Call to Order/Roll Call. ................................................................. Bentina Terry, Chair

Chair’s Greeting. ................................................................. Bentina Terry

Action Item(s):
1. Approval of Academic Calendars
2. Request to Offer New Degree Program – Bachelor of Science in Mechanical Engineering (BSME)
3. Requests to Offer New Degree Programs, Effective Fall 2016 – Bachelor of General Studies; Bachelor of Science in Healthcare Administration; Bachelor of Science in Biomedical Sciences
4. Approval of Naming Hal Marcus College of Science & Engineering

Information Item:
1. University College Reorganization Update

Other Committee Business

Adjournment
Action Item

UWF Board of Trustees Meeting
Academic Affairs Committee
March 1, 2016


Proposed Action: Approve Academic Calendars

Background Information:

Board of Governors Regulation 8.001 requires that: “(4) An official copy of the annual calendar adopted by each university shall be filed with the Board.” The proposed Academic Calendar(s) for 2017-18, 2018-19, 2019-20 & 2020-21 is attached.

Recommendation: Approve

Implementation Plan:
Academic Year 2017-18
Academic Year 2018-19
Academic Year 2019-20
Academic Year 2020-21

Fiscal Implications: None

Prepared by: Dr. Joffery Gaymon, Assistant Vice President for Enrollment Affairs
474-3386, jgaymon@uwf.edu

Facilitator/Presentor: Dr. Joffery Gaymon, Assistant Vice President for Enrollment Affairs

Supporting documents:

Academic Calendars for 2017-18, 2018-19, 2019-20, and 2020-21
http://uwf.edu/aadocs/bot/Academic_Calendars_for_approval.pdf

Board of Governors Regulation 8.001
http://uwf.edu/aadocs/bot/Regulation_8_001_University_Calendars.pdf
## 2017-2018 Academic Calendars for State Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Term One - Fall 2017 - No Classes (i.e. holidays/ breaks)</th>
<th>Term One - Fall 2017 - Last Day of Classes</th>
<th>Term Two - Spring 2018 - No Classes</th>
<th>Term Two - Spring 2018 - Last Day of Classes</th>
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<th>Term Four - Summer B 2018 - No Classes</th>
<th>Term Four - Summer B 2018 - Last Day of Class</th>
<th>Term Five - Summer C 2018 - Start</th>
<th>Term Five - Summer C 2018 - No Classes</th>
<th>Term Five - Summer C 2018 - Last day of Class</th>
<th>Commencement Date(s): 2017-2018</th>
</tr>
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<tbody>
<tr>
<td>FAMU</td>
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</table>

* Request for exception to fall start date to start on a Monday and not delay end of term processes.

** Request exception to summer start date to allow time for end of term processing.
**2018-2019 Academic Calendars for State Universities**

<table>
<thead>
<tr>
<th>University</th>
<th>Term One - Fall 2018 - No Classes (i.e. holidays/breaks)</th>
<th>Term Two - Spring 2019 - Start</th>
<th>Term Three - Summer A 2019 - No Classes</th>
<th>Term Four - Summer B 2019 - Last day of Class</th>
<th>Term Five - Summer C 2019 - No Classes</th>
<th>Commencement Date(s): 2018-2019</th>
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* Request for exception to Fall start date to start on a Monday and not delay end of term processes.

** Request exception to Summer start date to allow time for end of term processing.
DIRECTIONS: Each university shall operate on a year-round calendar which provides 220 days of classroom instruction including examinations, or 210 days of instruction excluding examinations. Exceptions may be approved by the Board of Governors. Unless an exception is granted, the first day of classes will fall within each of the following three periods of time: a) The first three (3) weekdays after August 22; b) The first three (3) weekdays after January 4; and c) The first three (3) weekdays after May 5. Each calendar shall minimize time lost to students in completing the transfer between programs or institutions. A summer program for teachers, school personnel and other students is strongly encouraged. If the university’s calendar does not meet the above requirements, please submit a request for an exception.

<table>
<thead>
<tr>
<th>University</th>
<th>2019-2020 Academic Calendars for State Universities</th>
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<tbody>
<tr>
<td>FAMU</td>
<td>Term One - Fall 2019 - Start</td>
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* Request for exception to Full start date to start on a Monday and not delay end of term processes.
** Request exception to Summer start date to allow time for end of term processing.
<table>
<thead>
<tr>
<th>University</th>
<th>Term One - Fall 2020 - Start</th>
<th>Term One - Fall 2020 - No Classes (i.e. holidays/breaks)</th>
<th>Term One - Fall 2020 - Last Day of Classes</th>
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<th>Term Two - Spring 2021 - Last Day of Classes</th>
<th>Term Three - Summer A 2021 - Start</th>
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<th>Commencement Date(s) 2020-2021</th>
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* Request for exception to Fall start date to start on a Monday and not delay end of term processes.

** Request exception to Summer start date to allow time for end of term processing.
8.001 University Calendars.

(1) Each university shall operate on a year-round calendar which provides two hundred twenty (220) days of classroom instruction including examinations, or two hundred ten (210) days of instruction excluding examinations. Upon request by the university, exceptions to this requirement may be approved by the Board of Governors and may include, but shall not be limited to, such matters as experimentation, innovation, research, energy conservation or more efficient utilization of resources.

(2) Unless an exception is granted by the Board of Governors, as appropriate, three (3) common entry periods shall be established so that the first day of classes will fall within each of the three (3) periods listed below:
   (a) The first three (3) weekdays after August 22;
   (b) The first three (3) weekdays after January 4;
   (c) The first three (3) weekdays after May 5.

(3) Each calendar shall also include the following:
   (a) Pre-established dates for issuing either certificates, diplomas, or degrees which will permit students to utilize the entry period which minimizes loss of time to students in completing the transfer between programs of institutions;
   (b) A summer program for teachers, school personnel and other students scheduled to begin no earlier than June 15 and close no later than August 15;
   (c) Additional periods throughout the fiscal year in which a student can begin a program.

(4) An official copy of the annual calendar adopted by each university shall be filed with the Board of Governors in a manner prescribed by the Chancellor.

(5) Due to its special structuring of terms, New College of Florida is exempted from the Spring term common entry period specified in Regulation 8.001(2)(b). The institution is to continue to meet other regulation expectations and to continue to work towards smooth transition for new or transfer students.

Authority: Section 7(d), Art. IX, Fla. Const.; History:--Former BOR Rule 6C-2.56, and 6C-8.01, 11-18-70, 12-17-74, 6-25-80, 8-11-85, 6-14-07.
## 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>
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<tr>
<td></td>
<td>Reallocated Base* (E&amp;G)</td>
<td>Enrollment Growth (E&amp;G)</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
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<td>453,763</td>
</tr>
<tr>
<td>A &amp; P Salaries and Benefits</td>
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</tr>
<tr>
<td>USPS Salaries and Benefits</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other Personal Services</td>
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<tr>
<td>Assistantships &amp; Fellowships</td>
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<td>Expenses</td>
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<td>Operating Capital Outlay</td>
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<td>Special Categories</td>
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<td><strong>Total Costs</strong></td>
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<td><strong>$0</strong></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
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<tr>
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<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
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</table>

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.

### Faculty and Staff Summary

<table>
<thead>
<tr>
<th>Faculty (person-years)</th>
<th>Year 1</th>
<th>Year 5</th>
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<tbody>
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<td>3.08</td>
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| A & P (FTE) | 0 | 0 |
| USPS (FTE)  | 2.2 | 3 |

### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 5</th>
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<tr>
<td>Total E&amp;G Funding</td>
<td>$1,838,963</td>
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<td>Annual Student FTE</td>
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<tr>
<td>E&amp;G Cost per FTE</td>
<td>$39,127</td>
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</table>

53
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 2016  
Proposed Implementation Term

College of Science and Engineering  
Name of College(s) or School(s)  
Engineering  
Name of Department(s)/ Division(s)

Mechanical Engineering  
Academic Specialty or Field  
B.S. in Mechanical Engineering  
Complete Name of Degree

14.1901  
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.

Date Approved by the University Board of Trustees  
President  
Date

Signature of Chair, Board of Trustees  
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 Appendix A, Table 1. 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></th>
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<th>Projected Program Costs (From Table 2)</th>
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<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>E&amp;G Cost per FTE</td>
<td>E&amp;G Funds</td>
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<tr>
<td>Year 1</td>
<td>72</td>
<td>47</td>
<td>$39,127</td>
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<td>Year 2</td>
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<td>195</td>
<td>128</td>
<td>$8,472</td>
<td>$1,074,366</td>
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</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 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.

RESPONSE:

The proposed degree program is the Bachelor of Science in Mechanical Engineering (BSME) at the University of West Florida (UWF). The program was initiated in direct response to the increased workforce demand for mechanical engineers in Northwest Florida and consistent requests to start such a program by the local community. Based on feedback from potential local employers obtained through two surveys conducted in the spring 2015 semester, the program will emphasize machine design, manufacturing, energy, and fluids. As is the case with the vast majority of BSME degree programs in the United States and the State University System of Florida (SUS) institutions in particular, this program will require completion of 130 credits hours.

Northwest Florida is home to many military installations and numerous technology and service companies that support military operations. In addition, Northwest Florida is considered a hub for advanced manufacturing. According the Florida’s Great Northwest website (http://www.floridasgreatnorthwest.com/business-information/target-sectors/advanced-manufacturing), "Northwest Florida’s unique geographic location within Florida makes the region an ideal solution for advanced manufacturing companies seeking a site in the Southeastern United States. With 850 traditional and advanced technology manufacturing companies and more than 25,000 employees, Northwest Florida has the transportation infrastructure, educational institutions, and skilled workforce needed to support diverse manufacturing projects."

Graduates of the proposed BSME degree program will have many jobs opportunities in Northwest Florida and beyond. Mechanical engineers find career opportunities in a wide array of settings such as aerospace, manufacturing, energy, environment, transportation, materials, and structures, and public-sector positions with federal, state, and local governments. The typical job applies the principles of engineering, materials science, thermal sciences, mechanics, mathematics, and physics for the design, analysis, manufacturing, and maintenance of mechanical systems. According to the US Federal Bureau of Labor Statistics, the demand for mechanical engineering is expected to continue to grow. With a national median starting salary
of $63,137 and a median salary of $83,060 (source: U.S. Bureau of Labor Statistics http://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm), mechanical engineers enjoy one of the highest salaries among graduates with a 4-year degree.

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.

RESPONSE:

The proposal for this degree program was presented to the Council of Academic Vice Presidents (CAVP) on March 28, 2014. No concerns were raised by the CAVP review group.

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.

RESPONSE:

Not applicable.

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).

RESPONSE:

The proposed BSME degree program is consistent with the 2012-2025 SUS Strategic Plan.

Teaching and Learning, Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

The BSME degree is a STEM degree that directly contributes to this goal. During the 2014 - 2015 academic year, UWF awarded 75 BS engineering degrees, continuing a steady upward trend (Figure 1). The addition of the BSME degree program will enhance the number of STEM degrees awarded by UWF and positively contribute to this important system goal.
Community and Business Engagement, Increase Community and Business Workforce

Northwest Florida is home to many military installations and numerous technology and service companies that support operations. In addition, Northwest Florida is considered a hub for advanced manufacturing. The Florida Department of Economic opportunity projects an 8.5% growth in mechanical engineering job openings between 2014 and 2022 in Escambia and Santa Rosa counties, which constitute the university's immediate service area. Employment statistics of UWF’s Electrical and Computer Engineering graduates indicate that about 50% of them are employed in Northwest Florida, about 20% elsewhere in Florida, and the remainder primarily in surrounding states (notably, Alabama). This employment trend should extend to graduates of the BSME degree program, which will have a direct positive impact on the regional and state economy. Similar to graduates in Electrical and Computer Engineering, graduates in Mechanical Engineering enjoy some of the highest starting salaries and one of the lowest unemployment rates of any 4-year degree graduates.

Community and Business Engagement, Increase Levels of Community and Business Engagement

An entrepreneurial and design course sequence is embedded early (sophomore year) in the proposed BSME degree program curriculum, which culminates in a two-semester capstone project. For the entrepreneurship experience, students will be organized in interdisciplinary teams of as many as 20-30 students and assigned to work on project topics suggested and financially supported (partially or fully) by the local business community. This experience not only enhances the students’ design and entrepreneurship skills but also allows the local business community to be engaged in the program and influence its emphasis and direction, which will indirectly contribute toward this system goal.

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.

RESPONSE:

The proposed BSME degree program can be included in two categories of Programs of Strategic Emphasis (PSE).

Regional Workforce Demand

With six Air Force and Navy bases in Northwest Florida, a concentration of high tech companies in or around Fort Walton Beach, and a revival of advanced manufacturing in Florida, there is a critical regional workforce demand for specialized technicians and engineers. For example, the Florida Department of Economic Opportunity projects an 8.5% growth in mechanical engineering job openings between 2014 and 2022 in Escambia and Santa Rosa counties, which constitutes UWF's immediate service area (http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections). Mechanical engineers find career opportunities in a wide area of settings such as aerospace, manufacturing, energy, environment, transportation, materials, and structures, and public-sector positions with federal, state, and local governments. The proposed BSME degree program will help fill this regional demand for mechanical engineers and boost the economic development in Northwest Florida and the state in general.

Science, Technology, Engineering, and Math (STEM)

The proposed BSME degree program is a STEM discipline and a much needed addition to UWF's engineering program offerings. The local community has requested and been supportive of a mechanical engineering program. For example, during the last five years, UWF received a $700K gift from the Bear Family Foundation in support of the engineering program, a $200K gift from Gulf Power towards a new Power Lab, $500K from a donor (who would like to remain anonymous) in support of student activities, and a $5M gift from Mr. Hal Marcus to enhance science and engineering education at UWF.

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.

RESPONSE:

The proposed BSME degree program will be offered at UWF’s Pensacola (main) campus and
Fort Walton Beach (FWB) instructional site via the same synchronous distance learning (DL) setting currently used by the Electrical and Computer Engineering programs. The DL setting was highly praised by the Accreditation Board for Engineering and Technology, Inc. (ABET), the Electrical and Computer Engineering accreditation entity, during their 2012 visit to UWF. Faculty and staff will be positioned at both locations, and similar lab equipment and support resources (e.g., library, free tutoring services, etc.) will be available at both locations. The presence of high-tech companies, research labs, and military installations in and around FWB will provide a steady stream of potential students and employment opportunities. If the Electrical and Computer Engineering programs are taken as indicators, the ratio of roughly 2-to-1 students between Pensacola and FWB campuses is expected for the proposed Mechanical Engineering program.

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 industries in your service area. Cite any specific need for research and service that the program would fulfill.

RESPONSE:

The proposed BSME degree program is in direct response to the increased workforce demand for mechanical engineers in Northwest Florida and consistent requests of the local community to start such a program. For example, during the 2011-2012 UWF Academic Visioning process, a BSME degree program was in the top three high-priority programs requested by both internal and external stakeholders. In fact, UWF students and alumni listed engineering as the top-priority program to develop further at UWF. The Bureau of Labor and Statistics projects a 5% growth in mechanical engineering (ME) job openings between 2012 and 2022. Florida Department of Economic opportunity projects a higher-than-national growth of 8.5% in ME job openings between 2014 and 2022 in Escambia and Santa Rosa Counties, which constitutes UWF’s immediate service area and includes many of the agencies and industries where graduates of the BSME degree program find employment. In addition, Northwest Florida is home to numerous high-tech companies (e.g., Boeing, BAE Systems, etc.), research labs (e.g., Air Force Research Labs), six Air Force and Navy bases (e.g., Naval Air Station Pensacola, Eglin Air Force Base, etc.), and about 850 traditional and advanced technology manufacturing companies. These institutions need skilled technicians and engineers and provide great potential employment opportunities.

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.
RESPONSE:

Mechanical engineering was the top program requested by both students and UWF alumni during the last Academic Visioning process conducted at UWF. As of January 22, 2016, a total of 113 students (88 first-time-in-college, 24 transfers, and 1 continuing student) have applied for admission to the pre-mechanical engineering program; 49 of them have already been admitted and are undertaking their general education courses.

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.

RESPONSE:

The BSME degree program is currently offered by eight SUS institutions and two private universities in Florida (Table 1). In the very early exploration stages of this program, faculty consulted Florida State University (FSU), University of Florida (UF), and Florida Agricultural and Mechanical University (FAMU) to discuss with them UWF's intention to offer the BSME degree program and specifically asked about the potential impact on their program enrollment. All indicated that they are operating at capacity and did not object to UWF offering the program. In addition, the proposal for this program was presented to the CAVP on March 28, 2014 and no concerns were raised by the CAVP review group.

There are research collaboration opportunities with University of Florida at the Research and Engineering Education Facility (REEF) in Shalimar, Florida. Various UF REEF faculty conduct a variety of mechanical engineering research (e.g., wind tunnel experiments) and teach a number of graduate courses via a DL setting. UWF ME faculty (especially those that will be stationed in FWB) who work on similar research topics can collaborate with their UF colleagues stationed at REEF. In addition, UF faculty at REEF routinely employ UWF undergraduate engineering students as research assistants to help with projects. Many of these students continue their graduate education at UF after obtaining their undergraduate UWF engineering degrees. This collaboration is expected to continue and expand with the initiation of the new BSME degree program.
Table 1

*Florida Institutions that Offer a BSME or Similar Degree*

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Public/Private</th>
<th>Location</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State University</td>
<td>Public</td>
<td>Tallahassee</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>Public</td>
<td>Tallahassee</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Public</td>
<td>Gainesville</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>Public</td>
<td>Orlando</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>Public</td>
<td>Tampa</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>Public</td>
<td>Jacksonville</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Public</td>
<td>Miami</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Public</td>
<td>Boca Raton</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>University of Miami</td>
<td>Private</td>
<td>Coral Gables</td>
<td>BS Mechanical Engineering</td>
</tr>
<tr>
<td>Embry-Riddle University</td>
<td>Private</td>
<td>Daytona Beach</td>
<td>BS Mechanical Engineering</td>
</tr>
</tbody>
</table>

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 40 credit hours per year and graduate FTE will be calculated as 32 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.

RESPONSE:

At most academic institutions in the US that offer bachelor’s degrees in Mechanical Engineering, Electrical Engineering, and Computer Engineering enrollment in all three disciplines tend to be similar. Enrollment in the Electrical Engineering and Computer Engineering programs at UWF have seen steady increases since 2008, the year that the programs became UWF degree programs (originally, the programs were joint programs with UF). Even though the proposed BSME degree program will not be offered until fall 2016, 113 students have requested to be enrolled in the program. Based on the students’ interest in the proposed Mechanical Engineering program and the Electrical and Computer Engineering enrollment trends, student headcount and FTE projections are provided in Appendix A, Table 1.
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.

RESPONSE:

Regarding UWF’s proposed BSME degree program, no comments were expressed concerning impact on programs at FAMU or FIU during the December 11, 2015 CAVP workgroup 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 BSME degree will be marketed to multiple student segments: first-time-in-college, entering freshmen and transfer students, professionals desiring to enhance their credentials, and military personnel desiring to enhance their skills and enter the civilian workforce. Program faculty and staff will use multiple outreach methods to ensure diversity in the program. The faculty have attended and will continue to attend new student orientations to promote the BSME degree program and discuss coursework and career goals with new students. The College of Science and Engineering will implement a comprehensive marketing campaign to promote the proposed BSME degree program to the aforementioned student segments. The college currently attracts a diverse student body to the Electrical and Computer Engineering programs (Figure 2), and continued diversity of students in the proposed BSME degree program is anticipated.
Figure 2. Five-year comparison of the increasing diversity in UWF's current Electrical and Computer Engineering programs.

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.)

RESPONSE:

It is projected that Year 1 total costs to implement the BSME degree program will be $1,848,963, including faculty salaries and benefits, USPS salaries and benefits, library resources, OPS, miscellaneous expenses, and a substantial initial operating capital outlay of $1,230,000 for lab equipment and space preparation. Based on a total of 47 annualized student FTE, the Year 1 cost per FTE is expected to be $39,127. The projection for Year 5 total costs is $1,084,366 for a projected 128 student FTE, which amounts to $8,472 per student FTE. Despite a projected increase in student enrollment and the number of faculty and staff, Year 5 total costs are projected to be lower than those of Year 1 because they include a much lower operational capital outlay cost ($127,500 for Year 5 vs. $1,230,000 for Year 1). Most Year 1 and Year 5 costs will be covered using new recurring ($1M) and non-recurring ($1.5M) resources allocated by the State and a generous $700K gift by the Bear Family Foundation. No funds will be re-allocated from other UWF programs.

The projected costs and funding sources identified in Appendix A, Table 2 were derived as follows:

- Faculty costs are those associated with the teaching of the BSME degree program core courses and technical electives and the administration of the program. Salaries were
determined based on College and University Professional Association for Human Resources figures and include 32% for fringe benefits. Year 5 figures include 8% "inflationary" increases.

- USPS costs are those associated with the program support staff in Pensacola and FWB. They include support for an office administrator, a lab manager, and an academic advisor. In Year 1, the program is paying for only a portion of the salary of an academic advisor who is shared with other programs at FWB. In Year 5, there are plans to hire a full time academic advisor at the FWB location. Salaries were determined based on current market values and include 32% in fringe benefits.

- OPS costs are associated with student support services (e.g., free tutoring), DL delivery (e.g., DL facilitators), faculty support (e.g., graders), etc. These figures are estimated based on student FTE and current OPS costs associated with the Electrical and Computer Engineering programs.

- Assistantship and fellowship costs are associated with $20K in merit and need based scholarships intended to be distributed to qualified students according to a procedure and guidelines similar to those currently used by the Electrical and Computer Engineering programs. The intention of the scholarships is to recruit and retain students in the BSME degree program and help them graduate in a timely fashion.

- Library costs are associated with the Libraries’ allocation to the program’s home department and reflect the addition of new digital resources specific to the BSME degree program.

- Expenses are associated with the Dean of Science and Engineering’s allocation of funding to the home department and based on a calculated per capita allocation for faculty in the department. These costs cover things like office equipment, faculty travel, communication costs, etc. These figures are estimated based on current expense costs of the Electrical and Computer Engineering programs.

- The operating capital outlay costs are by far the largest expense of Year 1. They cover faculty office preparation (space on the fourth floor of building 4 will be converted to faculty offices), lab space preparation in Pensacola and FWB, Distance Learning teaching space preparation (a pair of e-classrooms will be converted to DL classrooms), and lab equipment acquisition. These costs are expected to go down over years two through four as lab equipment acquisition decreases. The costs for this category in Year 5 and beyond are expected to reflect only regular upgrades of equipment and will be covered by lab fees and recurring funds allocated by the State.

B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish 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.

RESPONSE:

The BSME degree program will be offered as a regular program through the Department of Engineering. The university will not offer the program on a cost-recovery basis, nor will it seek approval for market tuition rate.
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).

