, American Indian = 1, Hispanic = 4, Two or More = 2, Non-Resident Alien – 1
AT students: 16
   Male = 8, Female = 8
   White = 9, African-American = 1, American Indian = 1, Hispanic = 3, Two or More = 2
Faculty (F/T): 2
   Program Director/Instructor = 1; Clinical Director/Instructor = 1
   Male = 2
   White = 2

5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.
   The department and the university do not anticipate any negative impact to female and minority faculty and students as a result of the phase out of this B.S. in Athletic Training. The department and the university will continue to take proactive steps to achieve a diverse student body.

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

UWF will notify the Florida College System institutions through official letter of notification of the phase out of this B.S. in Athletic Training degree program.
DocuSign Envelope ID: CF6CA177-2D94-4DC1-AE15-72957A1D1F95
10/10/2019
10/09/2019
10/09/2019
10/10/2019
10/14/2019
10/09/2019

Signature of Requestor/Initiator
Date

Signature of Campus EO Officer
Date

Signature of College Dean
Date

Signature of Vice President for Academic Affairs
Date

Signature of President
Date

Date Approved by the Board of Trustees

Signature of the Chair of the Board of Trustees
Date
UNIVERSITY POLICY AC-08.02-04/14

Policy Title: Academic Program Termination Policy

Originator: Dr. George Ellenberg, Vice Provost

Responsible Office: Office of the Provost

Reason for Policy/Purpose:

The Florida Board of Governors (BOG) grants the Board of Trustees (BOT) the authority to terminate academic programs and offerings at the bachelor's, master's, advanced master’s, and specialist levels. However, termination of programs at the doctoral level (research and professional) may only be recommended by the BOT to the BOG. Only the BOG makes the determination for termination of programs at the doctoral level. (8.012)

Who Does this Govern and Who Needs to Know this Policy?

This policy applies to faculty and administrators charged with planning and approving UWF academic programs.

Definition of Terms:

BOG (8.011) Definitions:

Degree Program: A degree program is an organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory. Each degree program shall include at least one program major as defined in paragraph (2) (b), but may have multiple majors.

Program Major: A program major is an organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program.

Policy Statement:

A. To ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the University of West Florida (UWF), programs may be terminated. Reasons
for terminating programs may include but are not limited to the following:

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) 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.
4) The program no longer meets the needs of the citizens of Florida in providing a viable educational or occupational objective.

B. To implement this policy, the UWF Office of Academic Affairs has in place academic program termination procedures and guidelines that include the following:

1) A formal process for determining degree programs that are candidates for termination that includes review by the appropriate curriculum, financial, and administrative councils of UWF;
2) A plan to accommodate any students or faculty who are currently active in a program that is scheduled to be terminated; and
3) A process for evaluation and mitigation of any potential negative impact the proposed termination may have on the current representation of females and underrepresented groups within the faculty and students.

C. The UWF Board of Trustees has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist level in accordance with Florida Board of Governors Regulation 8.012 subsections (1) and (2).

D. The UWF Board of Trustees has the responsibility and authority to recommend termination of degree programs at the doctoral level (research and professional) to the Florida Board of Governors in accordance with Florida Board of Governors Regulation 8.012 subsections (1) and (2).

E. The UWF SACSCOC Liaison notifies the BOG and SACSCOC in accordance with the university's Substantive Change policy and procedures.

**Authority and Related Documents:**

**DOE Teach out Plan**

34 CFR 668.14 (31) discusses Title IV and teach out plan if close 100% of a program [http://www.law.cornell.edu/cfr/text/34/668.14](http://www.law.cornell.edu/cfr/text/34/668.14)

**SACSCOC**

BOG
Board of Governors Regulation 8.012 Academic Program Termination

Board of Governors Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings

Board of Governor's memo by Dr. Jan Ignash, dated March 27, 2013
http://www.flbog.edu/documents_meetings/0177_0687_5277_01a%20ASA%20Academic%20Program%20Approval.pdf

UWF
UWF AC-09.00-06/09 -- new Academic Program Approval Policy
https://nautical.uwf.edu/unitapp/publication/Pub.cfm?PubFormatID=1075

UWF AC-08.00-06/09 - old Academic Program Termination Policy and Procedures
http://uwf.edu/academic/policies/policies.cfm

APPROVED By: Dr. Judith A. Bense, President Date: 4/7/14

History: Revised April 2014; adopted June 2009.
Information Item

UWF Board of Trustees Meeting
Academic Affairs Committee
November 6, 2019

Issue/Agsenda Recommendation: Academic Program Reviews for the 2019-2020 Academic Year