RESPONSE:

The university secured both recurring ($1M) and non-recurring ($1.5M) state funds to support the proposed BSME degree program. In addition, the Bear Family Foundation made a generous donation of $700K to support engineering at UWF ($500K is endowed and $200K is available for immediate spending). These recurring and non-recurring funds will help initiate the new BSME degree program without the need to reallocate resources from other programs at UWF. Hence, no other programs will be negatively affected financially by the creation of the BSME 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).

RESPONSE:

Based on the proposed curriculum, BSME students are expected to take 57 credit hours of general education and lower division courses such as Calculus I, II, and III and University Physics I and II. These courses will be offered by non-engineering departments and therefore will have an impact on those departments’ resources. For example, two additional full-time instructor lines and one visiting faculty line were allocated to the Department of Math and Statistics this year, with one extra visiting line allocated for next year. These new lines will help alleviate the added instructional demand resulting from the new BSME degree program. This academic year the university hired an experienced full-time faculty member (Dr. Michael Reynolds) at the Associate Professor level to act as Program Director of the proposed BSME degree program. The college is planning to add two Assistant Professors and one full-time instructor next year to accommodate the instructional demand for the ME core courses/labs and technical electives.

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.
RESPONSE:

The state legislature has allocated $1M in recurring and $1.5M in non-recurring funds to support the proposed BSME degree program. A generous private donation of $700K from the Bear Family Foundation and a portion (TBD) of a recent $5M donation by Mr. Hal Marcus to the College of Science and Engineering will also be used to support the proposed BSME program. These funds should be sufficient to support the program with minimal (if any) additional financial burden on the university’s budget. A survey of local industries that typically hire mechanical engineers demonstrates great interest and potential support for the program. If the Electrical and Computer Engineering programs can be taken as indicators, substantial financial and in-kind resources (e.g., scholarships, student research support, etc.) will be available from the local community to support the BSME degree program.

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.

RESPONSE:

The local community consistently has requested that UWF expand its engineering offerings to include mechanical, civil, and environmental engineering, among others. There is a consensus among local community leaders that the success of the Electrical and Computer Engineering programs and the programs' steady growth and excellent reputation, are strong indicators that UWF can successfully expand its engineering offerings. In fact, there is a strong opinion that UWF should offer an entire suite of engineering programs for the benefit of its student body and the community at large.

The creation of the proposed BSME degree program will have clear benefits to the university. Specifically, it will achieve the following:

- Complement the existing Electrical and Computer Engineering programs and strengthen some aspects within their curricula (e.g., robotics, unmanned systems, etc.).
- Make the university more responsive to the regional workforce needs. If the Electrical and Computer Engineering programs can be taken as an indicator, 50% of the graduates of the BSME degree program are expected to find job opportunities in the Northwest Florida region.
- Provide more research and collaboration opportunities within the university and outside. For example, faculty working in the Mechanics of Human Motion Lab within the Department of Health, Leisure, and Exercise Science have indicated their need for collaboration with Mechanical Engineering faculty to further their research agenda. Also, research collaboration opportunities exist with University of Florida faculty at REEF and the Air Force Research
Labs in FWB.

- Enhance UWF’s standing in the Board of Governors Performance Funding Metrics. Specifically, the BSME degree program will directly affect:
  - **Metric 1: Percent of Bachelor’s Graduates Employed and/or Continuing their Education Further**
    Similar to Electrical and Computer Engineering, the graduates of BSME degree programs enjoy some of the highest starting salaries and one of the lowest unemployment rates of any 4-year degree graduates.
  - **Metric 2. Average Wages of Employed Baccalaureate Graduates**
    With a median starting salary of $63,137 (source: U.S. Bureau of Labor Statistics), mechanical engineers enjoy one of the highest salaries among graduates with a 4-year degree.
  - **Metric 6. Bachelor’s Degrees Awarded in Areas of Strategic Emphasis (includes STEM)**
    During the 2014/2015 academic year, the Electrical and Computer Engineering programs awarded 75 engineering degrees, continuing a steadily increasing trend (Figure 1). The addition of the BSME degree program will enhance the number of STEM degrees awarded by UWF and positively affect its standing with respect to this Board of Governor’s metric.

The proposed program will also have clear benefits to the local community. Specifically, the program will

- Satisfy the local workforce need for mechanical engineers, which has been projected to grow faster than national average. With Northwest Florida being a hub for advanced manufacturing and military bases, the demand for mechanical engineers will only grow.
- Create a local educational partner to help with Small Business Innovation Research (SBIR) proposals and such. UWF has partnered with a variety of local companies on SBIR projects that are related to the Electrical and Computer Engineering domain. With the creation of the BSME degree program, local companies can now collaborate with UWF on ME-related SBIR projects.
- Enhance the local economy by helping create high-tech, high-demand and well-paying jobs in Northwest Florida. With a median salary of $83,060 (source: U.S. Bureau of Labor Statistics), mechanical engineers enjoy one of the highest salaries among graduates with a 4-year degree.

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)
RESPONSE:

The proposed BSME degree program requires completion of 130 semester credit hours. While this new degree exceeds the 120 credit hour requirement, the justification can be found in section 8.014 1(a) of State University System Regulations, which states that programs may be approved if additional courses are required to meet specialized accreditation. The BSME degree program was designed to meet ABET accreditation requirements, and the additional hours are necessary for this goal. ABET accreditation standards require a significantly larger number of mathematics and science courses than what is contained in the state core (see proposed BSME degree program curriculum, Table 2). The BSME degree program requires 33 semester credit hours of mathematics and science in order to meet ABET criteria. In addition, every other ABET-accredited BSME degree program in the SUS exceeds 120 semester credit hours. The proposed 130 semester credit hours in the BSME degree program are equal to the existing credit hour requirement for the ABET-accredited Electrical and Computer Engineering degree programs.
Table 2

*Proposed BSME Degree Program Curriculum*

<table>
<thead>
<tr>
<th>LOWER DIVISION COURSES</th>
<th>Credits/Min grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1101 and ENC1102</td>
<td>English Composition I and II</td>
</tr>
<tr>
<td><strong>General Studies Social Science/humanities</strong> – only required for students entering without having earned an AA degree from a State of Florida institution or a BS degree from an accredited institution.</td>
<td><strong>See latest catalog for details and your advisor for suggested courses.</strong></td>
</tr>
<tr>
<td>CHM 2045/L</td>
<td>Chemistry I with Lab</td>
</tr>
<tr>
<td>MAC 2311, 2312, 2313</td>
<td>Calculus I, II, and III</td>
</tr>
<tr>
<td>MAP 2302</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>PHY 2048/L, 2049/L</td>
<td>Physics with Calculus I and II with Lab</td>
</tr>
<tr>
<td>EGM 2500 (P: PHY 2048, MAC 2311)</td>
<td>Statics</td>
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<tr>
<td>EGS 1006</td>
<td>Introduction to Engineering</td>
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<tr>
<td>EGN 2911L</td>
<td>Sophomore Design I</td>
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<tr>
<td>EGN 2912L (P: EGN 2911L)</td>
<td>Sophomore Design II</td>
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<td><strong>Minimum Total</strong></td>
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<table>
<thead>
<tr>
<th>UPPER DIVISION COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EEL 3111/L (P: MAC 2313, PHY 2049/L)</td>
<td>Circuits 1 with Lab</td>
</tr>
<tr>
<td>EEL 3211/L (P: EEL 3111)</td>
<td>Basic Electric Energy Engineering with Lab</td>
</tr>
<tr>
<td>EML 3022 (P: MAC 2311)</td>
<td>Computer Aided Design and Modeling</td>
</tr>
<tr>
<td>EGN 3913L (P/C: EGN 2911L)</td>
<td>Junior Design I</td>
</tr>
<tr>
<td>/EGN 3914L (P: EGN 3913L)</td>
<td>Junior Design II</td>
</tr>
<tr>
<td>EGN 4950</td>
<td>Capstone Design I</td>
</tr>
<tr>
<td>EGN 4952L</td>
<td>Capstone Design II</td>
</tr>
<tr>
<td>EGM 3401 (P: EGM 2500, MAC 2311)</td>
<td>Dynamics</td>
</tr>
<tr>
<td>EGS 4032 (P: Jr. Standing, ENC 1002)</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>EGN 3365 (P: MAC 2312, CHM 2045)</td>
<td>Engineering Materials</td>
</tr>
<tr>
<td>EGM 3344 (P/C: MAP 2302)</td>
<td>Numerical Methods</td>
</tr>
<tr>
<td>EML 3172/L (P: EGN 2500, EML 3022, EGN 3365)</td>
<td>Mechanics of Materials/Lab</td>
</tr>
<tr>
<td>EML 3500 (P: EML 3172/L)</td>
<td>Machine Design</td>
</tr>
<tr>
<td>EML 3015 (P: PHY2048, MAC 2312)</td>
<td>Thermal Fluid Systems I</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>EML 3016/L (P: MAP2302, EML 3015)</td>
<td>Thermal Fluid Systems II with Lab</td>
</tr>
<tr>
<td>EML 4225 (P: MAP 2302, EGM 3401)</td>
<td>Dynamic Systems</td>
</tr>
<tr>
<td>EML 4804/L (P: EEL 3211, EGM 2500, MAP 2302, EGM 3344 or EEL 3834 or COP 3014)</td>
<td>Mechatronic Systems with Lab</td>
</tr>
<tr>
<td>EGN 2440 (P: MAC 2312)</td>
<td>Engineering Statistics</td>
</tr>
<tr>
<td>Mechanical Engineering electives (any 3000 or higher EML or EEL course, as well other approved courses, at least two courses must be in Thermal Systems or Mechanical Systems)</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total Upper Division</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Lower Division</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BSME Total Credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

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.
RESPONSE:

Similar to the Electrical and Computer Engineering programs, the proposed BSME degree program will comply with the common prerequisites requirement. Students will be required to complete the same common prerequisites as the Electrical Engineering (CIP 14.1001) and the Computer Engineering (CIP 14.0901) programs (see proposed BSME degree program curriculum, Table 2).

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.

RESPONSE:

The university will not seek 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.

RESPONSE:

Not applicable.

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).

RESPONSE:

UWF’s mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.
The proposed BSME degree program will specifically contribute to achieving the following UWF priorities (please refer to UWF 2012-2017 Strategic Priorities):

**Facilitate students' access to and choice of the University of West Florida to meet their higher education needs**

During the 2011-2012 Academic Visioning process, more than 700 internal stakeholders (including students and alumni) responded to a survey that included a question about what new degrees UWF should develop. Engineering was the most frequently mentioned. The existing engineering programs at UWF have developed good reputations among local employers who appreciate the quality of the graduates. UWF engineering graduates perform better than average on professional exams, compete and win/place at national technical competitions, and enjoy high satisfaction rates among employers (as evidenced by employer surveys). This success has enhanced the standing of UWF among prospective students and made the university among their top choices for colleges. In addition, exit interviews of graduating Electrical and Computer Engineering students have shown that many of them chose UWF because of its convenient location and the good reputation of its engineering programs. The offering of the Electrical and Computer Engineering programs at FWB through a DL setting has facilitated students’ access in that area to a quality engineering program. By offering the BSME degree program through the same DL setting, UWF is responding to students’ demands and is facilitating access to a quality program.

**Respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic and research programs**

The local business community has been asking for more engineering offerings at UWF, especially since its current engineering programs have developed a good reputation among local employers. The need for mechanical engineers in the Northwest Florida region is projected to increase at a higher rate than the national average. Given that about 70% of current UWF graduates from the Electrical and Computer Engineering programs find employment in the panhandle region, the trend is expected to extend to graduates of the BSME degree program. The local community was actively involved in the design of the BSME degree program curriculum through the Engineering Advisory Council (EAC) and the community survey that was conducted through UWF’s Haas Center.

**Advance the economy and quality of life in the region through partnerships with the citizens, businesses, organizations, and communities UWF serves**

The Department of Electrical and Computer Engineering and UWF in general maintain strong ties with the local community and enjoy strong support. For example, the Department of Electrical and Computer Engineering has an educational partnership agreement with Gulf Power, the local electric utility, by which UWF trains its workforce by offering specialized courses specifically designed to meet the needs of Gulf Power employees. Gulf Power has been a strong supporter of the Electrical and Computer Engineering programs and has provided through the
years more than 100 co-op and internship opportunities to engineering students, a $100K scholarship endowment, and more than $200K in equipment support—just to name a few examples. Many other local businesses and individuals have supported the engineering program at UWF, including the Bear Family Foundation with its $700K gift. The engineering program directly contributes to the local economy by providing highly trained and much needed engineers to satisfy the workforce needs of the region and state. With a national median starting salary in the mid $60K and a median salary in the mid-to-high $80K range, engineers enjoy one of the highest salaries among graduates with a 4-year degree and contribute to the advancement of the economy and quality of life in the region.

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.

RESPONSE:

During the 2011-2012 Academic Visioning process, the diversity of programs and the flexibility of program delivery were listed among UWF's top 10 strengths. Internal and external stakeholders commented on the need to focus on and expand programs that developed a reputation for quality. With ABET accreditation, the engineering programs at UWF maintain good reputations. The proposed BSME degree program will enhance its reputation with ABET accreditation. The BSME degree program will also advance UWF’s efforts to offer much needed STEM programs. Engineering faculty and students have established a long tradition of collaboration with other programs at UWF and local institutes and centers. For example, Engineering faculty have collaborated with their colleagues in the Department of Computer Science, Department of Environmental Science, and the Center on Aging, just to name a few. Engineering students were also involved in research conducted at Q-Motion, the Institute on Human and Machine Cognition, the Air Force Research Lab, and University of Florida’s REEF, to cite several examples. The proposed BSME degree program will enhance such efforts and strengthen UWF’s standing in the regional economy.

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.

RESPONSE:

The seed for the BSME degree program was sown during the 2011-2012 Academic Visioning process during which input from internal and external stakeholders strongly recommended the establishment of a mechanical engineering program. UWF administration conducted an analysis of the need, support, challenges, and feasibility of the program and decided to pursue establishing a program after other State University System institutions voiced no concerns and the local community showed strong support.
Table 3

**Planning Process**

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>Representatives from Provost office, Dean’s office, and Department of Engineering</td>
<td>Initial discussion about responding to need for more engineering programs at UWF expressed by internal and external stakeholders during the Academic Visioning process</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Representatives from Provost office, Dean’s office, and Department of Engineering</td>
<td>Brainstorming session about need for and feasibility of the BSME degree program; decision to submit the CAVP New Academic Degree Program Authorization Pre-Proposal Form</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Dr. Michael Huggins and Dr. Mohamed Khabou</td>
<td>Conference call with UF’s Dean of Engineering and Chair of the Department of Mechanical Engineering to discuss possibility of offering BSME degree program as a joint program with UF (similar to how the Electrical and Computer Engineering programs were initiated in 1994). UF’s representatives indicated that they were not in favor of such arrangement. Decision was made to pursue the BSME as a UWF’s degree.</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Representatives from the Provost office, Dean’s office, Advancement office, and Department of Electrical and Computer Engineering</td>
<td>Estimating program costs/needs and discussing how to secure state and private funding for the proposed program. Decision to hire an experienced outside consultant to help with planning and curriculum development</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Dr. Mohamed Khabou, Dr. Michael Huggins and Dr. Jay Clune</td>
<td>Creating a master planning document with clear milestones.</td>
</tr>
<tr>
<td>Date</td>
<td>Participants</td>
<td>Planning Activity</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Dr. Mohamed Khabou and Dr. Michael Huggins</td>
<td>Discussed updating EAC membership to include more members with mechanical engineering background. Discussed budget, hiring plan, and program needs. Decided to hire Dr. Robert Warrington from Michigan Tech as an external consultant to help with the planning process. Dr. Warrington was Dean of the College of Engineering at Michigan Tech, is founder and Director of the Institute for Micro-manufacturing at Louisiana Tech and is an experienced ABET evaluator.</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Dr. Robert Warrington, Dr. Mohamed Khabou, Dr. Michael Huggins and EAC members</td>
<td>External consultant’s first visit to UWF. Met with EAC members to discuss local industry needs, curriculum features, employment opportunities for program graduates, and potential industry support. A survey about local industry needs and curriculum features was developed and sent to EAC members. Data was collected from this survey and incorporated into the proposed curriculum. Space, personnel, and curriculum plans were also discussed.</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Dr. Robert Warrington, Dr. Mohamed Khabou, and representatives from the HAAS Center</td>
<td>A survey about local industry needs, curriculum features, employment opportunities, and potential support for the program was developed and sent to local industry representatives with the help of the Haas Center. Data was collected and used in the design of the curriculum.</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Dr. Robert Warrington, Dr. Mohamed Khabou and Dr. Michael Huggins</td>
<td>Discussed faculty and staff hiring plan, space needs, and curriculum planning.</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Dr. Mohamed Khabou, Dr. Tom Gilbar, and Dr. Melinda Bowers</td>
<td>Discussed space availability in FWB and faculty and staff needs to support the program there.</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>Dr. Mohamed Khabou, Dr. Michael Huggins and Dr. Jay</td>
<td>Submission of &quot;Request to Explore&quot; document to BOT for approval;</td>
</tr>
<tr>
<td>Date</td>
<td>Participants</td>
<td>Planning Activity</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Dr. Michael Reynolds, Dr. Mohamed Khabou, Dr. Robert Warrington, Dr. Tom Gilbar and other Engineering faculty</td>
<td>Finalized BSME degree program curriculum and submitted CCR’s.</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Dr. Robert Warrington, Dr. Michael Reynolds, Dr. Mohamed Khabou, Dr. Michael Huggins and EAC members</td>
<td>External Consultant’s 2nd visit to UWF. Met with EAC members to continue discussing local industry needs, curriculum features, and solicit support for program. Collected more feedback from attendees. Finalized ME faculty hiring plan, space and equipment needs.</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Dr. Michael Reynolds, Dr. Mohamed Khabou, Dr. Tom Gilbar, Dr. Melinda Bowers, and Mr. Michael Dieckmann</td>
<td>Discussed space allocation and remodeling for the proposed program in Pensacola and FWB</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Dr. Michael Reynolds, Dr. Mohamed Khabou, Representatives from Career Services and local industries</td>
<td>Discussed co-op and internship opportunities for students in the BSME degree program.</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Dr. Michael Reynolds, Dr. Mohamed Khabou and Ms. Tiffany Harper</td>
<td>Discussed marketing plan and outreach activities</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Dr. Bassam Shaer and Dr. Mohamed Khabou</td>
<td>Submitted an ITEP proposal to add a pair of DL rooms (one in Pensacola paired with another one in FWB).</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Dr. Michael Reynolds, Dr. Mohamed Khabou, Dr. Tom Gilbar, Dr. Michael Huggins and Dr. Jay Clune</td>
<td>Final creation of formal proposal for the BSME degree program</td>
</tr>
</tbody>
</table>

Table 4

*Events Leading to Implementation*

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Creation of Pre-Proposal and Request to Waive Request to Explore and Plan for the proposed BSME degree program</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Preparation start of the formal proposal for the BSME degree program</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Update EAC membership to include ME representatives from local community</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Hiring of Dr. Robert Warrington as experienced external consultant to help with planning process</td>
</tr>
<tr>
<td>Date</td>
<td>Implementation Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>First visit of Dr. Warrington to UWF; meeting with EAC to gauge community needs</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Survey of local employers who usually hire ME graduates about their needs</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>Submission of &quot;Request to Explore&quot; document to BOT for approval</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>Creation of first draft of the curriculum</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Hiring of Dr. Michael Reynolds as ME program Director</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Second visit of Dr. Warrington to UWF; meet with EAC, Dean, Dr. Reynolds, and Engineering faculty; finalize curriculum; space need and hiring plan</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Creation of Pre-ME &quot;major&quot; to help advertise the BSME degree program and get interested students in the BSME pipeline</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Formal program CCR and course CCRs created</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Meetings with Facilities representatives in Pensacola and FWB to finalize space remodeling needs</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Prepared an academic advising protocols in collaboration with Engineering Academic Advisor</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Prepared recruiting material and participated in UWF open houses</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Promoting the proposed degree through local chapter of ASME</td>
</tr>
<tr>
<td>Fall 2015 &amp;</td>
<td>Creation of a marketing plan</td>
</tr>
<tr>
<td>Spring 2016</td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Pilot offering of an ME course (CAD Design); course had high enrollment</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.

**RESPONSE:**

The proposed BSME degree program will be located in the Department of Engineering, which offers two ABET-accredited degrees: (a) BS in Electrical Engineering, and (b) BS in Computer Engineering. Both programs’ accreditations were reaffirmed during ABET’s fall 2012 visit. The next accreditation visit is scheduled for fall 2018. The ABET evaluators did not list any concerns or weaknesses in their formal report. The curriculum of the proposed BSME degree program was designed with ABET accreditation in mind. It was designed to satisfy student outcomes (a) through (k) required by ABET (see the curriculum section below for a list of these outcomes). The Department of Engineering is planning to seek ABET accreditation soon after the first class graduates.

To help design a solid curriculum that meets ABET accreditation criteria and reflects the latest
trends in engineering education, Dr. Robert Warrington (PhD in Mechanical Engineering) was consulted as an external advisor. Dr. Warrington is the Director of the Institute for Leadership and Innovation, which houses the highly interdisciplinary and innovative Enterprise program, the High School Enterprise program, and the Pavlis Institute for Global Technological Leadership at Michigan Technological University. He was Dean of the College of Engineering from 1996 to 2007 and was the founder and Director of the Institute for Micro-Manufacturing at Louisiana Tech University. Dr. Warrington served in the US Army for two years and on the faculty at Montana State University for eight years. He was the head of the Mechanical and Industrial Engineering Department at Louisiana Tech University for 11 years and was the Director of the Institute for Micro-Manufacturing from 1991-1996. Dr. Warrington was a founding advisory board member for the American Society for Mechanical Engineers (ASME) Nanotechnology Institute. He is past Vice President for Education, Centers Sector of ASME. He led the ASME Vision 2030 study for the future of mechanical engineering education. He was a member of the Board of Directors for ABET after serving a number of years as a program evaluator, member of the Engineering Accreditation Council, and the Executive Committee of the Engineering Advisory Council. Dr. Warrington is chair of the Education Committee for the Pan American Federation of Engineering Societies, is a Fellow of ASME and American Association for the Advancement of Science, and a member of the Pan American Academy of Engineering.

Dr. Warrington had two meetings with EAC members and presented to them the key findings of the ASME Vision 2030 study and how it will guide the curriculum development of the proposed BSME degree program. He also solicited feedback about the local workforce needs and desired areas of specialization. The proposed BSME degree program curriculum was developed with key components that ensure the quality of the program. Among these key components:

- The first year of the BSME degree program is consistent with the Electrical and Computer Engineering programs and the second year is mostly common to the two programs. This will allow for students to change majors easily and without loss of time to graduation. Entering students are not always sure of which major suits their career interests and having 1-2 years to decide is important.
- The program has built in a three-year design sequence consisting of seven semester-hours and includes the capstone design experience. This is in keeping with current trends in engineering education and the recommendations of the ASME Vision 2030 study for much greater hands-on, experiential learning. A key to the success of the "Enterprise like" design teams is their interdisciplinary nature. Teams composed of not only all engineering disciplines but also the basic sciences, social science, business, etc., will enable students to develop a realistic company atmosphere as well as be creative and innovative.
- The program has allowed for 21 semester hours of technical electives giving students flexibility in designing their individual areas of interest within engineering. This is also in keeping with the ASME Vision 2030 study. Four of the technical electives have been identified and drafted, although as additional faculty members are added, their specialty areas will identify additional electives.
- The laboratory experience that has been planned includes most of the needed areas, and thought has been given to sharing labs with the Electrical and Computer Engineering programs. The laboratory experience in the new program is also enhanced greatly by the
three science laboratories and the two electrical engineering laboratories. Current equipment planning includes smaller modular equipment that can have multiple uses in reconfigurable spaces.

- The program is designed to satisfy student outcomes (a) through (k) required for ABET accreditation (section VIII). The program may add additional outcomes that future ME faculty may deem necessary.

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.

RESPONSE:

The proposed BSME degree program is envisioned to be a hands-on, high-quality program that will seek ABET accreditation as soon as its first class graduates. The program will include an engineering design sequence that begins in the sophomore year and culminates in a capstone experience in the senior year. Because of the ABET accreditation goal, the program will be designed to satisfy student outcomes (a) through (k) required by ABET. The program may add additional outcomes that future Mechanical Engineering faculty may deem necessary. According to ABET guidelines, graduates of the BSME degree program must demonstrate:

a) an ability to apply knowledge of mathematics, science, and engineering;
b) an ability to design and conduct experiments, as well as to analyze and interpret data;
c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
d) an ability to function on multidisciplinary teams;
e) an ability to identify, formulate, and solve engineering problems;
f) an understanding of professional and ethical responsibility;
g) an ability to communicate effectively;
h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
i) a recognition of the need for, and an ability to engage in life-long learning;
j) a knowledge of contemporary issues; and
k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

(Refer to Academic Learning Compact document in Appendix C.)
B. Describe the admission standards and graduation requirements for the program.

RESPONSE:


BSME degree program Requirements

Semester Hours Required for Degree: 130

In addition to the university’s general requirements, students seeking the BSME degree must meet the requirements listed below. A minimum course grade of "C" (2.0) is required in all math and science common prerequisites (MAC 2311, 2312, 2313, MAP 2302, PHY 2048, 2049, and CHM 2045).

Lower Division
   General Studies (English, Social Studies, and Humanities) 24 sh
   Common Prerequisites and General Studies Math and Science 27 sh
   Lower Division Electives** (see lower division electives section below) 0 sh
   Sub Total 51 sh

Upper Division
   Major 75 sh
   Major-Related 4 sh
   Sub Total 79 sh

Total 130 sh

General Studies

In addition to the general studies 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 the UWF catalog.

BSME majors should take MAC 2311 and MAC 2312 (Calculus I and II) to fulfill the math component, and PHY 2048/L (Physics I with lab) and CHM 2045/L (Chemistry with lab) to satisfy the science component of General Studies.
Common Prerequisites

State-mandated common prerequisites must be completed prior to admission to the BSME degree program. However, students can be admitted to the Pre-Mechanical Engineering program (pre-ME) prior to finishing these courses. See the Common Prerequisite Manual for course substitutions from Florida colleges and universities.

Table 5

Common Prerequisites

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course Name</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 2311*</td>
<td>Analytical Geometry and Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2312*</td>
<td>Analytical Geometry and Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2313</td>
<td>Analytical Geometry and Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAP 2302</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHY 2048/L*</td>
<td>University Physics I and lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2049/L*</td>
<td>University Physics II and lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2045/L</td>
<td>Chemistry and lab*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

* Indicates common prerequisites which can be used to satisfy Common Core requirements.

Table 6

Lower Division Electives

**Transfer students must take sufficient 1000/2000 level electives to complete at least 60 semester hours in the lower division. These credits can be advanced math and science courses in addition to those listed in the common prerequisites. They can also be courses in business or other engineering career applicable minors. Students are encouraged to speak to an engineering advisor for help selecting these courses. These additional credits would count as the courses/electives indicated with a ** in the list below.

**Total Hours Up to 9**

Table 7

Major Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEL 3111/L</td>
<td>Circuits I and lab</td>
<td>4</td>
</tr>
<tr>
<td>EEL 3211/L</td>
<td>Basic Electric Energy and Lab</td>
<td>4</td>
</tr>
<tr>
<td>EGM 2500</td>
<td>Statics</td>
<td>3</td>
</tr>
<tr>
<td>EGM 3344</td>
<td>Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>EGM 3401</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EGN 2911L**</td>
<td>Sophomore Design I</td>
<td>1</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>EGN 2912L**</td>
<td>Sophomore Design II</td>
<td>1</td>
</tr>
<tr>
<td>EGN 3913L</td>
<td>Junior Design I</td>
<td>1</td>
</tr>
<tr>
<td>EGN 3914L</td>
<td>Junior Design II</td>
<td>1</td>
</tr>
<tr>
<td>EGN 3365</td>
<td>Engineering Materials</td>
<td>3</td>
</tr>
<tr>
<td>EGN 4950</td>
<td>Capstone I</td>
<td>1</td>
</tr>
<tr>
<td>EGN 4952L</td>
<td>Capstone II</td>
<td>2</td>
</tr>
<tr>
<td>EGS 4032</td>
<td>Engineering Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EML 3015</td>
<td>Thermal Fluid Systems I</td>
<td>3</td>
</tr>
<tr>
<td>EML 3016/L</td>
<td>Thermal Fluid Systems II and lab</td>
<td>4</td>
</tr>
<tr>
<td>EML 3022</td>
<td>Computer Aided Design and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>EML 3500</td>
<td>Machine Design</td>
<td>3</td>
</tr>
<tr>
<td>EML 4225</td>
<td>Dynamic Systems</td>
<td>3</td>
</tr>
<tr>
<td>EML 4804/L</td>
<td>Mechatronic Systems and lab</td>
<td>4</td>
</tr>
<tr>
<td>Technical Electives</td>
<td>Pre-approved technical electives. At least two courses must be in Thermal or Mechanical Systems. The remainder can be toward a minor or courses that will aid in the student’s career, but must be approved by the student’s advisor.</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major related</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGS 1006**</td>
</tr>
<tr>
<td>EGN 2440</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
</tr>
</tbody>
</table>

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.

RESPONSE:

Please refer to the Proposed BSME degree program curriculum in Table 2 above and the 4-year study plan in section VIII. D.

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

Table 8

Sequenced Course of Study for all Majors, Concentrations, or Areas of Emphasis

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Semester 1</th>
<th>SH</th>
<th>Course Number</th>
<th>Semester 2</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>English Composition I</td>
<td>3</td>
<td>ENC 1102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Course Number</td>
<td>Semester 3</td>
<td>SH</td>
<td>Semester 4</td>
<td>SH</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
<td>----</td>
<td>------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>MAC 2311</td>
<td>Calculus I</td>
<td>4</td>
<td>MAC 2312</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2045/L</td>
<td>Chemistry I + Lab</td>
<td>4</td>
<td>PHY 2048/L</td>
<td>Physics I + Lab</td>
<td>4</td>
</tr>
<tr>
<td>GEN ED</td>
<td>FCC Social Science</td>
<td>3</td>
<td>GEN ED</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>EGS 1006</td>
<td>Intro to Engineering</td>
<td>1</td>
<td>GEN ED</td>
<td>FCC Hum. (GR Writing)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Semester 5</th>
<th>SH</th>
<th>Semester 6</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 2049/L</td>
<td>Physics II + Lab</td>
<td>4</td>
<td>MAP 2302</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MAC 2313</td>
<td>Calculus III</td>
<td>4</td>
<td>EML 3022</td>
<td>CAD and Modeling</td>
</tr>
<tr>
<td>GEN ED</td>
<td>Hum. (GR Writing)</td>
<td>3</td>
<td>EGN 2440</td>
<td>Engineering Statistics</td>
</tr>
<tr>
<td>EGM 2500</td>
<td>Statics</td>
<td>3</td>
<td>EGN 2912L</td>
<td>Sophomore Design II</td>
</tr>
<tr>
<td>EGN 2911L</td>
<td>Sophomore Design I</td>
<td>1</td>
<td>EGN 3365</td>
<td>Engineering Materials</td>
</tr>
<tr>
<td>Elective</td>
<td>Lower or Upper Division Elective</td>
<td>3</td>
<td>GEN ED</td>
<td>Social Science or Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Semester 7</th>
<th>SH</th>
<th>Semester 8</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EML 3172/L</td>
<td>Mech. of Materials + Lab</td>
<td>4</td>
<td>EGN3914L</td>
<td>Jr. Engineering Design II</td>
</tr>
<tr>
<td>EML 3015</td>
<td>Thermal Fluid Systems I</td>
<td>3</td>
<td>EML 3500</td>
<td>Machine Design</td>
</tr>
<tr>
<td>EGM 3344</td>
<td>Numerical Methods</td>
<td>3</td>
<td>EML 3650/L</td>
<td>Thermal Fluid Sys II + Lab</td>
</tr>
<tr>
<td>EGN 3913L</td>
<td>Jr. Engineering Design I</td>
<td>1</td>
<td>EEL 3111/L</td>
<td>Circuits I + Lab</td>
</tr>
<tr>
<td>EGM 3401</td>
<td>Dynamics</td>
<td>3</td>
<td>EML XXXX</td>
<td>ME Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>EGS 4032</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Semester 8</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEL 3211/L</td>
<td>Energy Systems + Lab</td>
<td>4</td>
</tr>
<tr>
<td>EML XXXX</td>
<td>ME Elective</td>
<td>3</td>
</tr>
<tr>
<td>EML XXXX</td>
<td>ME Elective</td>
<td>3</td>
</tr>
<tr>
<td>EML XXXX</td>
<td>ME Elective</td>
<td>3</td>
</tr>
<tr>
<td>EML 4225</td>
<td>Dynamic Systems</td>
<td>3</td>
</tr>
<tr>
<td>EGN 4950</td>
<td>Capstone Design I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Total Credits: 130
E. Provide a one- or two-sentence description of each required or elective course.

RESPONSE:

EGM 2500 Elements of Statics
Covers basic aspects of reduction of force systems, equilibrium of particles and rigid bodies, vector methods, and application to structures and mechanisms.

EGS 1006 Introduction to Engineering
Introduces the student to engineering topics and gives them the opportunity to interact with current engineering students and practicing engineers from various engineering fields. The goal of the class is to help the student make an informed choice about career alternatives.

EGN 2911L Sophomore Engineering Design I
First course in a sophomore engineering design sequence. Students work in teams with other engineering design students in an active, discovery based learning environment employing practice based learning.

EGN 2912L Sophomore Engineering Design II
Second course in a sophomore engineering design sequence. Students work in teams with other engineering design students in an active, discovery based learning environment employing practice based learning.

EEL 3111/L Circuits 1 with lab
Basic Analysis of DC and AC electric circuits.

EEL 3211/L Basic Electric Energy Engineering with Lab
Introduction to the fundamentals of energy conversion; Power transformers, DC machines, Poly-phase induction machines, synchronous machines, single phase motors and permanent magnet machines, Speed control of DC motors, Speed control of ac motors. A C is required in the prerequisites to this course.

EGN 3913L Computer Aided Design and Modeling
Introduction to industry standards for graphical representation of objects and simulation of processes utilizing 2D presentations and 3D modeling

EGN 3913L Junior Engineering Design I
First course in a junior engineering design sequence. Students work in teams with other engineering design students in an active, discovery based learning environment employing practice based learning. This course may be a continuation of the project from the Sophomore Engineering Design, or may be a starting point for Juniors who are new to the program.
EGN 3914L Junior Engineering Design II
Continuation of a Junior engineering design sequence. Students work in teams with other engineering design students in an active, discovery based learning environment employing practice based learning. This course is repeatable for elective credit with permission of the instructor.

EGN 4950 Capstone Design I
Preliminary work on senior design project. This portion of the senior design will focus on the objectives and criteria, synthesis, and analysis elements of project development. After developing design concepts, researching for implementation methods, and performing a feasibility study (which will include economic, social, ethical, etc., factors), the semester will culminate with a senior design project proposal and presentation.

EGN 4952L Capstone Design II
Continuation of Capstone Design I, with emphasis on construction, testing, and evaluation elements of project development. Material and Supply fee will be assessed. Permission is required.

EGM 3401 Dynamics
Dynamics and rigid bodies for rectilinear translation, curvilinear motion, rotation and plane motion. Principles of work and energy, impulse and momentum.

EGS 4032 Professional Ethics
An interactive study of ethics, theory and the development of professionalism. Case studies of ethical conflicts in engineering practice. Covers engineering codes of ethics and requires students to resolve theoretical situations through application of ethical codes.

EGN 3365 Engineering Materials
Fundamentals in structure, properties, and mechanical behavior of engineering materials.

EGM 3344 Numerical Methods
Programming fundamentals, interpolation, curve fitting, optimization, computations with series, numerical integration, and the numerical solution of algebraic, transcendental, simultaneous and differential equations.

EML 3172/L Mechanics of Materials/Lab
Strength and elastic deflection of engineering materials due to loads applied axially, in torsion, in bending, and in shear. Combined stresses and principal stresses. Applications to design of beams and shafts. Computer simulation of stress under loading.

EML 3500 Machine Design
Design of machine elements including fasteners, bearings, gears and other power transmission components.
EML 3015 Thermal Fluid Systems I
Introduction to thermodynamics including the first and second laws of thermodynamics as well as power and refrigeration cycles. Fundamentals of heat transfer including an introduction to conduction, convection, and radiation.

EML 3016/L Thermal Fluid Systems II with Lab
Further study of thermal fluid systems including an introduction to fluid mechanics. Fluid statics, Bernoulli and energy equations, open and closed flow, drag and lift. Heat transfer via convection and radiation.

EML 4225 Dynamic Systems
Introduction to modeling and control of dynamic physical systems, vibration analysis, and design of control systems.

EML 4804/L Mechatronic Systems with Lab
This course introduces and demonstrates the synergistic combination of mechanical engineering, electrical and electronics engineering, control engineering, and programming to solve engineering problems and build intelligent systems.

EGN 2440 Engineering Statistics
Survey of the basic concepts in probability and statistics with engineering applications. Topics include probability, discrete and continuous random variables, estimation, hypothesis testing and linear and multiple regression.

EML 4XX3 Manufacturing Processes
An integrated treatment of the analysis of traditional and non-traditional manufacturing processes.

EML 4XX4 Indoor Environmental Control
Gives student a thorough understanding of the fundamental theory of air conditioning design for commercial buildings, including calculating heating and cooling loads along with the proper selection and sizing of air conditioning equipment.

EEL 4663 Elements of Robotics
An introductory course in the multidisciplinary field of robotics with analysis and design of robots and robotic tasks. Includes class projects in robot programming and design.

EEL 4657/L Linear Control Systems
Theory and design of linear control systems.

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.
RESPONSE:

The Electrical and Computer Engineering degree programs have maintained through the years an Engineering Advisory Council (EAC) that includes representatives from local businesses and institutions. The EAC meets once or twice per year with Engineering faculty and the Dean of the College of Science and Engineering to provide feedback on regional workforce needs, industry-driven competencies, program goals, curriculum changes, performance of employees who graduated from the Electrical and Computer Engineering degree programs, etc. EAC members are chosen to represent the widest possible range of local industries and institutions and various engineering and management backgrounds (Table 9).

At an early stage of the BSME exploration, the EAC membership was updated to include more individuals with a mechanical engineering background. Since then, the EAC had two meetings exclusively to discuss the proposed BSME degree program and provide input about local workforce needs, industry-driven competencies, curriculum features, desired areas of concentration, support for the program, willingness to offer internship and co-op opportunities, etc. EAC members showed great enthusiasm for the proposed program and indicated the local need for it and their willingness to support it.

In addition, the Department of Engineering has conducted a survey of local businesses that typically hire mechanical engineers to gauge their workforce needs and ask for their input about the desired features of the program curriculum. The results of this survey were shared with the EAC members who observed that they closely mirror their own input.

Table 9

Current Membership of the Engineering Advisory Council

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Affiliation</th>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett Luebke</td>
<td>Manager, Gulf Power</td>
<td>ECE</td>
</tr>
<tr>
<td>Buche Yosafat</td>
<td>General Manager, Hitachi Cable America Inc.</td>
<td>ME</td>
</tr>
<tr>
<td>Chris Fountain</td>
<td>Contract Manager, Ascend Performance Materials</td>
<td>Environment</td>
</tr>
<tr>
<td>David Lamar</td>
<td>Lead Engineer, David Lamar Civil Engineering</td>
<td>Civil</td>
</tr>
<tr>
<td>Egas &quot;EJ&quot; Gomes</td>
<td>Owner, Gulf Coast Battery, Co</td>
<td>Civil</td>
</tr>
<tr>
<td>Jason Gilmore</td>
<td>Chief Operating Officer, MANOWN Engineering</td>
<td>ME</td>
</tr>
<tr>
<td>Jimmy Touma</td>
<td>Researcher, Air Force Research Lab</td>
<td>Physics/ME</td>
</tr>
<tr>
<td>Kaitlin Fair</td>
<td>Research Engineer, AFRL, Munitions Directorate</td>
<td>ECE</td>
</tr>
<tr>
<td>Larry S. Shemetulskis</td>
<td>Account Manager and Sales Coordinator, Tektronix</td>
<td>ECE/ME</td>
</tr>
<tr>
<td>Maurice Bobbitt</td>
<td>Civil Servant, Eglin AFB</td>
<td>ECE</td>
</tr>
<tr>
<td>Nathan Richmond</td>
<td>Senior Engineer, Marianna Airmotive Corporation</td>
<td>ME</td>
</tr>
<tr>
<td>Peggy Milz</td>
<td>Quality Manager, BAE Systems</td>
<td>ME</td>
</tr>
<tr>
<td>Scott Hand</td>
<td>Director of New Product Development, Q-Motion</td>
<td>ME</td>
</tr>
<tr>
<td>Scott Marshall</td>
<td>Consulting Material and Corrosion Engineer, McSwain Engr.</td>
<td>ME</td>
</tr>
<tr>
<td>Sean Sylvester</td>
<td>Civil Servant, Eglin AFB</td>
<td>ECE</td>
</tr>
</tbody>
</table>
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.

RESPONSE:

BSME degree programs are accredited by the Engineering Accreditation Commission of ABET, Inc. The proposed program will seek ABET accreditation soon after the first class graduates (a program cannot apply for ABET accreditation before graduating at least one student). The Department of Engineering is tentatively planning for an ABET accreditation visit fall 2019 to have it coincide with the reaffirmation visit of the Electrical and Computer Engineering programs. If this plan is approved by ABET, it will save the university both effort and money. Because of the ABET accreditation goal, the BSME degree program is designed to satisfy student outcomes (a) through (k) required by ABET (section VIII.A.). The Engineering faculty are familiar with ABET accreditation requirements and will follow the same guidelines and procedures currently used with the Electrical and Computer Engineering programs in preparing the BSME ABET accreditation application.

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?

RESPONSE:

Not applicable. The program is not a doctoral 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.

RESPONSE:

The BSME degree program will be offered on the Pensacola (main) campus and Emerald Coast (EC) instructional site via the same Distance Learning (DL) setting that was highly praised by
the ABET team during its 2012 reaffirmation visit for the Electrical and Computer Engineering programs. The presence of high-tech companies and research labs that work with the military installations around FWB will provide a steady stream of potential students and potential employment opportunities. If the Electrical and Computer Engineering programs can be taken as an indicator, there will be a ratio of roughly 2-to-1 students between Pensacola and FWB. The Department of Electrical and Computer Engineering submitted an Instructional Technology Enhancement Projects (ITEP) proposal to add a pair of DL rooms (one in Pensacola and one in FWB) to increase DL capacity in anticipation of new enrollment in the proposed BSME degree program. The new DL rooms will be compatible with those currently used by the Electrical and Computer Engineering programs.

One of the key factors for the success of the Electrical and Computer Engineering program in FWB has been stationing three full-time Electrical and Computer Engineering faculty and one part-time office support staff there. Students prefer to have face-to-face conversations with the faculty and direct access to a person in case of academic difficulties, program questions, and other issues. The department will hire at least one BSME faculty member to be assigned to FWB to provide the necessary support to BSME students at that location. As is the case with the Electrical and Computer Engineering programs, the department also plans to duplicate the Pensacola lab setting at the FWB location. This will require extra financial resources to set up the duplicate labs, but this is crucial to ensuring an equivalent educational experience for FWB students.

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).

RESPONSE:

Appendix A, Table 4.

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 2 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.

RESPONSE:

Faculty costs are those associated with the teaching of core courses in the BSME degree program
and the administration of the program. Figures in the Year 1 column are associated with five faculty lines and those in Year 5 are associated with seven. All faculty costs are covered by recurring funds allocated by the State (Appendix A, Table 2).

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

RESPONSE:

Curricula vitae of Dr. Michael Reynolds and Dr. Mohamed Khabou (Appendix D).

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.

RESPONSE:

The Department of Electrical and Computer Engineering, which will be associated with the proposed BSME degree program, has been very productive in teaching, research, and service.

Teaching Productivity
The number of student credit hours (SCH) generated by the department has been increasing steadily (Table 4; Figure 3). The department posted the highest five-year percent increase in this measure among all departments in the College of Science and Engineering. Given that the Department of Electrical and Computer Engineering has only eight full time faculty members, these figures also show a very healthy per-faculty productivity of about 360 SCH per semester per faculty. In addition to high productivity, the Engineering faculty have been recognized for their dedication and high quality teaching. For example, three of the Engineering faculty have received the Faculty Excellence in Teaching Award, one faculty received the Institute of Electrical and Electronics Engineers (student chapter) Teacher of the Year Award, and one faculty has received the Faculty Excellence in Advising Award.