Proposed action: Informational

Background information:

The Florida Board of Governors requires the review of all academic programs on a seven-year cycle. University of West Florida Policy AC-07.00-06/09, Academic Program Review Policy, details the requirements of the program review process that is designed to assess and improve academic programs. Where appropriate, program reviews are carried out in conjunction with accreditation reviews. The results of program reviews are expected to inform strategic planning, program development, and resource decisions. Among the key components of academic programs reviews are:

- Appropriate input from external experts;
- Review of the mission(s) and purpose(s) of the program within the context of the UWF mission and the Board of Governors Strategic Plan;
- Establishment of teaching, research, service, and other program goals and objectives;
- Emphasis on assessing student learning outcomes, especially as related to the program’s Academic Learning Compact;
- Review of current strengths and challenges of the program;
- Summary of recommendations and/or proposed action plans made as a result of the review; and
- Electronic submission of a summary of each academic program review to the Board of Governors.

The supporting document for this item lists the programs involved in the 2019-2020 Academic Program Review cycle.

Recommendation: Informational item; no action required.

Implementation Plan: UWF follows established timelines and policies.

Fiscal Implications: Program review costs are funded through the Office of the Provost.

Supporting documents:
2019-2020 Academic Program Review Schedule

AC-07.00-06/09 Academic Program Review Policy
http://pages.uwf.edu/aadocs/bot/AC-07.00-06.09_Program_Review_Policy.pdf

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Presenters: Kimberly D. McCorkle, Vice Provost
## 2019-2020 Academic Program Review Schedule

| College                                      | Academic Program                              | Degree Level | CIP Code  
|----------------------------------------------|-----------------------------------------------|--------------|-----------
| College of Arts, Social Sciences and Humanities | Humanities/Humanistic Studies                 | Bachelors    | 24.0103  
| College of Arts, Social Sciences and Humanities | Social Sciences, General                      | Bachelors    | 45.0101  
| College of Arts, Social Sciences and Humanities | Anthropology, General                         | Bachelors    | 45.0201  
| College of Arts, Social Sciences and Humanities | Anthropology, General                         | Masters      | 45.0201  
| College of Arts, Social Sciences and Humanities | International Relations and Affairs           | Bachelors    | 45.0901  
| College of Arts, Social Sciences and Humanities | Political Science and Government, General     | Bachelors    | 45.1001  
| College of Arts, Social Sciences and Humanities | Political Science and Government, General     | Masters      | 45.1001  
| College of Arts, Social Sciences and Humanities | Social Sciences, Other                        | Bachelors    | 45.9999  
| College of Education and Professional Studies | Curriculum and Instruction                    | Specialist   | 13.0301  
| College of Education and Professional Studies | Curriculum and Instruction                    | Masters      | 13.0301  
| College of Education and Professional Studies | Curriculum and Instruction                    | Research Doctorate | 13.0301  
| College of Education and Professional Studies | Educational Leadership and Administration, General | Specialist   | 13.0401  
| College of Education and Professional Studies | Educational Leadership and Administration, General | Masters      | 13.0401  
| College of Education and Professional Studies | Educational/Instructional Technology          | Masters      | 13.0501  
| College of Education and Professional Studies | Special Education and Teaching, General       | Bachelors    | 13.1001  
| College of Education and Professional Studies | Special Education and Teaching, General       | Masters      | 13.1001  
| College of Education and Professional Studies | Elementary Education and Teaching             | Bachelors    | 13.1202  
| College of Education and Professional Studies | Reading Teacher Education                     | Masters      | 13.1315  
| Hal Marcus College of Science and Engineering | Computer Engineering, General                 | Bachelors    | 14.0901  
| Hal Marcus College of Science and Engineering | Electrical and Electronics Engineering        | Bachelors    | 14.1001  
| Usha Kondu, MD College of Health              | Psychology, General                           | Masters      | 42.0101  
| Usha Kondu, MD College of Health              | Psychology, General                           | Bachelors    | 42.0101  
| Usha Kondu, MD College of Health              | Health Services/Allied Health/Health Sciences, General | Bachelors | 51.0000  

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UNIVERSITY POLICY   AC-07.00-06/09

TO:         University of West Florida Community
FROM:      Dr. Judith Bense, President
SUBJECT:  Academic Program Review Policy
REFERENCE: Florida Board of Governors Regulation
8.015 Responsible Office: Academic Affairs

Academic Program Review

I. Statement of Intent

A. Academic program reviews are designed to periodically analyze how degree programs provide students with high quality education and preparation for success in our global economy. Well aligned with regional and discipline-specific accreditation expectations, program review processes in the State University System emphasize the assessment of student learning outcomes and continuous program improvement.