Table 10

Fall SCH Generated by Departments in the College of Science & Engineering Previous 5 Years

<table>
<thead>
<tr>
<th>Department</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>5 Year Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>7407</td>
<td>9019</td>
<td>8242</td>
<td>8118</td>
<td>8497</td>
<td>14.7%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3579</td>
<td>3598</td>
<td>3818</td>
<td>3606</td>
<td>3897</td>
<td>8.9%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4383</td>
<td>4220</td>
<td>4711</td>
<td>5387</td>
<td>5116</td>
<td>16.7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>2081</td>
<td>2622</td>
<td>2752</td>
<td>2846</td>
<td>2876</td>
<td>38.2%</td>
</tr>
<tr>
<td>Department</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>5 Year Difference</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>2741</td>
<td>3113</td>
<td>2896</td>
<td>2499</td>
<td>2711</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Math &amp; Statistics</td>
<td>9421</td>
<td>11716</td>
<td>10239</td>
<td>10216</td>
<td>10604</td>
<td>12.6%</td>
</tr>
<tr>
<td>Physics</td>
<td>1602</td>
<td>1536</td>
<td>1540</td>
<td>1514</td>
<td>1616</td>
<td>0.9%</td>
</tr>
<tr>
<td>College Total</td>
<td>31214</td>
<td>35824</td>
<td>34198</td>
<td>34186</td>
<td>35317</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

Figure 3. Student credit hours (Fall and Spring) generated by the Department of Electrical and Computer Engineering (Source: Division of Academic Affairs Budget Office)
Research Productivity

Despite the fact that the engineering programs at UWF are undergraduate only and faculty do not have access to graduate students in the major to help with their research agenda, the unit has been very productive in the research area. With only six full-time faculty members with research expectations (the work assignment of the two full-time instructors do not have a research component/expectation), the unit has a prolific publication record. For example, during the last academic year (2014-2015), faculty in the Department of Electrical and Computer Engineering published a total of three books, two book chapters, five refereed journal papers, seven refereed conference papers, and fifteen other publications. In addition, the faculty mentored numerous undergraduate student projects and five Summer Undergraduate Research Projects (SURP). This research productivity is truly distinguished given the undergraduate only nature of the engineering programs and the number of faculty involved.

Service Productivity

The Engineering faculty have been involved in numerous service activities at the department, college, university, local community levels, and the engineering profession at large. For example, the faculty stationed at FWB have been crucial to the expansion of the engineering programs there. Their outreach and recruiting activities are too numerous to list and their efforts have been appreciated and recognized by the university (e.g. one FWB faculty, Dr. Tom Gilbar, received the 2015 Distinguished Service Award.) The Engineering faculty have also been very supportive of College of Science and Engineering initiatives and activities including the organization of the BEST Robotics Competition, the Science Fair, the Science Olympiad, and being part of the STEM advancement initiative, just to name a few. The Engineering faculty have also been involved in university initiatives including the Academic Visioning process, the Tenure, Promotion, and Evaluation Task Force, the STEM Initiative Committee, the Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) task force, etc. In addition, the Engineering faculty have been very active in professional organizations such as the Institute of Electrical and Electronics Engineers, American Society of Mechanical Engineers, American Society for Engineering Education, and Society of Women Engineers, etc., where they have assumed leadership positions. The Engineering faculty have also chaired/led numerous professional activities in their fields of expertise (see Dr. Mohamed Khabou and Dr. Michael Reynolds curriculum vitae in Appendix D for examples of such activities).

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.
RESPONSE:

UWF’s library contains a variety of resources in print and electronic formats that address the needs of engineering students, faculty, and staff. For example, the Electrical and Computer Engineering programs have been successfully supported over the years, especially with the online access to the IEEE XPlore journal Database. Engineering researchers primarily use interlibrary loan to supplement IEEE by requesting conference proceedings, which the subscription excludes. Mechanical engineering is directly supported by the recent acquisition of the ASME (American Society of Mechanical Engineering) digital collection of 29 core journals.

UWF Libraries shelve more than 800,000 print volumes. Electronic resources include more than 160,000 e-books and access to approximately 80,000 journal and other serial titles through a discovery system. A review of holdings in relevant Library of Congress classifications indicates that UWF collection contains approximately 43,000 volumes in engineering. Of these, approximately 1,900 titles relate specifically to mechanical engineering.

Indexing, abstracting, and full text databases relevant to mechanical engineering include the ASME Digital Journal Collection, Engineering Village, Advanced Technologies and Aerospace Collection, ProQuest Engineering Collection, and IEEE XPLORE. UWF also provides access to other applied science databases, including SciFinder, SciTech Collection (ProQuest), INSPEC, ScienceDirect (Elsevier), Web of Science, and the Wiley Online Library. In addition, the computer science areas of mechanical engineering are supported by the ACM Digital Library and the Computer Science Collection (ProQuest). Full-text dissertations and theses are available through ProQuest Dissertations and Theses: Full-Text.

UWF has extensive access to 1,668 journals in support of the curriculum in engineering. Of these, 178 journals provide coverage of various aspects of mechanical engineering.

Researchers access UWF library resources from the library’s website (https://secure.uwf.edu/library). Students, faculty, and staff with Internet connections may access online library resources 24/7 with their UWF login information. Completing the teaching and learning resources for mechanical engineering students are the audiovisual and online resources. If needed resources are not available at the UWF Libraries, students have direct access to interlibrary loan, a free service that provides electronic articles within a few days and print books within a week. In order to help library users navigate through the variety of available print and electronic resources, librarians publish web based research guides: http://libguides.uwf.edu/. The research guides covering mechanical engineering research is http://libguides.uwf.edu/mechanicalengineering and the guide developed for electrical engineering is http://libguides.uwf.edu/engineering.

Online tutorials https://secure.uwf.edu/library/research_help/tutorials/ address common research concerns of students across disciplines and a general library orientation. 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. The liaison for mechanical engineering is Caroline Thompson. Students may request assistance at the reference desk in person or by phone, email, or chat. Students may also schedule
an in person or online appointment with the liaison, who is equipped with Skype and Chat.

The library provides an Online Learners Library Guide (http://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, faculty, and staff may take advantage of these online library services:

- Access required readings on electronic reserves
- Request books and articles from Interlibrary Loan
- Request Intercampus Loan (to/from the Fort Walton Beach Campus library)
- Renew books
- Submit a reference question via text, email, or chat
- Request rush processing of an item that is on order
- Suggest the purchase of a particular book or journal
- Request an item that is checked out to be recalled for use
- Have UWF and Interlibrary Loan books delivered to their home address if they live over 50 miles from campus
- Borrow materials from public state universities and colleges in Florida.

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 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

RESPONSE:

IEEE Xplore is a core database for engineering and is used heavily for computer research as well. UWF has access to the Periodicals Package, which includes full text coverage of IEEE journals and transactions. It would be advantageous to upgrade the subscription to include conference proceedings, which are often requested by engineering and computer science researchers through interlibrary loan.

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.

RESPONSE:

The proposed BSME degree program will emphasize hands-on learning and will incorporate a design experience that begins in the sophomore year and culminates with a capstone project in the senior year. The BSME degree program curriculum will also include some courses and labs that are common with the Electrical and Computer Engineering degrees. In addition, the BSME degree program will be offered at both the Pensacola campus and FWB instructional site via the same DL setting currently used by the Electrical and Computer Engineering programs. As such, the BSME degree program will require office, lab, design, and DL teaching space in both
Pensacola and FWB campuses. The external consultant (Dr. Robert Warrington) visited the Pensacola and FWB campuses in January 2015, examined the available space that will host the new program, and commented on its adequacy. Dr. Warrington concluded that there is adequate space available on both campuses to initially support the program, but some remodeling and space reconfiguration is needed.

The space that is currently available to implement the proposed BSME degree program through Year 5 include:

**Classroom**
The Electrical and Computer Engineering degree programs currently use two pairs of DL classrooms to deliver courses between Pensacola and FWB. The Department of Electrical and Computer Engineering has exclusive use of room 4/205 in Pensacola, which is paired with room 7/703 in FWB and priority scheduling for room 4/305 in Pensacola, which is paired with room 7/701 in FWB. There is some scheduling availability in rooms 4/305 and 7/701 that can be allocated to the proposed BSME degree program.

**Teaching Laboratory**
Because the BSME degree program curriculum includes some labs that are also required by the Electrical and Computer Engineering degrees (e.g., EEL 3111/L, EEL3211/L, EGN 4952L), the current teaching lab facilities for these courses/labs can be used for the proposed BSME degree program without the need for extra space or equipment (Figures 4 and 5).

**Research Laboratory**
There are currently three existing research spaces that can be utilized by the proposed BSME degree program: the Power Lab (room 4/249 in Pensacola), the Unmanned Systems Lab (room 4/121 in Pensacola) and the Senior Design/AI Lab (4/148 in Pensacola).

**Office Space**
There is currently one office space in Pensacola (room 4/138 currently occupied by Dr. Michael Reynolds) and one in FWB (room 2/252, currently unoccupied) that have been designated for the BSME faculty use.
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.
RESPONSE:

While some space (mainly existing Electrical and Computer Engineering space) is available for the inauguration of the BSME degree program fall 2016, additional space is needed in the subsequent semesters/years to support the program. A long-term plan for an annex to Building 4 in Pensacola is being considered, but in the short term, space within Building 4 must be re-configured to accommodate the critical core needs of this new program. These core needs consist of discipline-specific laboratory space, additional DL classroom space, and faculty offices. Similar needs, for a smaller initial student population, must be accommodated on the FWB campus.

**Classroom**
The current plan is to convert room 4/402 in Pensacola and room 4/472 in FWB into a pair of Distance Learning classrooms using a design similar to the one employed in room 4/205 in Pensacola. The Department of Electrical and Computer Engineering submitted an Instructional Technology Enhancement Projects (ITEP) proposal to cover the $190K cost of the rooms’ conversion. If the proposal is not funded, the cost will be covered using some of the $1.5M non-recurring funds allocated by the State to the program. The new Distance Learning rooms, along with existing rooms should provide enough capacity for the Electrical, Computer and Mechanical Engineering degree programs for the next 5 years.

**Teaching Laboratory**
In addition to the existing Power, Circuits and Controls teaching labs that are already available, the BSME degree program will need extra teaching lab space for some of its core labs. Specifically, the BSME degree program will need:

- **Thermal and Fluid Systems Lab:** must support large-scale configurations involving pumps, hydraulics, etc. The department assigned room 4/107 in Pensacola and room 6/601 in FWB for this lab because of the unique features of these spaces, including ceiling height, which are required for this type of lab. Room 4/107 in Pensacola requires minimal remodeling (e.g. additional power outlets, 3-phase power, etc.), while room 6/601 in FWB requires some moderate remodeling including removal of old benches, creation of new wet areas, enhancing internet connectivity, and creating additional power outlets. The Year 1-5 cost estimates for remodeling, equipping, and maintaining the Thermal and Fluid Systems Labs in Pensacola and FWB are shown in Table 5 below and included as Operating Capital Outlay costs in Appendix A, Table 2.

- **Materials Lab:** for fabrication activities and testing/experimentation using a variety of materials. Space in room 4/147 in Pensacola (currently a fabrication shop) and room 6/601 in FWB will be used for this lab. Some existing equipment from the fabrication shop will be retained for this lab and some will be moved out (wood working equipment) to open up space for new additional equipment. Room 4/147 does not need much remodeling except for some extra electrical outlets and such. Room 6/602 in FWB will undergo moderate remodeling. The Year 1-5 cost estimates for remodeling, equipping, and maintaining the Materials Labs in Pensacola and FWB are shown in Table 5 below and included as Operating Capital Outlay costs in Appendix A, Table 2.
- **Design/Enterprise Lab**: an open space configurable to support a multi-year series of projects including capstone projects. The Department of Electrical and Computer Engineering has requested to take room 4/248 in Pensacola offline as a classroom (beginning summer 2016) and reassign that space as a Design/Enterprise Lab. This space will require minimum remodeling except for some additional power outlets and new furniture to accommodate the lab design. The equivalent space in FWB will be room 6/602 which will need some moderate remodeling and new furniture. As the program enrollment grows, there will be a need around Year 3 for a bigger space to host this lab and projects that require a large space. Two alternatives are under consideration: 1) use lab space currently utilized by the Physics program in Building 4 as they are projected to move to Building 58 after its renovation is expected to be completed in 2018, or 2) lease an industrial space close to UWF campus to house the lab. A space at the Ellyson Industrial Park is a potential candidate to house the lab. The Year 1-5 cost estimates for remodeling, equipping, and maintaining the Design/Enterprise Labs in Pensacola and FWB are shown in Table 5 below and included as Operating Capital Outlay costs in Appendix A, Table 2.

- **Dynamic Systems Lab**: a space to conduct experiments pertaining to dynamics and rigid bodies for rectilinear translation, curvilinear motion, rotation and plane motion, principles of work and energy, impulse and momentum. It is expected that room 4/350 in Pensacola and room 6/601 in FWB will be used for this purpose. The Year 1-5 cost estimates for remodeling, equipping, and maintaining the Dynamic Systems Labs in Pensacola and FWB are shown in Table 5 below and included as Operating Capital Outlay costs in Appendix A, Table 2.

The costs associated with remodeling and equipping these various labs and teaching spaces constitute the biggest Year 1 expense category. However, these labs are crucial to offer the hands-on experience that is expected of graduates of high quality BSME programs.

**Office Space**
To provide office space for the new ME faculty, space will be converted on the 4th floor of Building 4 in Pensacola into five new offices. This will satisfy the need for two new offices in Pensacola for the two ME faculty joining in fall 2016 and the anticipated two more who will be joining in fall 2017. Dr. Michael Reynolds will move into one of the remodeled offices on the 4th floor. There is already an office space ready for the new FWB faculty who will join fall 2016. There is ample office space in FWB campus that can be renovated for additional faculty there. The cost associated with the creation of the five office spaces in Pensacola is estimated at about $80K and is included in the Year 1 Operating Capital Outlay category in Appendix A, Table 2.

**Research Laboratory**
There are currently three existing research spaces that can be utilized by the proposed BSME degree program: the Power Lab (room 4/249 in Pensacola), the Unmanned Systems Lab (room 4/121 in Pensacola) and the Senior Design/Al Lab (4/148 in Pensacola). As the program enrollment grows and the research agenda of the new ME faculty matures, it is expected that new research space will be needed, hence, the specified $50K in space remodeling costs for Year 5. The location of this space is yet to be determined but is anticipated that some space vacancy in
Building 4 after the Physics Department is moved to Building 58 after its renovation is completed. There is ample lab space in Building 4 in FWB that can also be converted into research space there.

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.

RESPONSE:

No extra expenditures other than those specified in the previous section (X.D.) are expected for the proposed BSME degree program.

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

RESPONSE:

Because of the overlap between the Electrical, Computer, and Mechanical Engineering degree programs, there is lab and specialized equipment currently available to help implement the proposed BSME degree program through Year 5. For example, most of the equipment in the Circuits, Power, and Control labs is in excellent working condition and can easily last for another 5 years with proper maintenance (Figures 4 and 5). Some of the existing equipment will have to be updated due to wear and tear, but the department has a budget based on collected lab fees to update any non-functional or obsolete equipment.

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.

RESPONSE:

As specified in section X.D., the proposed program will need new labs and equipment to teach some core BSME courses and lab. Table 5 below lists all the new specialized equipment that has to be acquired for each of the labs, the estimated cost, and the timing of the acquisition.

Table 11

Detailed Operating Capital Outlay costs for Years 1-5
<table>
<thead>
<tr>
<th>Item</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>Thermal Systems Lab</td>
<td>$400,000</td>
<td>$150,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Fluid Hydraulics Experiment</td>
<td>$50,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pump Experiment</td>
<td>$50,000</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Fluid Friction Experiment</td>
<td>$25,000</td>
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<td></td>
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<td></td>
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<tr>
<td>Wind Tunnel Experiment</td>
<td>$150,000</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pressure and Flow Measurement</td>
<td>$30,000</td>
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<tr>
<td>Turbine Experiment</td>
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<td></td>
</tr>
<tr>
<td>Thermal Cameras</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers and other Misc. Equipment</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refrigeration Lab Equipment</td>
<td></td>
<td>$75,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Convection Lab Equipment</td>
<td></td>
<td>$75,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calibration and Misc. Consumables</td>
<td></td>
<td></td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Materials Lab</td>
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<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Tensile Tester</td>
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<td></td>
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<tr>
<td>Hardness Tester</td>
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<td></td>
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<tr>
<td>Beam Torsion experiment</td>
<td>$40,000</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Metal Polishing and Gridding Equipment</td>
<td>$20,000</td>
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<tr>
<td>Microscopes</td>
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<td>Impact Tester</td>
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<tr>
<td>Bolton Tools Combo Lathe/Mill</td>
<td>$5,000</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Strain Hardening Experiment</td>
<td>$40,000</td>
<td></td>
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<tr>
<td>Truss Loading Equipment</td>
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<tr>
<td>Fatigue Testing experiment</td>
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</tr>
<tr>
<td>Computers, Misc. equipment, Calibration</td>
<td>$35,000</td>
<td>$10,000</td>
<td>$2,000</td>
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<td>$2,000</td>
</tr>
<tr>
<td>Stain/Deflection Measurement Experiment</td>
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<td></td>
<td></td>
<td></td>
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</tr>
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<td>Beam Vibration experiment</td>
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<tr>
<td>3D Printers</td>
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<tr>
<td>Smart Systems Enterprise Funds</td>
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<td>$5,000</td>
<td>$5,000</td>
<td>$4,000</td>
<td>$2,000</td>
</tr>
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<td>Environmental Systems Enterprise Funds</td>
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<td>$5,000</td>
<td>$4,000</td>
<td>$2,000</td>
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<tr>
<td>Robotic Systems Enterprise Funds</td>
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<td>$5,000</td>
<td>$5,000</td>
<td>$4,000</td>
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</tr>
<tr>
<td>Design Storage and Supplies</td>
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<td>$0</td>
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<tr>
<td>Cube Servos</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Item</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Quanser Robotic Systems</td>
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<td>$25,000</td>
<td>$0</td>
<td>$0</td>
<td>$50,000</td>
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<tr>
<td>Renovation Costs for Lab Spaces</td>
<td>$75,000</td>
<td>$25,000</td>
<td>$0</td>
<td>$0</td>
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<td>New Offices on 4th Floor of Bldg. 4</td>
<td>$80,000</td>
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<td>New Space for Large Projects</td>
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</tr>
<tr>
<td>New Lab/Research Space - Renovation</td>
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<tr>
<td>Total</td>
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<td>$270,000</td>
<td>$40,000</td>
<td>$35,000</td>
<td>$127,500</td>
</tr>
</tbody>
</table>

* Lease amount for an off-campus space big enough to house these large-scale projects if no space is available on campus.

** If the ITEP proposal submitted by the Department of Electrical and Computer Engineering to cover these costs is funded, these funds will not be needed.

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.

**RESPONSE:**

No Additional special categories of resources will be needed to implement the proposed program.

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.

**RESPONSE:**

The budget includes the allocation of up to $20,000 for merit and need-based scholarships to be awarded according to guidelines and criteria to be set by the Engineering faculty. Half of the amount ($10,000) will come from revenues generated by the $500,000 endowment of the Bear Family Foundation donation and the other half will be coming from recurring State funding.

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.

**RESPONSE:**

The engineering program has a strong tradition of placing its students in local and national internship and co-op positions. The department works closely with UWF Career Services to
secure, advertise, and evaluate such important opportunities. For example, during the summer semester 2015, 17 engineering students participated in internship and co-op opportunities with companies that included Gulf Power, Toyota, and Avalex, just to name a few. Through a survey of local companies that typically hire mechanical engineers, many (e.g., Siemens Industries, Gulf Power, Performance Machining Services, Actigraph, etc.) have indicated their intention to offer both internship and co-op opportunities to UWF BSME degree program students. With the help of UWF Career Services, the Department of Engineering has already started a plan to seek out other internship and co-op opportunities with companies as far away as Birmingham, Alabama.
Appendix A

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

Table 1b 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
### TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

<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>18</td>
<td>12</td>
<td>18</td>
<td>12</td>
<td>16</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>40</td>
<td>26</td>
<td>60</td>
<td>39</td>
<td>80</td>
</tr>
<tr>
<td>Florida College System transfers to the upper level***</td>
<td>10</td>
<td>7</td>
<td>20</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>72</td>
<td>47</td>
<td>105</td>
<td>69</td>
<td>134</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.

NOTE: HC to FTE conversion: HC x .6548 = FTE
<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Funding Source</th>
<th>Year 1</th>
<th>Year 5</th>
<th>Subtotal E&amp;G, Auxiliary, and C&amp;G</th>
<th>Subtotal E&amp;G, Auxiliary, and C&amp;G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reallocated Base* (E&amp;G)</td>
<td>Enrollment Growth (E&amp;G)</td>
<td>Other New Recurring (E&amp;G)</td>
<td>New Non-Recurring (E&amp;G)</td>
<td>Contracts &amp; Grants (C&amp;G)</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>453,763</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A &amp; P Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>112,200</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>0</td>
<td>0</td>
<td>10,000</td>
<td>0</td>
<td>10,000</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>8,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expenses</td>
<td>0</td>
<td>0</td>
<td>15,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,230,000</td>
<td>0</td>
</tr>
<tr>
<td>Special Categories</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$0</td>
<td>$0</td>
<td>$608,963</td>
<td>$1,230,000</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.
**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and 'other new recurring') from Years 1-4 that continue into Year 5.
***Identify if non-recurring.

### Faculty and Staff Summary

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>3.08</td>
<td>4.58</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS (FTE)</td>
<td>2.2</td>
<td>3</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>$1,838,963</td>
<td>$1,084,366</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>47</td>
<td>128</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$39,127</td>
<td>$8,472</td>
</tr>
</tbody>
</table>
## TABLE 3 (DRAFT)
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>No funds will be reallocated from other programs</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Totals | $0 | $0 | $0 |

* If not reallocating funds, please submit a zeroed Table 3
### TABLE 4 (DRAFT)
#### ANTICIPATED FACULTY PARTICIPATION

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or “New Hire”</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>Michael Reynolds, PhD</td>
<td></td>
<td>Tenured</td>
<td>Fall 2016</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>Mohamed Khabou, PhD</td>
<td></td>
<td>Tenured</td>
<td>Fall 2016</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>C</td>
<td>New Hire, PhD</td>
<td></td>
<td>Assistant</td>
<td>Fall 2016</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>C</td>
<td>New Hire, PhD</td>
<td></td>
<td>Assistant</td>
<td>Fall 2016</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>C</td>
<td>New Hire, Masters</td>
<td></td>
<td>Instructor</td>
<td>Fall 2016</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>C</td>
<td>New Hire, PhD</td>
<td></td>
<td>Assistant</td>
<td>Fall 2017</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
</tr>
<tr>
<td>C</td>
<td>New Hire, PhD</td>
<td></td>
<td>Assistant</td>
<td>Fall 2017</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
</tr>
</tbody>
</table>

**Total Person-Years (PY)**

|            | 3.08 | 4.58 |

<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: 0.83</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>Year 1: 0.00</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>Year 1: 2.25</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Year 1: 0.00</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Year 1: 0.00</td>
</tr>
</tbody>
</table>

**Overall Totals for Year 1**: 3.08

**Overall Totals for Year 5**: 4.58

55
Please include the signature of the Equal Opportunity Officer, Dean of University College, and the Dean of University Libraries.

__________________________________  __________________
Kim LeDuff, PhD                      Date
Equal Opportunity Officer/ Dean AVP University College

__________________________________  __________________
Robert Dugan                         Date
Dean of University Libraries

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, the Dean and AVP of University College has reviewed sections on General Education III. D., V. A. and VIII. B. & D., 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.

__________________________________  __________________
Melanie Haveard                      Date
Chief Technology Officer
Appendix C

Academic Learning Compact of the Proposed BSME degree program
MECHANICAL ENGINEERING

Mission Statement
The mission of the Department of Engineering is to offer baccalaureate degree programs of excellence in engineering that serve the needs of the west Florida region, the state, and the nation. The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, mechanical engineering, or to pursue graduate study. The department will seek ABET accreditation for the Bachelor of Science in Mechanical Engineering program as soon as it graduates its first cohort of students or shortly thereafter.

Student Learning Outcomes
UWF Mechanical Engineering graduates should be able to do the following:

Content
- Recognize, interpret, and apply concepts of mathematics, science, and engineering
- Recognize and describe contemporary issues
- Apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations) to model, analyze, design, and realize physical systems, components, or processes

Critical Thinking
- Identify and apply the techniques, skills, and modern engineering tools necessary for engineering practice
- Identify, formulate, and solve engineering problems
- Design and conduct experiments, as well as evaluate and interpret data
- Prepare students to work professionally in either thermal or mechanical systems

Communication
- Identify and apply the skills necessary to communicate effectively
- Recognize the need for, and able to engage in, life-long learning

Integrity/Values
- Recognize professional and ethical responsibility
- Recognize the impact of engineering solutions in a global, economic, environmental, and societal context

Project Management
- Identify and apply the skills necessary to function on multidisciplinary teams
• Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

**Evaluation of Student learning Outcomes**
The engineering department uses the following assessment tools to determine the outcome achievements for electrical engineering and for on-going continuous program improvements: (1) a major capstone design course which is based on the knowledge and skills acquired in earlier course work within the curriculum, (2) a 3 year cycle of collecting student work from targeted courses and evaluating student attainment of the program outcomes using these samples (3) Exit Interview Surveys by graduating seniors, (3) Exit Interview Surveys by graduating seniors, (4) Alumni Surveys, and (5) Employer surveys.

**Job Prospects for Mechanical Engineering Graduates**
Mechanical engineers find career opportunities in a wide area of settings such as aerospace, manufacturing, energy, environment, transportation, materials, and structures, and public-sector positions with federal, state, and local governments. The typical job applies the principles of engineering, materials science, thermal sciences, mechanics, mathematics and physics for the design, analysis, manufacturing, and maintenance of mechanical systems. According to the US Federal Bureau of Labor Statistics, the demand for mechanical engineering is expected to continue growing. Mechanical Engineering graduates typically rank among the highest paid professionals.

*Find Out More about Mechanical Engineering:*
[http://uwf.edu/ME](http://uwf.edu/ME)
Appendix D

Curricula Vitae of Extant Faculty Members

Supporting the Proposed BSME Degree Program
Michael C. Reynolds

Contact Information

University of West Florida
11000 University Parkway
Pensacola, FL 32514-5750
Office Phone: (850) 474-2977
Email: mreynolds2@uwf.edu

Education


8/96-5/99 Master of Science in Mechanical Engineering, Purdue University, West Lafayette, Indiana. Thesis: "Solving and Benchmarking the Time-Optimal Control of Flexible Systems" Advisor: Dr. Peter H. Meckl

8/92-5/96 Bachelor of Science in Mechanical Engineering, Marquette University, Milwaukee, Wisconsin. Cum Laude Graduate.

Professional Experience

8/15 – present Associate Professor and Mechanical Engineering Program Director, College of Science and Engineering, University of West Florida.

Founding director of new Mechanical Engineering program. Designed curriculum, setup laboratories, recruiting students and preparing the processes necessary for ABET accreditation.

8/07 – 8/15 Head, Engineering Department, College of Science, Technology, Engineering, and Mathematics, University of Arkansas - Fort Smith.

First level of administration for electrical and mechanical engineering programs. Oversaw and approve budgets, directed recruiting, retention, and assessment initiatives. Evaluated faculty and directed departmental strategic activities.
4/10 – 7/15  **Associate Professor**, Mechanical Engineering, College of Science, Technology, Engineering, and Mathematics, University of Arkansas - Fort Smith.

1/04 – 4/10  **Assistant Professor**, Mechanical Engineering, College of Science, Technology, Engineering, and Mathematics, University of Arkansas - Fort Smith.

Taught various freshman and sophomore classes in Mechanical Engineering. Advise and recruit students along with various projects and committees. Lead student recruiting efforts.

8/06 – 7/15  **Adjunct Associate Professor**, University of Arkansas – Fayetteville (was Adjunct Assistant Professor 8/06-4/10) Worked with University of Arkansas in administration and teaching Bachelor of Science in Mechanical Engineering degree.

4/10 – 7/15  **Adjunct Associate Professor**, University of Arkansas – Little Rock Served on PhD committee and do collaborative research with faculty at UA-Little Rock.

8/03-12/03  **Visiting Assistant Professor**, School of Mechanical Engineering, Purdue University.

Taught junior level course in systems modeling and control.

8/98-5/03  **Head Teaching Assistant**, School of Mechanical Engineering, Purdue University.

Taught and directed TAs of ME 475, a senior level controls lab. Designed and implemented new controller design projects using modular experimental equipment with a MATLAB/Simulink interface.

1/97-8/98  **Teaching Assistant**, School of Mechanical Engineering, Purdue University.


8/94-5/96  **Teaching Assistant**, Physics Department, Marquette University. Rewrote entire lab manual. Taught students from all grade levels, including non-engineers.
Honors and Awards

7/15  $28,524 - Collaborative Research Program – Arkansas Space Grant Consortium, "Command Controlled Weather Balloons for Extended Endurance High Altitude Experiments" (PI). With Dr. Adam Huang, University of Arkansas – Fayetteville (Co-PI).

3/14  $2,000 Women’s Foundation of Arkansas Grant for a Girl’s Engineering Camp at UAFS. Camp was conducted in June 2014.

12/12  $20,000 - EPSCoR NASA RID, Arkansas Space Grant Consortium, "A Broadband Energy Harvester for Wireless Sensor System in Spacecraft Structure Monitoring" (Co-PI), with Dr. Guoliang Huang, University of Arkansas – Little Rock (PI).

12/11  $20,000 - EPSCoR NASA RID, Arkansas Space Grant Consortium, "A Broadband Flying-Wing Design" (PI), with Dr. Guoliang Huang, University of Arkansas – Little Rock. (2nd year of funding on this project).

12/10  $20,000 - EPSCoR NASA RID, Arkansas Space Grant Consortium, "A Broadband Flying-Wing Design" (PI), with Dr. Guoliang Huang, University of Arkansas – Little Rock. (Co-PI).

7/10-6/11 President, Arkansas Chapter of the American Society of Mechanical engineers.

9/09  Named Editor-in-Chief, Journal of Online Engineering Education.

6/09  $500 EEES Grant for the development and implementation of programs to attract more women to engineering.

9/08  2nd place, Best Conference Paper, 2008 ASEE Midwest Regional Conference.

6/08  $2400 Engineering Equity Extension Service Grant for the development and implementation of programs to attract more women to engineering.

3/08  $10,000 Arkansas Space Grant for Research, Arkansas Space Grant Consortium, "Pre and Post Spaceflight Neuromuscular Characterization and Rehabilitation Device: Design and Analysis," (Co-PI) with Dr. David Paulus, University of Arkansas - Fort Smith (PI).

3/07  $10,000 Arkansas Space Grant for Research, Arkansas Space Grant Consortium, "Interactive Variable Resistance Countermeasure to Adverse Physiological Adaptations Associated with Exposure to Microgravity,"
(Co-PI) with Dr. David Paulus, University of Arkansas - Fort Smith (PI).

12/06  **$500 Diversity Grant**, ASME.

6/03 **Best paper in session**, 2003 American Control Conference.

2001, 2002, 2003  Magoon Award for **Excellence in Teaching** at Purdue University.

11/02  **ASME travel grant** for the 2002 International Mechanical Engineering Congress and Exposition.

6/01  **Best paper in session**, 2001 American Control Conference.

6/01  Purdue Graduate Student Association **travel grant** for the 2001 American Control Conference.

5/96  Marquette University award for **Outstanding Contributions to Spiritual Growth and Development**.

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**Peer Reviewed Publications**


Zhu, R., **Reynolds, M.C.**, Huang, G.L, "Numerical Effective Formulation


Reynolds, M.C., and Meckl, P.H., "Hybrid Optimization Scheme for


**Peer Reviewed Presentations**


**Reynolds, M.C.,** Paulus, D.C., "The Best of Both Worlds: Hybrid


**Service**

9/14 **Director**, 2014 Midwest Section Conference of the American Society for Engineering Education.

6/14 – present **ABET Program Evaluator**. Was selected and trained as a program evaluator for ABET, the premier accreditor for engineering and
engineering technology programs.

8/04 – 7/15 **Director** of recruiting for engineering, University of Arkansas - Fort Smith. Developed and implemented a recruiting plan for engineering that raised the median ACT of incoming students from 22 to 26.

1/04 – 7/15 **Director** of engineering assessment, University of Arkansas - Fort Smith. Developed and implemented an assessment plan for both university and ABET requirements.

8/08 – 7/15 **Chair** of University Student Life committee. Advise and assist University Office of Student Life in programs, planning and assessment.

8/05 – 8/09 Served on university faculty **Curriculum Committee**. Review and approve campus-wide curriculum.

8/07 – 7/15 Established a student section of the Society of Women Engineers on the UA Fort Smith campus. Served as the **advisor to SWE**.

8/05 – 7/15 Established a student section of the American Society of Mechanical engineers on the UA Fort Smith campus. Served as the **advisor to ASME**.

06,07,13,15 Served on search committees for university provost, dean of the college of business, dean of the college of STEM, and head of the biology department.

5/05 – 5/07 Designed and implemented an engineering camp for the recruitment of high school students into engineering. Served as the **director** of the week long, residential camp for 15 high school students each summer.

8/98 – 5/03 **Developed and organized various workshops** designed to improve the communication skills of graduate teaching assistants at Purdue University. Worked to establish a community amongst the teaching assistants through these workshops.

8/99 – 5/02 Served on the faculty **Communications Committee** as the Teaching Assistant Representative at Purdue University. Helped to improve the communication skills of students through curriculum assessment and development.

---

**Professional Memberships**

ASEE American Society for Engineering Education
ASME American Society of Mechanical engineers
Research Interests


Teaching Interests

Automatic Control: Classical and Modern Control, Digital Control, LQR, QFT, Optimal Control, Mechatronics, and Control of Robotic Systems.
System Modeling: System Modeling, Mechanical Vibrations, Bond Graphs.
Mechanics: Statics, Dynamics.
EDUCATION

- Ph.D., Electrical Engineering, University of Missouri-Columbia, 1999
  Dissertation Title: Improving Shared-Weight Neural Network Generalization Using
  Regularization Theory and Entropy Maximization
- MSEE, Electrical Engineering, University of Missouri-Columbia, 1993
- BSEE, Electrical Engineering, University of Missouri-Columbia, 1990

PROFESSIONAL EXPERIENCE

- Chair, Electrical and Computer Engineering Dept., University of West Florida (January 2014-Present)
- STEM Fellow, Center for University Teaching, Learning and Assessment (2013-2014)
- Associate Professor, Electrical and Computer Engineering Dept., University of West Florida (2009-Present)
- Assistant Professor, Electrical and Computer Engineering Dept., University of West Florida (2002-2009)
- Visiting Assistant Professor, Physics Computer Science and Engineering Dept., Christopher Newport University, (1999-2002)
- Teaching Assistant, Math Dept., University of Missouri-Columbia (1993-1999)
- Teaching Assistant, CECS Dept., University of Missouri-Columbia (1995-1996)

TEACHING EXPERIENCE

- At University of West Florida
  1. EGN 1002 Introduction to Engineering
  2. EEL 3135 Discrete Time Signals and Systems
  3. EEL 3211 Electrical Energy Engineering
  4. EGN 3203 Engineering Software Tools
  5. EGM 4313 Intermediate Engineering Analysis
  6. EEL 3303L Circuits I Lab
  7. EEL 3701 Digital Logic & Computer Systems (Lecture + Lab)
  8. EEL 4712 Digital Design (Lecture + Lab)
  9. EEL 4713 Digital Computer Architecture (Lecture + Lab)
  10. EEL 4744 Microprocessor Applications (Lecture + Lab)
  11. EEL 4759 Digital Image Processing
  12. EEL 4822 Pattern Recognition
  13. EEL 4834 Programming For Engineers
14. EEL 4914C Electrical Engineering Design
15. EEL 4949 Co-Op Work Experience
   • At Christopher Newport University
16. CPEN 414 Computer Architecture
17. CPSC 205 Introduction to Computer Science
18. CPSC 230 Introduction to Computers and Programming in C++
19. CPSC 330 Computer Organization
20. CPSC 642 Pattern Recognition
21. ENGR 213 Discrete Mathematics

RESEARCH EXPERIENCE
   • Using Smart Device Technology to Improve Quality of Life for Older Adults (2015-Present)
22. Sponsor: Health Alliance Professorship
23. Cooperating with Dr. Reichherzer from the Computer Science Department and Dr. Rodney Guttmann the Director of the Center on Aging to combine off-the-shelf devices with novel computer algorithms to build a SMILE (Smart Independent Living for Elders) home in which older adults and their families can monitor and improve their daily lives.
   • Processing and Classification of Actigraphy Signals (2012-2013)
24. Cooperated/consulted with Actigraph Company on the design of features and classifiers to automatically process actigraphy signals.
   • Effect of Distance Learning on Student Learning Outcomes (2008-Present)
25. Cooperate with Electrical and Computer Engineering Department colleagues and Dr. Claudia Stanny from the Center for University Teaching, Learning, and Assessment (CUTLA) on studying the effect of distance learning on the student performance in class and instructor evaluation.
   • Eigenvalues and Shapes (2007-2010)
26. Sponsor: Sultan Qaboos University Postgraduate Studies and Research
27. Cooperate with Dr Lotfi Hermi of University of Arizona and Dr Mohamed B. H. Rhouma of Sultan Qaboos University on the use of Laplacian-based features in pattern recognition
   • System for Indexing and Retrieving Historical Documents (2006-Present)
28. Sponsor: UWF Summer Research Award and collaboration with researchers at Ecole Nationale d’Ingénieurs de Sfax (ENIS), Tunisia
29. Design and test a system to process, index, and retrieve images of historic documents and artifacts
   • Human Face Detection Using Morphological Neural Nets (2005-2006)
30. Sponsor: UWF 2005 Faculty Scholarly and Creative Activity Award
32. Sponsor: UWF Summer Research Grant
33. Design and test a neural network-based system to detect human faces in visual scenes
   • Remote Acquisition Storage System (2000)
34. Sponsor: NASA-Langley Research Center (LaRC)
35. Designed and tested autonomous microphones to detect and transmit sound waves of military airplanes flying over residential areas. The project was part of an effort to redesign the shape of airplane wings to reduce noise levels.
36. Sponsor: Army Research Office
37. Helped in the design and testing of a landmine detection system that uses ground penetrating radar and neural networks to detect buried metal and plastic landmines. The system was able to detect 98% of the landmines. The system was selected among 6 competing designs proposed by top universities including MIT
   - Application of Fuzzy Logic to Automatic Target Recognition (1996-19998)
38. Sponsor: Office of Naval Research
39. Helped in the design and testing of an automatic detection system that detects tanks in laser radar images. The system used a combination of neural networks and fuzzy logic to detect more than 97% of the tanks.
   - Image Algebra-Based Local Feature Extraction and Detection of Occluded Vehicles (1995-1997)
40. Sponsor: Eglin AFB
41. Helped in the design and testing of an automatic detection system that detects tanks and armored personnel carriers in synthetic aperture radar images. The system used a combination of neural networks and fuzzy logic to detect more than 90% of the targets.
   - Pattern Recognition via Fuzzy Morphological Networks (1993-1994)
42. Sponsor: MU Research Board
43. Helped in the design of a new type of neural networks called shared-weight morphological neural networks. They proved to be superior to other networks in detecting particular patterns and shapes.
44. Sponsor: ERIM
45. Designed a system to recognize handwritten zip codes on mail pieces. The system was able to correctly recognize more than 96% of the handwritten numerals.

PUBLICATIONS

Book Chapters


Refereed Journal Papers

Refereed Conference Papers


Poster Papers


Annual Research Symposium (SEASTARS), University of West Florida, (2010)—Paper won the Electrical and Computer Engineering Department Award.


Technical Reports


Mentored Projects

[21] Samir Ibrahim, Leary Tomlin Jr., and David Oshana, "Internet Controlled Refrigeration Systems (ICRS)," (2011) (Team applied for US patent based on their project)

AWARDS
- Faculty Excellence in Teaching Award, University of West Florida, 2013
- Electrical and Computer Engineering Award, Student Scholars Symposium, University of West Florida, 2014
- Teacher of the Year Award, IEEE Student chapter, University of West Florida, 2004-2005
- Computer Science Paper Award, SEASTARS Conference, University of West Florida, 2008
- Electrical and Computer Engineering Paper Award, SEASTARS Conference, University of West Florida, 2009
- Electrical and Computer Engineering Paper Award, SEASTARS Conference, University of West Florida, 2010
- Five Year Service Certificate, University of West Florida, 2008

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES
- Vice Chair, IEEE North West Florida region (2004)
- Senior Member, IEEE
- Member, HKN Honors Society
- Faculty Advisor, IEEE student chapter, University of West Florida
- Faculty Advisor, Florida Engineering Society student chapter, University of West Florida
- Program Committee, Int’l Conference on Neural Computation Theory and Applications (2013)
- Organizing Committee Member, IEEE International Conference on Fuzzy Systems (2004)
- Organizing Committee Member, International Conference on Intelligent Technologies (2003)
• Organizing Committee Member, International Conference on Artificial and Computational Intelligence for Control, Automation and Decision in Engineering and Industrial Systems (ACIDCA2000)
• Session Chair, Intelligent Pattern Analysis III, the International Conference on Machine Intelligence (ICMI2005)
• Reviewer for:
46. Neural Computing and Applications
47. Information Sciences Journal
48. IEEE Transactions on Fuzzy Systems
49. IEEE Transactions on Geoscience and Remote Sensing
50. Journal of Optics Communications
51. Journal of Electronic Imaging
52. Journal of Fuzzy Sets and Systems
53. Journal of Optical Engineering
54. IEEE International Conference on Neural Networks
55. IEEE International Conference on Fuzzy Systems
56. IEEE Southeast Conference
57. SPIE Conference on Image Algebra and Morphological Image Processing
58. International Conference on Artificial and Computational Intelligence for Control, Automation and Decision in Engineering and Industrial Systems
59. International Conference on Machine Intelligence
60. International Conference on Education and Information Systems, Technologies and Applications
61. International Conference on Intelligent Technologies
62. International Conference on Neural Computation Theory and Applications
63. International Conference on Pattern Recognition Applications and Methods

COMMITTEE MEMBERSHIPS
• Member, Strategic Academic Visioning and Empowerment (SAVE) team
• Chair, Internal Stakeholders Subcommittee, SAVE
• Member, STEM Steering Committee
• Member, STRIDE Committee
• Chair/Member, Faculty Search Committees
• Member, Department Curriculum Committee
• Member, ABET Accreditation Committee
• Chair, Outcome Assessments and Retention Committee
• Chair, Bylaws Revision Committee
• Coordinator, with the Computer Science Department
• Member, FWB Expansion Committee
• Member, College of Arts and Science Council (Fall 2003)
Appendix E

Admission and Graduation Requirements
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

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

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:

1. 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.)

2. 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:
   a. four (4) units of English – three of which must have included substantial writing requirements;
   b. four (4) units of mathematics – at the algebra I level and above;
c. three (3) units of natural science – two of which must have included substantial laboratory requirements;

d. three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;

e. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

f. two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.

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

i. four (4) units of English - three of which must have included substantial writing requirements;

ii. three (3) units of mathematics - at the algebra I level and above;

iii. three (3) units of natural science - two of which must have included substantial laboratory requirements;

iv. three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;

v. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

vi. three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.

3. An official SAT Reasoning score (writing included) or ACT Plus Writing score; and

4. High school grades that meet either sub-paragraph a. or b.

a. 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

b. 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:

i. SAT – Critical Reading ≥ 460; or ACT – Reading ≥ 19

ii. SAT – Mathematics ≥ 460; or ACT – Mathematics ≥ 19

iii. SAT – Writing ≥ 440; or ACT – English/Writing ≥ 18

5. 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).

6. 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

- 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").
- "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.
- 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.
- Transfer applicants with 60 or more semester hours of transferable college credits must meet the transfer admission requirements set forth in paragraph (2) below.
- 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.
- 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 first time in college (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)

1. 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.
2. 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.
3. 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.
4. Applicants must meet the following criteria and submit the required documentation to receive consideration for admission to the University:
   • 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 an 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).

- 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.)
  1. Undergraduate applicants must have a 2.5 GPA on a 4.0 scale as calculated by UWF Office of Undergraduate Admissions.
  2. 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).
  3. Applicants must submit a non-refundable application fee payable in U.S. dollars.
  4. Applicants must complete and submit the following medical information:
     a. 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.
     b. Documentation of MMR (measles, mumps and rubella) immunization, and
     c. Proof of immunization for meningitis and hepatitis B, or a signed waiver indicating the applicant’s informed decision not to be vaccinated.
  5. 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.
  6. 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.

7. For transfer students: A completed transfer clearance form is required for F-1 applicants to verify their eligibility to transfer in F-1 status.

8. 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.

9. 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.

10. 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.
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:
• 120 semester hours in an approved program
• 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)
• 48 semester hours in upper-level course work
• 25% of degree program credits must be earned at UWF
• The last 30 semester hours of credit for a degree must be earned at UWF
• 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
• Fulfillment of Gordon Rule
• Completion of all General Education requirements
• Completion of all program specific lower division common prerequisites
• Completion of admissions foreign language requirement
• Completion of multicultural requirement
• Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
• A degree will not be awarded for a student on academic probation or suspension
• 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
• 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:

64. 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.

65. 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.

66. 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.

67. 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.
Issue/Agenda Item: Requests to Offer New Degree Programs, Effective Fall 2016

Proposed Action: Approve requests to waive planning year for three (3) new degree programs and approve Requests to Offer for same three (3) new degree programs for Fall 2016 implementation.