B. The Florida Board of Governors requires the cyclic review of all academic degree programs in State universities at least every seven years. Program reviews must document how individual academic programs are achieving stated student learning and program objectives within the context of the university's mission, as illustrated in the academic learning compacts. The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level.

C. The Florida Board of Governors expects university personnel to ensure that program review processes and summary reports are of high quality and that they comply with the expectations outlined in Florida Board of Governors and university regulations.

II. Program Review Schedule

A. The University of West Florida, hereinafter referred to as "the university," shall establish and maintain a seven-year schedule for submission of program review summary reports for every degree program within the cycles established by the Florida Board of Governors.

B. The university's program review schedule shall ensure that all programs receive sufficient review, with appropriate input from external experts, within the established seven-year cycle. Exceptions to the seven-year cycle may be
negotiated with the Florida Board of Governors to align a review with a specialized accreditation cycle. The university shall submit its program review schedule to the Office of Academic and Student Affairs of the Florida Board of Governors according to the timetable established by the Florida Board of Governors.

UL Program Review Procedures and Guidelines

A. The university must establish and publish clearly defined procedures and guidelines for reviewing academic degree programs during each seven-year cycle for the purpose of ensuring continuous program improvement.

B. The university's program review and continuous improvement processes must include the following components as identified in the Florida Board of Governors program review regulation:

1. The review of the mission(s) and purpose(s) of the program within the context of the university mission and the Florida Board of Governors' Strategic Plan;

2. The establishment of teaching, research, service, and other program goals and objectives, including expected outcomes, particularly in the area of student learning;

3. An assessment of:
   
   (a) how well program goals/objectives are being met;

   (b) how well students are achieving expected learning outcomes;

   (c) how the results of these assessments are used for continuous program improvement; and

   (d) the sufficiency of resources and support services to achieve the program goals/objectives.

4. For baccalaureate programs, a review of lower level prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites and (if appropriate) a review of the limited access status of the program to determine if such status is still warranted.

5. The university may require additional components for program reviews beyond those required by the Florida Board of Governors. Such additional program review components shall be identified in the university's program review procedures and guidelines.

C. When requested by the Florida Board of Governors, the university shall submit its program review procedures and guidelines to the Office of Academic and Student Affairs of the Florida Board of Governors.
D. The university must electronically submit revisions to its program review procedures and guidelines to the Office of Academic and Student Affairs of the Florida Board of Governors by December 15 of each year of the cycle.

IV. Program Review Summary Reports

A. A program review summary report must be completed for every program review that is conducted during each program review cycle. Each summary report must include the following components identified in the Florida Board of Governors program review regulation, Florida Board of Governors Regulation 8.015:

1. The CIP/degree combinations for the program that is reviewed;

2. An electronic copy of the current Academic Learning Compact for each reviewed baccalaureate program;

3. An indicator identifying whether or not the program review was conducted in conjunction with any external reviews (e.g., accreditation reviews);

4. The date of the last review of this program;

5. A brief description of major changes made since the previous program review;

6. A summary and evaluation of assessment procedures used by the program;

7. A summary and evaluation of the use of assessment evidence for continuous improvement of the program;

8. A summary of the current strengths of the program;

9. A summary of the current weaknesses of the program;

10. A summary of the recommendations and/or proposed action plans made as a result of the review;

11. An official signature of the university provost that will verify that the program review included all of the processes outlined in the Florida Board of Governors program review regulation and was conducted according to approved university regulations, procedures, and guidelines.

B. The university may require additional components for program review reports beyond those required by the Florida Board of Governors. Such additional program review report components shall be identified in the university's program review procedures and guidelines.
C. A copy of all full program review reports must be maintained at a campus location specified by the university provost.

V. Program Review Summary Report Submission

A. The university must provide its schedule for submission of program review summary reports in a prescribed electronic format to the Office of Academic and Student Affairs of the Florida Board of Governors by December 15 of each year of the cycle.

B. For each program review conducted during a program review cycle, a program review summary report must be electronically submitted to the Office of Academic and Student Affairs of the Florida Board of Governors during the year in which the summary report is scheduled for submission.

Approved By: Dr. Judith Bense, President Date: 7/6/09