Background Information:

The University of West Florida (UWF) proposes to offer the following six (3) new degree programs effective Fall 2016. The Faculty Senate reviewed and approved a “Request for Waiver of Request to Explore and Plan a New Degree” for each of the proposed degree programs.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Approved by CAVP</th>
<th>Approved by Faculty Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of General Studies</td>
<td>12/11/2015</td>
<td>02/12/2016</td>
</tr>
<tr>
<td>Bachelor of Science in Healthcare Administration</td>
<td>09/25/2015</td>
<td>11/09/2015</td>
</tr>
<tr>
<td>Bachelor of Science in Biomedical Sciences</td>
<td>09/25/2015</td>
<td>02/12/2016</td>
</tr>
</tbody>
</table>

Bachelor of General Studies Degree Program (CIP Code 30.0000)

The proposed Bachelor of General Studies (BGS) degree program provides interdisciplinary study across academic disciplines and professional fields. It is designed for nontraditional, undergraduate students whose age, residence, academic interests, or career objectives require a more individualized university degree. The BGS degree program is designed to accomplish the following:

- meet UWF’s mission to provide students with access to high-quality, relevant, and affordable undergraduate learning experiences, and therefore better serve the general educational needs of region;
- provide students an opportunity to earn a bachelor’s degree while maintaining family, military and/or employment obligations;
- offer a degree option including studies in several disciplinary areas; and
- provide students an opportunity to build upon the associate of arts degrees offered by two-year colleges.

Bachelor of Science in Healthcare Administration Degree Program (CIP Code 51.0701)

The proposed Bachelor of Science in Healthcare Administration (BSHA) degree program develops healthcare administrators to promote the health and well-being of the populations they serve. Students in the degree program will learn foundational skills necessary to succeed in
the healthcare environment and/or enter post baccalaureate academic programs in healthcare administration, public health, or clinical care.

The proposed degree program will replace the existing Bachelor of Science in Health Sciences degree program Healthcare Administration specialization. The proposed degree program is certifiable by the Association of University Programs in Health Administration (AUPHA). Certification by AUPHA distinguishes the highest quality programs and identifies the benchmark for an evidence-based curriculum in terms of knowledge, skills, and abilities in healthcare. This rigorous peer review process will require creation of the BS in Healthcare Administration degree program. The proposed degree program is supported by recommendations from the 2014 BS in Health Sciences degree program self-study, program review, and external evaluation.

The proposed BSHA degree program aligns with UWF’s Mission and Strategic Plan, is consistent with the State University System of Florida's (SUS) goals and performance-based metrics, and is designated by the Board of Governors as a program of strategic emphasis. The proposed degree program meets these criteria in five ways:

1. The SUS has identified Healthcare Administration a Program of Strategic Emphasis and an Area of Critical Workforce need.
2. The proposed degree program is in a field that is relevant and engages the community to improve the quality of life in the Panhandle.
3. The BS in Healthcare Administration degree program provides increased access through its online delivery platform.
4. Pursuit of AUPHA certification status demonstrates a commitment to high-quality education.

Bachelor of Science in Biomedical Sciences Degree Program (26.0102)

The proposed Bachelor of Science in Biomedical Sciences degree program is an undergraduate program of 120 credit hours to be delivered in traditional format at UWF's Pensacola campus. The proposed degree program is broadly designed to prepare students who intend to pursue postgraduate professional training. The proposed degree program is designed to fulfill the prerequisites required for students pursuing advanced degrees in medicine, dentistry, physician assistant, physical therapy, biomedical sciences, and pharmacy, which includes training in biology, chemistry, physics, and math.

The Biology Department at the University of West Florida has offered a Biology degree program, CIP code 26.0101, with a Pre-Professional specialization, since Fall 2004 that has the same purpose as the Biomedical Sciences degree program: to fulfill the prerequisites required for students pursuing advanced degrees in medicine, dentistry, physician assistant, physical therapy, biomedical sciences, and pharmacy. The Biomedical Sciences degree program will replace the Biology degree program, Pre-Professional specialization, so the Biomedical Sciences degree program is not a de novo program in purpose or resource use relative to the Biology Department. The change from a specialization under the Biology degree program (CIP code
26.0101) to the Biomedical Sciences degree program (CIP code 26.0102) is being made to accomplish the following:

- facilitate more efficient tracking of students in the program,
- remove specializations under one degree when another degree serving the same purpose already exists,
- provide a more consistent terminology for degrees relative to existing programs and areas of employment, and
- facilitate more efficient reporting of metrics about the program.

The Board of Governors has designated Biomedical Sciences as a program of strategic emphasis.

**Recommendation:**

Academic Affairs Committee approve a Request for Waiver of Request to Explore and Plan a New Degree and a Request to Offer a New Degree for each of the proposed degree programs.

**Implementation Plan:**

**November 9, 2015/February 12, 2015**

The Faculty Senate approved a Request for Waiver of Request to Explore and Plan a New Degree Plan for each of the proposed degree programs.

**March 1, 2016**

Academic Affairs Committee reviews a Request for Waiver of Request to Explore and Plan a New Degree and a Request to Offer a New Degree for each of the proposed degree programs.

**March 24, 2016**

UWF Board of Trustees reviews a Request for Waiver of Request to Explore and Plan a New Degree and a Request to Offer for each of the proposed degree programs.

**Fall 2016**

Implementation of each of the three (3) proposed new degree programs.

**Fiscal Implications:**

Fiscal implications are reflected in a supporting document.
Supporting documents:

**Fiscal Implications**
[http://uwf.edu/aadocs/bot/Fiscal_Implications_3_Programs.pdf](http://uwf.edu/aadocs/bot/Fiscal_Implications_3_Programs.pdf)

**Bachelor of General Studies**
1) Request for Waiver of Request to Explore and Plan a New Degree-Bachelor of General Studies
   [http://uwf.edu/aadocs/bot/Req_to_Waive_BGS.pdf](http://uwf.edu/aadocs/bot/Req_to_Waive_BGS.pdf)

2) Request to Offer a New Degree Program-Bachelor of General Studies
   [http://uwf.edu/aadocs/bot/Req_to_Offer_BGS.pdf](http://uwf.edu/aadocs/bot/Req_to_Offer_BGS.pdf)

**Bachelor of Science – Healthcare Administration**
1) Request for Waiver of Request to Explore and Plan a New Degree-Bachelor of Science in Healthcare Administration
   [http://uwf.edu/aadocs/bot/Req_to_Waive_HealthAdmin.pdf](http://uwf.edu/aadocs/bot/Req_to_Waive_HealthAdmin.pdf)

2) Request to Offer a New Degree Program-Bachelor of Science in Healthcare Administration
   [http://uwf.edu/aadocs/bot/Req_to_Offer_HealthAdmin.pdf](http://uwf.edu/aadocs/bot/Req_to_Offer_HealthAdmin.pdf)

**Bachelor of Science in Biomedical Sciences**
1) Request for Waiver of Request to Explore and Plan a New Degree-Bachelor of Science in Biomedical Sciences
   [http://uwf.edu/aadocs/bot/Req_to_Waive_Biomedical.pdf](http://uwf.edu/aadocs/bot/Req_to_Waive_Biomedical.pdf)

2) Request to Offer a New Degree Program-Bachelor of Science in Biomedical Sciences
   [http://uwf.edu/aadocs/bot/Req_to_Offer_Biomedical.pdf](http://uwf.edu/aadocs/bot/Req_to_Offer_Biomedical.pdf)

**Prepared by:**
Dr. Michael White, Director, Institutional Effectiveness, (850) 473-7234, mwhite@uwf.edu

**Facilitator/Presenter:**
Dr. George Ellenberg, Vice Provost, (850) 474-2035, gellenberg@uwf.edu
## TABLE 2 - Summary

**(BS - Biomedical Sciences, BGS - General Studies, BS - Mechanical Engineering, BSHA - Health Administration)**

### 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></td>
<td>Reallocated Base* (E&amp;G)</td>
<td>Enrollment Growth (E&amp;G)</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
<td>684,170</td>
<td>0</td>
</tr>
<tr>
<td>A &amp; P Salaries and Benefits</td>
<td>126,022</td>
<td>0</td>
</tr>
<tr>
<td>USPS Salaries and Benefits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>75,000</td>
<td>8,000</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expenses</td>
<td>24,538</td>
<td>0</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Categories</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$909,730</strong></td>
<td><strong>$8,000</strong></td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other 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>10.88</td>
<td>14.13</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>3.6709</td>
<td>5.6709</td>
</tr>
<tr>
<td>USPS (FTE)</td>
<td>2.2</td>
<td>3</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>$2,975,084</td>
<td>$2,567,911</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>382</td>
<td>587</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$7,793</td>
<td>$4,377</td>
</tr>
</tbody>
</table>
MEMORANDUM
December 9, 2015

TO: Dr. Martha Saunders
   Provost

FROM: Dr. Steve Brown
       Dean, College of Arts, Social Sciences, and Humanities

SUBJECT: Proposed Bachelor’s in General Studies (CIP Code 30.0000) Fall 2016
         Request for Waiver of Request to Explore and Plan a New Degree

Name of program, level and degree name, CIP code, implementation date, and offering department

The College of Arts, Social Sciences, and Humanities respectfully requests a waiver of the requirement to submit a “Request to Explore and Plan” for a Bachelor’s degree in General Studies. The proposed CIP code is 30.0000. The proposed implementation date is Fall 2016. The degree will be offered by the College of Arts, Social Sciences, and Humanities.

Description of the program

The Bachelor of General Studies degree program provides interdisciplinary study across academic disciplines and professional fields. It is designed for nontraditional students whose age, residence, academic interests, or career objectives require a more individualized university degree. The Bachelor of General Studies degree program is designed to:

- meet the University of West Florida’s mission to provide students with access to high-quality, relevant, and affordable undergraduate learning experiences, and therefore better serve the general educational needs of region;
- provide students an opportunity to earn a bachelor’s degree while maintaining family, military, and/or employment obligations;
- offer a degree option including studies in several disciplinary areas;
- give students the option to complete courses at the Pensacola campus, Emerald Coast campus, and/or online; and
- provide students an opportunity to build upon the associate of arts degrees offered by other institutions.

Multiple schools within the SUS offer the same or similar degree including the University of South Florida, the University of Central Florida, the University of North Florida, and Florida Agricultural and
Mechanical University; however, since department chairs determined existing courses to contribute, the course requirements for the program at UWF are unique. Neither Pensacola State College nor Northwest Florida State College offer a Bachelor’s of General Studies.

**Rationale for the waiver**

The BGS degree has the potential immediately to improve the rate of stop-outs at the University. Between summer 2009 and spring 2012, 1,950 students classified as seniors (90+ hours) stopped out of their degree at UWF, which amounted to 14% of upper-division undergraduate enrollment. In this case, the BGS degree can aid both students and the University. Students will be able to use their existing hours to earn a degree, which will help the University in its mission to assist students in maintaining satisfactory academic progress and in completing a degree program quickly and efficiently. Further, as other interdisciplinary programs at UWF are taught out, including ISS: Nature and Society and Diversity Studies, the BGS degree serves to meet the needs of students seeking an interdisciplinary program option.

The required courses and electives for the degree are already in place except for the Capstone course. Library resources that support study in the four cognate areas (Communication, Information Literacy, Problem Solving/Decision Making, and Community Leadership) are sufficient to support the faculty and students in the General Studies program. Limited additional resources are required to support the program start-up, and little to no further resources will be needed to maintain the program.

cc. Dr. George Ellenberg
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 2016  
Proposed Implementation Term

College of Arts, Social Sciences, and Humanities  
College of Arts, Social Sciences, and Humanities

Name of College(s) or School(s)  
Name of Department(s)/ Division(s)

General Studies  
Bachelor of General Studies

Academic Specialty or Field  
Complete Name of Degree

30.0000  
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.

<table>
<thead>
<tr>
<th>Date Approved by the University Board of Trustees</th>
<th>President</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Chair, Board of Trustees</th>
<th>Date</th>
<th>Vice President for Academic Affairs</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>21</td>
<td>13.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>23</td>
<td>15.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>23</td>
<td>15.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>Year 5</td>
<td>30</td>
<td>19.6</td>
</tr>
</tbody>
</table>
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 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.

RESPONSE:

The Bachelor of General Studies (BGS) degree program provides interdisciplinary study across academic disciplines and professional fields. It is designed for nontraditional, undergraduate students whose nontraditional student status, residence, academic interests, or career objectives require a more individualized university degree. The BGS degree program is designed to do the following:

- meet the University of West Florida’s (UWF) mission to provide students with access to high-quality, relevant, and affordable undergraduate learning experiences, and therefore better serve the general educational needs of region;
- provide students an opportunity to earn a bachelor's degree while maintaining family, military and/or employment obligations;
- offer a degree option including studies in several disciplinary areas; and
- provide students an opportunity to build upon the associate of arts degrees offered by two-year colleges.

In addition to completing the university’s general education requirements, students must complete a minimum of six (6) hours of "lead" courses from each area of emphasis (Communication, Information Literacy, Problem Solving/Decision Making, and Community Leadership) for a total of 24 hours of lead coursework. In addition, students must choose one of the areas of emphasis in which to concentrate. This will require 24 credit hours from Communication, Information Literacy, Problem Solving/Decision Making, or Community Leadership. A generalist track will also be available in which students will take six (6) hours of lead courses from each area of emphasis for a total of 24 credit hours and an additional 24 credit hours of advisor-approved upper-division electives from across the four areas. Students will individualize their programs when choosing their electives, which may be from one area or from multiple areas depending on their concentrations. Students will complete their degree by enrolling in a three (3) credit hour capstone course designed to link the four areas of study of personalized BGS degree plan with career and intellectual interests.
An advantage to program individualization is that students will have room to pursue minors and/or certificates through careful planning and savvy utilization of the nine hours of unrestricted electives. Options include a minor in History, Philosophy, Communication Arts, Management, or Legal Studies, as well as certificates in Human Resources Management or Public, Technical, and Workplace Writing.

The degree will be available to all students and will be broad enough to permit access to students from a wide range of academic backgrounds. Students interested in a program aimed at a broadly based education rather than a single academic focus or vocational track will find the BGS degree program an attractive new option.

Based on the experienced State University System (SUS) institutions, employment opportunities will be numerous for students who earn the BGS degree because the curriculum is broad and, yet, easily tailored to students’ interests. At the University of South Florida (USF) most USF general studies students are employed full time and work toward career advancement as they earn their degrees. At the University of Central Florida (UCF) interdisciplinary studies students are being prepared for careers in advertising/marketing/sales, public relations, business, entrepreneurship, education, writing/editing, social service, and media and entertainment.

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.

RESPONSE:

The Bachelor of General Studies degree program pre-proposal was presented for CAVP review on December 11, 2015. There were no official concerns, but informal workgroup comments included a suggestion to develop a more focused program by having students demonstrate proficiency in one of more areas of study. The University of South Florida (USF) recommended that UWF contact the Dean of General Studies, Dr. Robert Sullins, to discuss USF's program.

Dr. Sullins expressed the opinion that the UWF program has the structure, as well as the flexibility, to meet the needs of the wide array of students who will be interested in the degree. USF has a very flexible individualized option that is approved for special cases; however, Dr. Sullins found that more focused work in one of twelve concentrations (24-27 credits) was more beneficial. USF's concentrations serve students who have accumulated approximately 60 credits and may be lacking only a few required general education courses and degree completion requirements. The individualized program may be used for students who already have some focus in their earlier work and who might benefit from a more varied set of courses to complete their degree coursework.

In the original proposal for the BGS degree program at UWF, students would have been required to complete a minimum of six (6) hours of "lead" courses from each cognate area (Communication, Information Literacy, Problem Solving/Decision Making, and Community
Leadership) for a total of 24 hours of "lead" coursework, then choose another 24 credit hours of advisor-approved upper-division electives from the cognate areas. UWF addressed informal CAVP workgroup suggestions about structure by turning the four cognate areas into areas of concentration and adding a fifth track for generalist students, which mirrors the original proposal. The other four tracks still require students to complete a minimum of six (6) hours of "lead" courses from each cognate area, but the remaining 24 hours must be chosen from the area of their choice.

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.

RESPONSE:

The program is not a doctoral 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).

RESPONSE:

The Bachelor of General Studies degree program is consistent with SUS Strategic Planning Goals specific to the following:

GOAL: Increase Degree Productivity and Program Efficiency

The BGS degree program will increase access and degree completion for all students. The program is ideal for students who have acquired a large number of credit hours but still have not earned a degree. Through its multidisciplinary design, the program's flexibility enables students to apply completed courses to major requirements. This allows students approaching 120 hours to pursue the BGS degree to hasten their degree completion and avoid excess hour surcharges.

While the program is open to all students, it is specifically designed with nontraditional students in mind. In Fall 2015, 40% of UWF students were enrolled part-time, and in Fall 2014, 24% were enrolled in online only degree programs (data available on UWF website http://uwf.edu/about/at-a-glance/facts-and-figures/). A program as flexible as the BGS degree program will open up great opportunities for these students not only to meet their personal and professional goals, such as working toward a new position or promotion, but also to earn their baccalaureate degrees while maintaining a busy lifestyle.
Moreover, students will have the ability to complete courses face-to-face at the main Pensacola Campus or at the Emerald Coast instructional site in Fort Walton Beach as well as have the choice of a wide variety of online options.

GOALS: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement & Increase Levels of Community and Business Engagement

UWF is committed to creating mutually beneficial relationships and networks within the community that advance educational, cultural, and economic development. The BGS degree program echoes this sentiment through one of the four areas of the major core: Community Leadership. The Community Leadership cognate area will engage students in the study of fundamentals of leadership, exploring what it means to be a leader and develop leadership skills. This cognate area will include service learning or experiential learning opportunities during which students will practice these skills. Presentation and approach will vary depending on the discipline, but students may also study the nature of citizenship, the different forms of government, and the role of participation in a democratic society. Those courses identified as "lead" courses in this cognate area include a service or experiential learning component.

Two examples of courses that meet these goals are Oral and Community History and Organizational Communication. As part of Oral and Community History, students concentrate on issues of community history, the practice of oral history, creating community-based projects, and presenting their findings through a website/smart phone application called Next Exit History™. Students complete research in local archives and conduct interviews with people related to their sites in order to bring the history of local people—ordinary and extraordinary—to the public’s attention.

In Organizational Communication, students analyze a corporation that has undergone a crisis or a major organizational change. They research the information provided publically by the organization as well as the information presented in newspaper articles and news websites. The purpose is to analyze the current organization of the corporation and present their theories and findings to the class. Through these projects, students learn organizational communication theory and build skills related to teamwork, motivation, morale building, and decision-making—all of which are qualities integral to becoming community leaders.

GOAL: Increase Community and Business Workforce

According to the most recent System Summary of Post-Graduation Employment Outcomes (2011-12), General Studies ranked number 5 in the top 25% of programs in Florida. Of 172 graduates, 67% were employed full-time in Florida earning $46,120 in annualized full-time wages. This data shows not only that General Studies is a lucrative degree to pursue but also that the majority of graduates of General Studies programs stay in Florida and flourish.

Like other General Studies programs in the State University System (SUS) of Florida, UWF’s program is largely aimed at returning students who wish to advance their careers. Therefore, the BGS degree program opens opportunities for new positions and promotions and results in strengthening the workforce of the local community and state.
GOAL: Teaching and Learning

Through its areas of concentration in Communication, Information Literacy, Decision Making/Problem Solving, and Community Leadership, the program makes use of expert faculty who teach high-impact practice courses centered on the student. With the ability to choose one of five tracks, including one Generalist track, students individualize their programs based on their needs and interests. Since students may use existing coursework toward the degree, the Bachelor of General Studies degree program will increase degree productivity and program efficiency as described above in section I.C.

GOAL: Scholarship, Research, and Innovation

The Bachelor of General Studies degree program curriculum demonstrates a commitment to research. Not only does the curriculum include several courses focused on research methods, but the degree culminates in the senior capstone, a significant research project in which the student links the four areas of their personalized degree plan with career and intellectual interests. The final written project will consist of research, reviews, and analysis targeted toward a specified audience. Students will present their findings to the public at the UWF Student Scholars Symposium, the Women's and Gender Studies Conference, or another symposium/conference of their choice.

Goal: Community and Business Engagement

Through the Community Leadership area, students will not only learn how to be community leaders but will also participate in experiential learning activities that enhance their connection to and involvement with the greater Pensacola area. In addition, students may choose to complete an internship or work- or service-related project for their senior capstone project.

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.
RESPONSE:

The BGS degree program will not be included as a Program of Strategic Emphasis.

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.

RESPONSE:

Students in the BGS degree program have the option to complete coursework at the main Pensacola campus, Emerald Coast instructional site in Fort Walton Beach, and/or online. While course availability at the Emerald Coast instructional site will be more limited, Pensacola campus and online options will allow students flexibility.

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 industries in your service area. Cite any specific need for research and service that the program would fulfill.

RESPONSE:

According to the Lumina Foundation’s 2015 edition of "A Stronger Nation through Higher Education," the State of Florida needs to graduate more students to keep up with the job market demand for employees with four-year college degrees. The report explains, "The economy of Florida is increasingly reliant on skills and knowledge that can only be obtained through postsecondary education. More than ever, the state’s residents need those college-level skills and knowledge to realize their own dreams and aspirations." The BGS degree program will meet this need by making degree completion a possibility for students who have struggled to earn a more traditional, discipline-focused degree. Whether students desire greater flexibility in coursework, greater access to online course options, or a degree program that accepts their existing hours, the BGS degree program will fit their needs.

Specific to UWF, for spring 2016, there are 916 students with less than 15 credit hours before they cross the threshold into excess hours and 311 students who are already in excess hours and accruing surcharges. Together, these students represent 10.4% of the UWF undergraduate student body, which totals 11,669 students. While many of these students are approaching degree completion in their chosen field, others will be assessed surcharges, which may discourage them from continuing at UWF and cause them to stop-out due to inability to afford enrollment. The BGS degree program will allow these students to apply their earned hours toward a degree
program and finish their degree either without excess hours or reduce the amount of excess hour surcharges.

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.

RESPONSE:

The BGS degree program is aimed at nontraditional students, oftentimes students who work full-time; therefore, the degree program will provide them with the opportunity to earn a degree and open the possibilities for career advancement. This may mean promotion in their current job or pursuit of a new career path utilizing the multidisciplinary education obtained by earning a degree in general studies. According to the National Association of Colleges and Employers, the 2015 average salary for those with a bachelor’s degree in Liberal Arts and Sciences, General Studies, and Humanities is $50,116 (https://www.naceweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2015-fall-salary-survey-executive-summary.pdf). Of the 28 categories assessed, the mean salary for Liberal Arts and Sciences, General Studies, and Humanities was the fifth highest.

Further, students completing the BGS degree program will have the option to complete the program fully online, partially online, or in a traditional, face-to-face format. As stated above, UWF has a large percentage of part-time and online students, 40% and 24% respectively. A program as flexible as the BGS degree program affords opportunity for UWF students not only to meet their personal and professional goals, such as working toward a new position or promotion, but also to earn a bachelor’s degree without neglecting other responsibilities.

On top of the course format flexibility, the program structure itself is appealing both to students who seek a true interdisciplinary program as well as those who have earned a great number of hours but are not progressing toward a more specific degree. Communications have taken place with the latter population—students with many hours but no degree. Both populations are older, returning students who have earned more than 75 hours, who lack common prerequisites, and have not yet begun on their current major requirements. The BGS degree program will allow them to use their existing hours toward the new degree. Like all students in the BGS, they will work very closely with the program director as their academic adviser to create an individualized course of study that fits both their needs and interests.

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.

RESPONSE:
Table 1

**Similar Degree Programs in Florida**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Public/Private</th>
<th>Location</th>
<th>Program Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Tampa</td>
<td>Private</td>
<td>Tampa</td>
<td>General Studies</td>
<td>Bachelor of Liberal Studies</td>
</tr>
<tr>
<td>University of Miami</td>
<td>Private</td>
<td>Coral Gables</td>
<td>General Studies</td>
<td>Bachelor of General Studies</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>Public</td>
<td>Tampa</td>
<td>General Studies</td>
<td>Bachelor of General Studies</td>
</tr>
<tr>
<td>Florida Agricultural and Mechanical</td>
<td>Public</td>
<td>Tallahassee</td>
<td>General Studies</td>
<td>Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Public</td>
<td>Boca Raton</td>
<td>General Studies</td>
<td>Bachelor of General Studies</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Public</td>
<td>Miami</td>
<td>General Studies</td>
<td>Bachelor of Arts in Interdisciplinary Studies</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>Public</td>
<td>Orlando</td>
<td>General Studies</td>
<td>Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies</td>
</tr>
<tr>
<td>Florida State University</td>
<td>Public</td>
<td>Tallahassee</td>
<td>General Studies</td>
<td>Bachelor of Arts or Bachelor of Science in Interdisciplinary Social Science</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>Public</td>
<td>Jacksonville</td>
<td>General Studies</td>
<td>Bachelor of Arts in Interdisciplinary Studies</td>
</tr>
</tbody>
</table>

Concerning public institutions, the University of South Florida (USF), the University of Central Florida (UCF), and Florida International University (FIU) all have similar programs—UCF has a Bachelor of Arts in Interdisciplinary Studies program while USF and FIU both have a Bachelor of General Studies program. UWF contacted the program directors at these institutions (Dr. Robert Sullins, Dr. Claudia Schippert, and Dr. Bruce Harvey, respectively), who reported that they do not see any potential impact on their enrollments nor do they see the need for collaboration at this time. This is largely due to the type of student this degree serves. Although a
wide array of students will be interested, it is aimed at students whose career objectives require a more individualized university degree as well as students with a large number of hours and no degree. Furthermore, the BGS degree program should not impact similar programs at other institutions since students who work in the area are more likely to pursue their degree at UWF due to their residency in northwest Florida, while those students with many hours will likely already be enrolled at UWF.

USF, UCF, and FIU all reported success in offering a broadly based multidisciplinary degree program. A diverse group of students pursue these degrees based on their ability to individualize their academic plans. UWF students who have not found majors that fit their needs and interests can pursue the BGS degree and take advantage of the several options offered by the participating departments including Anthropology, Art, Communication Arts, English, History, Philosophy, Accounting and Finance, Hospitality, Management, Marketing & Economics, Criminal Justice, Legal Studies, and Social Work. Moreover, any courses already completed in these areas will likely fit into the degree plan, not only minimizing the accrual of excess hours but also accelerating their progress to degree—two goals that all Florida State University System (SUS) institutions share.

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 40 credit hours per year and graduate FTE will be calculated as 32 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.

RESPONSE:

Projected enrollments for the program were determined based on the number of currently enrolled, degree seeking students with an undeclared major and 60 or more credit hours. Most initial enrollments will come from within the university; however, the degree will likely attract a handful of students from other Florida institutions interested in completing the program fully online. Due to partnerships with the Innovation Institute and Complete Florida, the online program option will be marketed on both organizations’ websites targeting students within Florida who wish to complete their degree.

Estimates in Appendix A Table 1 indicate that a number of upper-level students will transfer from other majors within the university, especially in the first few years. Since the Bachelor of General Studies degree program is interdisciplinary and can accommodate students from most majors, it is difficult to determine from which majors students will transfer, but it is unlikely that any single major will be largely impacted. Upper-level transfer students are likely to come from several different majors, and of the two prospective students already consulted, the impacted majors would be International Studies and Management.

After the introduction of the program in Fall 2016, enrollments will shift as first time in college (FTIC) students learn about the program and can declare it upon admission. Therefore, from
Year 1 to Year 5, the number of upper-level transfers decreases while the number of FTIC students progressing from the lower- to upper-level increases.

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.

RESPONSE:

Regarding UWF's proposed Bachelor in General Studies degree program, no comments were expressed concerning impact on programs at FAMU or FIU during the December 11, 2015 Council of Academic Vice Presidents (CAVP) 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 BGS degree 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 Arts, Social Sciences, and Humanities will promote the proposed BGS degree program to the aforementioned student segments.

The university currently attracts a diverse student body; the BGS degree program will reflect institutional diversity (Figure 2).
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.)

The proposed Bachelor of General Studies degree program benefits from extant resources, courses, and faculty. An additional $8,000 (year 1) and $4,000 (year 5; total for year 5 is $12,000) is required to cover Other Personal Services expenses, primarily adjunct instructors (Appendix A, Table 2). Resources will not be reallocated from other programs.

B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish 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.
RESPONSE:

UWF does not intend to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition.

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).

RESPONSE:

The BGS degree program will not impact other degree programs since the curriculum is comprised of existing courses taught by full-time faculty who are already outfitted with the necessary instructional resources. The only new course for the program is the senior capstone. This course will focus on undergraduate research across the four cognate areas (Communication, Information Literacy, Problem Solving/Decision Making, Community Leadership) and require students to present at the UWF Student Scholars Symposium, the Women’s and Gender Studies Conference, or other symposium/conference of the student's choice. This not only supports undergraduate research across disciplines but also student involvement in professional development activities. Since it is a new course, one shift in faculty effort will be necessary. Robert Dugan, Dean of Libraries at UWF, has offered to assist with the capstone course, which will be taught by a librarian or co-taught by a librarian and faculty member.

As a result of including existing courses in the program, enrollments will increase in the courses selected for the BGS degree program. This is one reason that department chairs across the four participating colleges played roles in choosing the courses to be included. They are aware that enrollments will likely increase and have chosen courses that fit into the curriculum and can accommodate additional students.

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).

RESPONSE:

There are no lower division or common prerequisite courses required for the BGS degree other than what is required by the university under the general education curriculum. Therefore, the BGS degree program will not create an increased need for general education courses. All of the
major courses and electives, except the capstone, are already offered by the several participating departments.

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.

**RESPONSE:**

The College of Arts, Social Sciences, and Humanities will partner with the University of West Florida Innovation Institute to market the program as well as assist students who enroll in the program through Complete Florida. The Innovation Institute collaborates with and serves the University of West Florida, partner organizations, and institutions across the state who want to improve learning and professional development for those they serve, and the entire Florida education system. The Innovation Institute is a trusted partner that provides research-driven, customer-centric, systems-thinking approaches to sustainable innovation.

One of the Innovation Institute's partners is Complete Florida, a solution for adults with some college and no degree. The organization partners with state colleges, universities, and private institutions to help students successfully graduate. It includes concierge-style coaches dedicated to personal, individualized counseling and support. Students who pursue the Bachelor of General Studies degree online through Complete Florida and the Innovation Institute will benefit from the coaches and support services of these organizations as well as the advising and support they receive from the BGS program director.

**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.

**RESPONSE:**

Students completing the BGS degree program will be required to complete a capstone course, which may be work related or community related. Students who choose the option to complete a service learning experience or internship will be able to select a local, state, or national organization with which to work. Through these partnerships, students will represent UWF and assist in creating mutually beneficial relationships and networks that advance educational, cultural, and economic development.

Other interdisciplinary studies programs offered at UWF (Diversity Studies and Women’s and Gender Studies) require students to complete a capstone course including an internship. Most
recently, students have worked with the UWF Office of Equity, Diversity & International Affairs; Camp Fire Gulf Wind, Inc.; and Lanza Pediatrics. The aim is to expand the relationships between the university and the community by encouraging students to use their community engagement courses and capstone projects for experiential learning opportunities. In this way, students can apply knowledge and information from their areas of concentration for professional development and enhance their career marketability. Further, students who are already employed and earning the BGS degree in pursuit of promotion may choose to partner with their employer (when applicable to their concentration) helping to forge new relationships between UWF and the community.

For non-traditional students, such as working professionals, earning the BGS degree opens up opportunities for new positions and promotions and results in strengthening the workforce of the local community and state. Many BGS degree program graduates from other institutions have reported obtaining employment in education, counseling, public relations, and sales while others have become non-profit advocates or entrepreneurs. (See University of Central Florida’s Interdisciplinary Studies News page https://www.is.ucf.edu/news/).

As stated above in section I.D., General Studies ranked fifth in the top 25% of programs in Florida according to the most recent System Summary of Post-Graduation Employment Outcomes (2011-12). Of 172 graduates, 67% were employed full-time in Florida earning $46,120 in annualized full-time wages. While this is evidence that the job prospects are good for a general studies major, the data also suggests that a majority of the state’s graduates of general studies programs stay in Florida, increasing the number of college graduates in the workforce of the state and contributing to Florida’s overall strength.

Overall, the BGS degree program serves to support the mission of the UWF Office of Community Engagement by bringing diverse people and interests together to stimulate innovation and partnerships; stimulating creative and well-founded approaches to community needs and enhancements; and enhancing UWF’s mission to provide students, faculty, and staff strong professional and personal networks throughout Northwest Florida.

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)

RESPONSE:

The BGS degree program totals 120 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.

RESPONSE:

The proposed program does not have any common prerequisites.

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.

RESPONSE:

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.

RESPONSE:
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).

RESPONSE:

The University of West Florida’s mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex twenty-first century global society.

The purpose of the Bachelor of General Studies degree program is to meet the University of West Florida’s mission to provide students with access to high-quality, relevant, and affordable undergraduate learning experiences, and therefore better serve the general educational needs of the region; provide students an opportunity to earn a bachelor's degree while maintaining family, military and/or employment obligations; offer a degree option including studies in several disciplinary areas; and provide students an opportunity to build upon the associate of arts degrees offered by two-year colleges. The Bachelor of General Studies degree program utilizes the existing strengths of the University of West Florida to serve the interests of students with diverse backgrounds who seek a degree that not only allows them to pursue their various interests but also enables them to increase their marketability when seeking employment post-graduation.

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.

RESPONSE:

The entirety of the Bachelor of General Studies degree program is built upon existing institutional strengths. All courses included in the program were carefully curated from existing
offerings by department chairs and college deans based upon their relevance to the four areas of emphasis, accessibility to diverse student types, and quality of content.

The College of Business, accredited by the Association to Advance Collegiate Schools of Business (AACSB), contributed 15 courses while the Department of Social Work, accredited by the Council on Social Work Education, contributed five courses.

The program director, Ms. Katie Riesenberg, will work closely with students to encourage and guide them to define and develop realistic goals in order to create a clear and attainable educational plan that fits their needs and interests. Ms. Riesenberg also will partner with the University of West Florida Innovation Institute, an organization built upon improving learning and professional development in Florida, to assist students on the path toward earning a degree. The Innovation Institute’s partnership with Complete Florida will be particularly helpful for students across the state who have earned some college credit but have not earned a degree. If they pursue the degree through Complete Florida, students will have access to services such as initial diagnostic testing and concierge services throughout their enrollment in addition to the advising they receive at UWF.

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.

Dean of the College of Arts, Social Sciences, and Humanities (CASSH), Dr. Steven Brown, coordinated the original pre-proposal for the Bachelor of General Studies degree program (originally the Bachelor of Undergraduate Studies degree program) that described the rationale for the degree and provided a rough outline for the program. He presented the pre-proposal to CASSH department chairs during the Summer 2015 term. Upon the appointment of Ms. Katie Riesenberg as the Assistant Dean for the college, she assumed responsibility for coordinating the proposal with the assistance of various participants across the university, including deans, associate deans, assistant deans, and department chairs of each college. As part of the internal approvals process, a Curriculum Change Request (CCR) was submitted for the program and approved by the CCR Coordinator, CASSH College Council, Academic Council/Faculty Senate, and the Provost.

In preparation for submitting this proposal, Ms. Riesenberg submitted the pre-proposal to the CAVP, which they reviewed on December 11, 2015. In consultation with UWF’s Accreditation, Strategic Planning, and Institutional Research and Effectiveness (ASPIRE) unit, this proposal was finalized. The tables below further describe the planning process and provide more information about specific participants.

Table 2

Planning Process
### Table 3

**Events Leading to Implementation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>Creation of CAVP Pre-Proposal and Request to Waive Request to Explore and Plan</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Preparation start of the formal proposal</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Formal program CCR created</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Formal Program proposal provided to CASSH dean, associate dean, and department chairs for review and editing</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Formal meeting to finalize edits with CASSH dean, associate dean, and department chairs</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Course 990 submitted for capstone course</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.

**RESPONSE:**
UWF offers degrees in Interdisciplinary Humanities (IH) and Interdisciplinary Social Sciences (ISS), which underwent program reviews in Spring 2013. IH includes the Arts Administration and Women’s Studies tracks while ISS includes the Children and Society and Gender and Diversity tracks. The summary of recommendations and proposed action plans included:

- The Children and Society stream should be moved to College of Professional Studies (now the College of Education and Professional Studies) and housed in the Department of Justice Studies (now the Department of Criminology and Criminal Justice).
- The Arts Administration degree program should be housed in the Department of Theatre, with provisions made to accommodate students who wish to focus in either Art or Music. Consideration should be given to changing this specialization to a minor.
- The Women’s Studies and Gender streams should be combined and housed in one of the following departments: Anthropology, Government, History, or Psychology. Those departments should be encouraged to submit proposals that would detail the focus, costs, and benefits from housing the degree program.

Program reviewers also listed recommendations specific to each track.

Specific findings and recommendations regarding the Arts Administration stream:

- The Department of Fine, Performing, and Communication Arts should become the permanent home for this major and should be given ownership of the program, possibly as a major within Communication Arts.
- Although the enrollment numbers in this major are currently small, there has not yet been sufficient effort to market this program to justify discontinuing it. There should be resources put into marketing the program both within and outside of UWF and benchmarks set for growth in the next few years to determine whether it should continue after that point.
- Consider whether it would be valuable to add a minor in Arts Administration, in order to provide career-oriented coursework that could complement any of the majors within the Department of Fine, Performing, and Communication Arts.
- With the recent changes to the curriculum for Arts Administration, the curriculum appears to be strong and clearly tied to achieving the program goals and objectives for student learning.
- Develop a standing faculty committee to oversee the curriculum and assessment of this program, to include representation from the various departments involved.
- Although more assessment is happening for this program than for any of the other program streams, a more robust assessment plan needs to be developed with faculty guidance and oversight.

Specific findings and recommendations regarding the Women’s and Gender Studies and Diversity streams:

- There are logical connections between the Diversity and Women’s and Gender Studies streams, and some of the enrollment and resource challenges with these programs could
be better addressed by folding the programs together in some form.

- The lack of a Sociology major at UWF contributes both to the need for these programs from a student perspective and to confusion surrounding these programs.
- There is a need for a permanent home for these programs, with resources to support the advising and administration of the programs. Possibilities include: (a) Government/International Studies, (b) Anthropology, (c) History, and (d) Psychology.
- One of the strengths and opportunities of Women’s and Gender Studies is the strong faculty commitment to seeing the major and minor continue at UWF.
- The Diversity program has strong student interest and staff/administrative investment, but it is lacking strong faculty commitment and oversight.
- Develop a standing faculty committee to jointly oversee the curriculum and assessment of both these programs, to include representation from the various departments involved.
- There is a need for attention to the curriculum for both programs, in order to better tie coursework to program learning objectives. Consider adding more structure to the degree plan.
- There is a need for curriculum coordination in order to ensure that students have consistent access to the required coursework.
- Distinguish between the Women’s Studies conference and the major/minor as separate, independent programs.

Specific findings and recommendations regarding the Children and Society stream:

- The College of Professional Studies should become the permanent home for this major, and should be given ownership of the program, possibly as a major within Criminal Justice.
- Offering the program across multiple campuses seems to be working, largely because of the efforts of Kathy Johnson and the availability of online courses in the curriculum.
- The curriculum appears to be strong on the whole, but it would be worth considering offering an introduction-to-the-major course in order to give students a strong interdisciplinary introduction to the goals of the major and help with cohort development. Even a one-credit team-taught version of this course could be an option, if resources are a challenge for creating a new course.
- Develop a standing faculty committee to oversee the curriculum and assessment of this program, to include representation from the various departments involved.
- A more robust assessment plan needs to be developed with faculty guidance and oversight.
- Consider whether the professional advisor in Criminal Justice could take over advising of the students on the main campus, or how to alleviate some of the advising burden on Kathy Johnson.

Other findings and recommendations

- Workforce prospects
- Political strategy for moving ahead if programs need to be discontinued
- Viability if shifted to minors instead of majors
Summary of UWF’s progress implementing these recommendations

Per the committee’s recommendation, the Children and Society track is now offered by the College of Education and Professional Studies (CEPS) as a major in the Department of Criminology and Criminal Justice. The program continues to be offered across campuses, and Dr. Kathy Johnson’s advising load is lighter now that CEPS has an advising center outfitted with cross-trained advisers. No "introduction-to-the-major" course has been added; however, students do complete a Research in Criminal Justice course, which serves a similar purpose but with a more discipline-focused method.

Arts Administration is offered through the Center for Fine and Performing Arts (CFPA, previously SFPCA) as a major in the Department of Theatre. As recommended, students can choose to pursue the major with a focus in Art, Music, or Theatre. All students work with Marzia Ransom, who advises students in all three departments, in order to select their core requirements.

Women’s Studies has become Women’s and Gender Studies and is currently offered by the Department of Philosophy. An advisory board was formed to oversee the curriculum and curriculum coordination as well as program assessment. The new director of the program, Dr. Katherine Romack, is committed to marketing the major and minor in Women’s and Gender Studies as well as getting students involved in professional development and extracurricular activities, such as presenting at the annual Women’s and Gender Studies Conference or participating in UWF’s Women’s Studies Collective.

Diversity Studies is being taught out. In June 2015, letters went out to the 12 remaining students in the major informing them of the elimination of the degree due to limited enrollment and the availability of other related programs. Students will have through Summer 2017 to complete the degree. Until it is taught out, Diversity Studies is offered by the College of Arts, Social Sciences, and Humanities and advised by the assistant dean.

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.

RESPONSE:

Graduates who earn the Bachelor of General Studies degree should be able to do the following:

Content
- Identify and apply key concepts from each of the four cognate areas (Communication, Information Literacy, Problem Solving/Decision Making, and Community Leadership)
- Develop an individualized plan of study concentrated on finding possible solutions to a relevant problem

Critical Thinking
• Synthesize key concepts across disciplines as well as among and within each cognate area
• Apply cross-disciplinary knowledge to solving a relevant problem demonstrated through the completion of a capstone project

Communication
• Practice oral and written standards of communication appropriate for both academic and professional environments

Integrity/Values
• Practice academic integrity and respect for intellectual property
• Exhibit professional behavior appropriate for a community leader

Project Management
• Design, research, and present a capstone project integrating the four competencies of the BGS degree
• Locate and analyze quality sources (written and/or oral) for use as evidence
• Collaborate effectively with advisor and project director(s)
• Regulate the pace of work appropriately to meet deadlines

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

RESPONSE:


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.

RESPONSE:

The BGS degree requires a total of 120 credit hours. Thirty-six hours is comprised of General Education coursework, leaving 24 hours of lower-division electives available. Students complete 48 credit hours of major core coursework across four cognate areas (Communication, Information Literacy, Problem Solving/Decision Making, and Community Leadership). Each student is responsible for completing the senior capstone course, which is three credit hours. To meet the 120 total hours, students have nine credit hours of unrestricted electives.

Hours Requirements
General Education: 36 semester hours
Common prerequisites:  
none

Lower-division electives:  
24 semester hours

General Studies major:  
48 semester hours
  - Communication: 6-30 semester hours
  - Information Literacy: 6-30 semester hours
  - Problem Solving/Decision Making: 6-30 semester hours
  - Community Leadership: 6-30 semester hours

Unrestricted Electives:  
9 semester hours

Capstone course:  
3 semester hours

Total:  
120 semester hours

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

RESPONSE:
# Bachelor of General Studies
College of Arts, Social Sciences, and Humanities

## Freshman Year

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**Total Credits: 15**

## Sophomore Year

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<tr>
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**Total Credits: 15**

## Junior Year

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**Total Credits: 15**

## Senior Year

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**Total Credits: 15**

**Total Credits 120**

Students must also complete 9 hours of coursework in a summer semester.

All Gordon Rule writing and Math requirements may overlap with specific requirements used in your degree.

Contact your advisor, Katie Riesenber, for additional information.
E. Provide a one- or two-sentence description of each required or elective course.

RESPONSE:

ACG 3082 Accounting for Non-Majors
Coverage of financial, managerial, and cost accounting topics with an emphasis on uses of accounting information; available to non-business majors only.

ANT 3101 Principles of Archaeology
Detailed explanation of the principles and methodology of current archaeology in U.S.; includes a brief history and theoretical orientation development of American archaeology.

ANT 3212 Peoples and Cultures of the World
Culture areas of the world and frameworks for cultural comparison. Detailed study of representative peoples around the world gives emphasis to non-Western societies and the reporting tool of ethnography. Meets Multicultural Requirement.

ANT 4191C Archaeological Data Analysis
Focuses on the methods and techniques of analysis of archaeological data, which is an essential step in the interpreting of data. The analytical techniques of archaeological data include construction and use of spreadsheets, digital image development and manipulation, map making, data base construction, management, and querying.

ANT 4808 Applied Anthropology
Methods and techniques of applied anthropology, including ethical issues and approaches to planned culture change—social intervention, policy formation, small scale systems analysis. Practical activities in the local community will be included in the course.

ARH 4830C Museum and Gallery Studies
Examines in depth the theoretical and practical aspects of museum / gallery management. Includes promotion, finance, grantsmanship, space design and other related issues.

AMH 4575 Civil Rights
U.S. civil rights movement from its roots in the nineteenth century to the present.

CCJ 4013 Criminology
Examines the causes, types, and patterns of crime in society. Major schools of thought and current research are introduced, compared, and contrasted in the study of crime and its social context.

CCJ 3060 Ethics and Justice System
Identification and analysis of ethical issues in the American justice system.

CCJ 4700 Research Design in Criminal Justice
Designed to give students an understanding of the basic principles and practices of empirical research as they are practiced in criminal justice and to enhance students' critical thinking skills with respect to criminal justice programs and proposals.

COM 4120 Organizational Communication
Examines the dynamics of communicating within organizations and with stakeholders. Students analyze case studies of actual organizations and build skills related to teamwork, motivation, morale-building, leadership, decision-making, and more.

CRW 3110 Fiction Writing
Workshop in narrative fiction. Practice in developing plot and character and establishing point of view. Emphasis on writing for publication in specific markets.

ECO 3003 Principles of Economic Theory and Public Policy
Survey and analysis of contemporary economic theory and public policy. Available to non-business majors only.

ECP 3301 Principles of Environmental Ethics
A first course in economics that provides students with the fundamentals of microeconomics and macroeconomics with a structured focus on environmental and natural resource issues. The principles of economics are developed using examples and cases that are directed at environmental policy issues and natural resource decision making.

EDG 4XX4 High Impact Practice Seminar
Created for the EMERGE Program, and this class is related to study abroad and hands-on projects locally. Students have to apply and qualify for the EMERGE Program to take this class.

ENC 3213 Professional and Technical Writing
Students will learn an overview of professional and technical writing principles, current communication issues, research practices, and emerging technologies. This course focuses on communications skills essential for success in technical and professional communication, including audience analysis, collaboration, and document design.

ENG 3010 Critical Methods for Literary Study
Development of writing and critical thinking skills specific to the study of literature. English majors and minors only.

ENG 4013 Introduction to Literary Theory
Designed to provide an introduction to a wide range of current theories about the uses and effects of literature and literary criticism. Primarily for English majors and minors.

ENL 4333 Shakespeare
Selected comedies, histories and tragedies.

FIN 4145 Portfolio Planning for Individual Investors
Portfolio planning for individual investors with emphasis on preparing an individual portfolio containing stocks, bonds, money market securities, and real estate.

GEB 3032 Business Foundations for Non-Business Majors
Provides non-business students a foundation in the functional areas of management, marketing, finance, accounting and economics. Designed to provide students with a knowledge base that will give access to a broad range of upper level business courses.

GEB 3213 Writing for Business: Theory and Practice
Augments the basics of business writing while reviewing the various kinds of written business correspondence. Students are expected to integrate ethical decision making skills, word processing skills, grammar and writing skills, and analytical thinking skills into the content.

HFT 3003 Travel and Tourism Management
Students study the organizations and techniques involved in developing and promoting a destination. The course highlights the importance of teamwork between the public and private sectors in tourism related activities.

HIS 3002 Methods and Materials Colloquium
Intensive experience in historical research and writing, methodology, and interpretations.

HIS 4066 Local History
Introduction to theory, methodology, and application of local history. Required attendance on field trips to local historical archives, museums, and sites.

HIS 4072 Oral and Community History
Introduces students to the discipline of oral history and to demonstrate the techniques in which oral history is used to address the history, structure, function, and development of communities.

HIS 4081 Advanced Museology
This seminar in advanced museum studies introduces students to the larger museum operation elements including museum history, philosophy, administration, ethics, and public responsibility. The intensive course consists of one full week of concentrated class meetings followed by the remaining segments of the summer to complete museum projects.

HIS 4086 Issues in Historic Preservation
This course offers students a general introduction to the history, practices, principles, and fields of historic preservation.

HSC 3034 Current Issues in Health Sciences
Introduces the student to current regional, state, national and international trends and issues in the health sciences. This course will provide an overview of the field of health sciences.

HSC 4300 Changing Health Behaviors
Designed to acquaint students with a general theory of behavior, guide them through exercises for developing skills in self-analysis, and to provide information on how to achieve individual
behavior change goals. Students will learn techniques for developing community-based health behavior change programs and employ coping skills for personal problem solving.

HSC 4581 Health Promotion and Planning
Practical application of theory, models, principles, and practices of health promotion, planning, and implementation. Experiential activity includes creating a health promotion program incorporating: developing and administering a needs assessment, applying a behavioral and environmental assessment, writing goals and measurable objectives, marketing the program, presenting the health program, evaluating the program.

HSC 4633 Current Issues in School-Community Health
A study of contemporary health issues affecting schools and communities. Emphasis will be placed on environment, medical care, lifestyle factors, and communicable diseases.

INP 3313 Organizational Behavior
Understanding human processes in formal organizations, utilizing individual and group exercises which simulate behavioral dynamics in organizations. Content areas include conflict resolution, communication, leadership, planning and control and other organizational processes.

INP 4224 Psychology of Workforce Diversity
Addresses the experience of work as it varies with the gender and ethnic background of workers in the United States. Topics include work-related stereotypes and attitudes; discrimination and harassment; career choice, occupational segregation, and employment patterns; group differences related to fair testing and employment practices; the relationship of workforce diversity to processes such as supervision, leadership, mentoring, and power; law and public policy related to diversity and work.

INR 3073 Analyzing Issues in International Politics
This course examines several key contemporary issues in international politics. The course has both a theoretical and an applied component, with emphasis on readings to build concepts and empirical understanding combined with application through discussion and exercises designed to engage students in qualitative and quantitative analysis of these topics.

ISM 3011 e-Business System Fundamentals
Use and application of information system technology in the business environment, with emphasis on the fundamental e-Business models, technology concepts and systems used to enable and conduct electronic business. Concepts include the components of an I.S., the systems development process, the functions of the various types of communication networks, hardware, and software, including practical, hands-on projects designed to enhance e-Business analytical skills.

LIN 3673 Grammar for Professional Success
An upper-division grammar class which focuses on the principles and conventions of writing. The purpose of this course is twofold: to review the regulatory rules of writing so that students can write responsibly by controlling and editing their own work; and to offer students the language choices available to them as speakers and writers of American English.
LIN 3742 Modern Grammar and Usage
Grammar of modern English, including traditional; concentration on structural, generative and transformational approaches. Intended for English majors, required of those preparing for careers in secondary education.

LIT 3233 Postcolonial Literature
Examines world literature produced in the context of colonialism and subsequent movements for independence. Links the study of literature to the political, psychological and cultural effects of imperialism and globalization. Specific topics vary according to faculty expertise and research interests.

LIT 4385 Feminist Theory
This course offers focused study of both the history of feminist theory and contemporary developments in feminist theory. The course will cover both pre-modern ("proto") and modern ("first-wave") feminist works by women as well as explore contemporary ("second" and "third-wave") feminist theory.

MAN 3025 Management Fundamentals
Study of principles of management. Process and content of management analyzed. Emphasizes classical, human relations, human resources, behavioral and quantitative management methods.

MAN 3240 Behavior in Organizations
A study of human and group behavior in organizations and within society. The focus is on developing student ability to work in group settings and organizations.

MAN 3301 Human Resources Management
Introduction to personnel administration; emphasis on the basic personnel function of both the personnel specialist and the operating manager. Critical issues stressed include selection, compensation, OSHA, EEO, unions and discipline.

MAN 3583 Project Management
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.

MAN 4102 Management of Diversity
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.

MAN 4280 Business Leadership and Change Management
A course on Leadership and Change Management to prepare students to respond to the needs of a dynamic global business climate. Prepares students to take responsibility to work collaboratively with others in developing change management strategies in bringing about change and overcoming resistance.
MAN 4441 Business Negotiation
A practical understanding of negotiation theories and concepts from a business perspective is offered. Students differentiate and practice distributive and integrative negotiation strategies via business related role plays and cases. As future managers, students: 1) practice negotiation where their responsibility exceeds their authority; 2) build coalitions among different stakeholders; and 3) analyze business conflict situations and select strategies to resolve differences.

PHH 3100 Greek Philosophy
Development of ancient Greek philosophy; pre-Socratic, Plato, Aristotle and Hellenistic philosophy.

PHI 3130 Modern Logic
Training and skills of modern symbolic logic and their application to evaluation of arguments. Propositional logic, predicate logic.

PHI 3670 Ethics
Philosophical theories concerning nature of the good, moral obligation, human excellence and application of ethical theory to problems of the individual in relation to society.

PHM 3200 Social and Political Philosophy
Social and political theories and ideals that have influenced development of Western man; significance of these for contemporary society.

PLA 3020 Law and Society
Exploration of how the legal system interacts with social issues, such as the death penalty, domestic violence, slavery, abortion, and lifestyle choice.

PLA 3103 Legal Research and Writing
Introduces the student to the sources, tools and techniques of legal research and writing including, but not limited to, primary and secondary sources covering judicial, legislative and executive branches.

PLA 3429 Contracts and Business Entities
Overview of contract law and law related to business entities such as corporations, partnerships, and sole proprietorships.

PLA 4263 Evidence
Rules of evidence, including relevancy, hearsay, competency of witnesses and burdens of proof. The Federal Rules of Evidence are emphasized.

POS 3033 Analyzing Issues in Political Science
A survey of contemporary issues in American politics such as energy and the environment, education, health care, welfare programs, crime and the economy. Throughout the semester, we will grapple with competing theories and competing methodologies for describing, analyzing, and evaluating what governments do in the political world in which we currently live.
PSY 3213 Research Methods in Psychological Science I
The first course of a two-course sequence designed to expose a student to the research methods and the behavioral statistics that are commonly employed in psychological (behavioral) research. Although the fundamental principles of scientific observation, research design, and research statistics will be discussed, special emphasis will be placed on methodology that provides a basic or descriptive understanding of human behavior.

SOW 3113 Human Behavior in Organizations and Communities
Introduces the future practitioner to the concept of change agent within organizations, institutions, and communities. Prepares the student with academic concepts on community organization as a prelude to the practice course.

SOW 3350 Interviewing and Recording
Practice in interviewing techniques and in precise, descriptive, and accurate writing techniques for practitioners in social work, psychology, and other helping professions.

SOW 4232 Introductory Analysis of Social Service Policy
Examines social welfare policy as a central concern to social work. Addresses policy practice. Includes improvement of human services delivery systems through the application of problem solving, critical thinking and other necessary skills.

SOW 4233 Human Diversity and Social Justice
Examines the impact of social, economic, and political environments on diverse populations specifically race, gender, age, ethnicity, culture, class, sexual orientation, religion, and physical and mental ability. Integrates the key elements of the profession of social work through the filter/lens of social, political, and economic justice.

SOW 4403 Social Work Research Foundations
An introduction to research methodology in the evaluation of social work practice and program evaluation.

SPC 3301 Interpersonal Communication
Emphasizes the link between interpersonal communication skills and relationship building in personal and professional contexts. Includes components on self-awareness, impression management, rapport building, developing intimacy, managing conflict, ethical use of interpersonal power, diversity issues, leadership, and using technology to facilitate interpersonal communication.

SPM 3004 Introduction to Contemporary Sport Management
Introduction to the field of sport management required for all students in the major and available to students interested in working in the sport industry. Provides an overview of sport management rather than detailed instructions about how to manage sport enterprises.

SPM 3115 Organizational Management and Leadership in Sport
Organizational behavior, management, and leadership issues specific to the sport business environment. Students will gain knowledge of management and leadership best practices in sport
business and learn how a variety of management and leadership practices impact sport organizations.

SPM 3403 Sport Media
Examine the role media plays in contemporary sports, the relationship between sports and sports media, and how these two entities influence the public's perception of sport as a growing industry. Examines the many professional careers associated with sports media including sports information, public/media relations, journalism, and broadcasting.

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.

RESPONSE:

The program is not in the science or technology disciplines.

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.

RESPONSE:

There are no specialized accreditation agencies for a baccalaureate program in general studies. However, two of the participating colleges and/or departments are nationally accredited by the agencies dedicated to reviewing within their discipline. These include the College of Business, which is accredited by the Association to Advance Collegiate Schools of Business, and the Department of Social Work whose bachelor’s and master’s programs are accredited by the Council on Social Work Education.

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?

RESPONSE:

The program is not a doctoral 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.

RESPONSE:

Students in the BGS degree program will have the option to complete coursework at the main Pensacola campus, online, or at the Emerald Coast instructional site in Fort Walton Beach. Of the 66 courses included in the program, all courses are available at the main campus, 26 are available online, and 8 are offered in Fort Walton Beach, including several evening course options. Because all courses except the capstone come from existing curricula, little to no specialized services or additional financial support are needed.

Three SUS institutions have similar programs: USF offers a Bachelor of General Studies, UCF offers a Bachelor of Arts in Interdisciplinary Studies, and FIU offers a Bachelor of General Studies. In conversations with the program directors at each school—Dr. Robert Sullins at USF, Dr. Claudia Schippert at UCF, and Dr. Bruce Harvey at FIU—it is not feasible to deliver the BGS program through collaboration at this time. Although each program is interdisciplinary and shares the purpose to offer students the ability to individualize their degree programs as well as make available online course options, all four institutions have different areas of concentration with different courses and varying curriculum requirements.

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).

See Table 4 in Appendix 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 2 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.

Because the Bachelor of General Studies degree program calls upon faculty who are already instructing courses in the general education curriculum and other degree programs, those faculty lines are funded through other academic departments (e.g., Department of Government and
World Languages, Department of History, Department of English, Department of Mathematics and Statistics, etc.)

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

Appendix D

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.

RESPONSE:

Teaching

The Bachelor of General Studies is housed in the College of Arts, Social Sciences, and Humanities, however, 17 departments across four academic colleges have contributed courses and faculty to the program. Since a variety of faculty teach several of the courses included in the Bachelor of General Studies, the table below details teaching productivity by department.

Table 4

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<td>Exercise Science &amp; Community Health</td>
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<td>Psychology</td>
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Research

Faculty across the departments have been successful in research as evidenced by the several awards and grants received. Every year, two Faculty Distinguished Research and Creative Activities Awards are available to recognize individuals with a distinguished record of securing external funding at the University of West Florida. In the past two years, 4 faculty from related academic units have received the award. In 2014, Dr. Scott Keller of Marketing & Economics and Dr. Lisa VanWormer of Psychology and, in 2015, Dr. Kevin Krieger of Accounting & Finance and Dr. Steven Kass of Psychology received the award.

Several faculty members from contributing departments have received the UWF Faculty Scholarly and Creative Activity Award, including
- Helena Allman, Marketing & Economics
- Youngil Lee, Exercise Science & Community Health
- Vanessa Rainey, Psychology
- David Ramsey, Government
- Jamie Snyder, Criminal Justice
- Kellie O’Dare Wilson, Social Work

In addition, the University of West Florida Archaeology Institute recently received a Special Category Grant totaling more than $290,000 from the Florida Division of Historical Resources to explore the Emanuel Point I and II shipwrecks, which are Spanish ships associated with Tristan de Luna from the 1500s.

Service

In 2015, the University of West Florida received the Community Engagement Classification, an honor designated to 361 institutions nationwide by the Carnegie Foundation for the Advancement of Teaching. According to UWF President Dr. Judy Bense, "This honor exemplifies our effort and commitment to being a leader in our community and utilizing our resources, knowledge and research to make a positive difference in Northwest Florida and beyond."

Faculty across the seventeen participating departments exemplify the university’s commitment to serving the local community. The following list of community engagement activities from the
2014-2015 academic year is in no way exhaustive, yet it demonstrates the importance faculty place on serving the people of Northwest Florida.

- The Department of Art participates extensively in community outreach via TAG art gallery exhibitions, the visiting artist lecture series, the jurying of community art exhibitions, and the participation by all faculty in local, regional, and national art exhibitions.
- Dr. Carl Sievers, an adjunct in the Department of Communication Arts, worked with the students in his Leadership Communication class to donate 524 cans of food and $300 to the local Manna Food Pantry.
- Mr. Christopher Satterwhite, instructor in the Department of English, organized the Prison Books Project to distribute books to inmates across Florida.
- Dr. Amy Mitchell Cook, Department of History, serves on the board of St. Michael’s Cemetery as well as the board of the University of West Florida Historic Trust.
- The Department of Psychology had seven faculty who served the community in the following ways: Science fair judges, Science Olympics project co-leader, guest lectures for the Leisure Learning Society, consultants for best practices in telework and disaster mental health, after-school ESOL program for parents, and Florida Crisis Consortium’s Disaster Behavioral Health Team.

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.

As the Bachelor of General Studies degree program includes courses that are already offered at the university, University Libraries currently supports these courses with a variety of resources. These resources include holdings of more than 800,000 print volumes, as well as our electronic resources that include more than 160,000 e-books and access to approximately 80,000 journal and other serial titles through our Ebsco Discovery Service, OneSearch.

The library supports all of the academic departments in which these courses reside with subject-specific indexing and full-text databases, such as:

- Accounting & Tax (Accounting)
- America: History & Life and Historical Abstracts (History)
- Anthropology Plus (Anthropology)
- Art FullText (Art History)
- Business Source Complete (Business, Management)
- CINAHL Complete (Health)
- Communication Source (Communication Arts)
- Criminal Justice (Criminal Justice)
• MLA International Bibliography (English/Literature)
• Philosopher’s Index (Philosophy)
• Political Science Complete (Political Science)
• PsycInfo (Psychology)

In addition, the library has access to many multidisciplinary databases that support all fields of study, including interdisciplinary interests. These databases include Academic Search Complete, which contains 5,300 full-text journals including 4,400 peer-reviewed journals; JSTOR Arts & Sciences I-X Collections, which contains an archive of over 1,000 leading academic journals and select monographs; ProQuest Research Library, which contains over 6,000 journal titles; Dissertations & Theses FullText, which contains over 2 million doctoral and master’s dissertations and theses; and Credo Reference, which provides background sketches and reference materials for a variety of topics.

Researchers may access UWF library resources from the library’s website (https://secure.uwf.edu/library/). Students, faculty, and staff with Internet connections may access online library resources 24/7 with their UWF login information.

If needed resources are not available at the UWF Libraries, students have direct access to interlibrary loan, a free service that provides electronic articles within a few days and print books within a week.

In order to help library users navigate through the variety of available print and electronic resources, librarians publish web-based research guides (http://libguides.uwf.edu/) for all the disciplines. Online tutorials https://secure.uwf.edu/library/research_help/tutorials/ address common research concerns of students across disciplines and include a general library orientation.

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. Students may request assistance at the reference desk in person or by phone, email, or live chat. Students may also schedule an in person or online appointment with the liaisons, who are equipped with Skype and Live Chat.

The library provides an Online Learners Library Guide (http://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:

• access required readings on electronic reserves,
• request books and articles from Interlibrary Loan,
• request Intercampus Loan (to/from the Fort Walton Beach Campus library),
• renew books,
• submit a reference question via text, email, or chat,
• request rush processing of an item that is on order,
• suggest the purchase of a particular book or journal,
• request an item that is checked out to be recalled for use,
• have UWF and Interlibrary Loan books delivered to your home address if you live over 50 miles from campus, and
• borrow materials from public state universities and colleges in Florida.

The capstone course is the only new course offered in the Bachelor’s of General Studies degree program, but as its focus builds upon the research skills within the students’ concentrations, the subject-specific resources are sufficient to support it (as they do with all the major capstones university-wide).

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 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

RESPONSE:

No additional library collections, beyond what is currently available, will be needed to implement and/or sustain this proposed program through Year 5.

A librarian will be assigned to act as a liaison for the Bachelor’s in General Studies degree, when the program is implemented, and will prepare an appropriate research guide for the major.

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.

RESPONSE:

Currently available classroom and office space meet the needs of the program.

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.

RESPONSE:

Because the program consists of courses already offered by UWF, no additional teaching or office space is required.

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.

RESPONSE:

A new capital expenditure for instructional or research space is not required to implement the program.

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

RESPONSE:

Because the majority of the program relies on courses already offered by UWF, participating departments make available to students necessary specialized equipment. The equipment includes:

- Government—data analysis software
- History—audio/video recording equipment

Other existing facilities that students may utilize include tutoring services offered in the Writing Lab, Math Lab, and Academic Center for Excellence.

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.

RESPONSE:

No additional specialized equipment will be needed to implement and/or sustain the proposed program.

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.

RESPONSE:

No additional special categories of resources will be required for program implementation.
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.

RESPONSE:

UWF does not intend to allocate funds for fellowships, scholarships, or graduate assistantships through Year 5. However, there are several scholarships offered through the University of West Florida Foundation suited for students who are seeking the Bachelor of General Studies degree.

Table 5

Example of Scholarships for Students in the BGS Degree Program

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Description &amp; Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank of America Scholarship Endowment</td>
<td>Scholarships for first-time-in college student with cumulative high school GPA 3.3 (based on academic courses required for admission). Student must have a history of community service.</td>
</tr>
<tr>
<td>Edna and Max Kahn Scholarship</td>
<td>Scholarship for first-time-in-college student</td>
</tr>
<tr>
<td>Chapman Family Scholarship</td>
<td>Preference given to students from Northwest Florida.</td>
</tr>
<tr>
<td>Fort Walton Beach Chamber of Commerce Endowment</td>
<td>Scholarships for Choctawhatchee and Fort Walton Beach High Schools graduates. If no students are available from these two high schools, additional consideration will be given to other Okaloosa and Walton County high school graduates who meet the criteria.</td>
</tr>
<tr>
<td>David H. Levin Memorial Scholarship Endowment</td>
<td>Preference given to need-based students from Northwest Florida.</td>
</tr>
<tr>
<td>Rotary Club of Pensacola Scholarship Endowment II</td>
<td>Preference will be given to students from Escambia or Santa Rosa County.</td>
</tr>
<tr>
<td>Bateman Scholarship</td>
<td>Annual scholarship restricted to males.</td>
</tr>
<tr>
<td>Max Conner Scholarship Endowment</td>
<td>Preference will be given to &quot;first generation students,&quot; defined as those students whose parents do not possess a baccalaureate degree.</td>
</tr>
<tr>
<td>Nell D. and H. Britt Landrum, Jr. Annual Scholarship</td>
<td>Scholarship to part-time or full-time degree-seeking students. Additionally, they must be entering or returning to higher education at least five years after graduating from high school (&quot;non-traditional students&quot;).</td>
</tr>
<tr>
<td>Pensacola Women’s Alliance Scholarship Endowment</td>
<td>Scholarship for degree seeking full or part-time female U.S. citizen 21 years or older.</td>
</tr>
<tr>
<td>Dr. Cheryl Thomas Memorial Scholarship</td>
<td>Preference given to upper division female students.</td>
</tr>
</tbody>
</table>
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.

RESPONSE:

Since January 2014, almost 400 students at the University of West Florida have participated in an internship experience, several of which would be appropriate for students pursuing the Bachelor of General Studies degree. Although students in the BGS degree program are not required to complete an internship or practicum, those experiences are encouraged as a part of the capstone experience.

UWF interns have had the privilege to complete internships with both local and national organizations in several capacities, which allows students the opportunity to choose the kind of internship best suited to them. While students will be able to seek internships and/or practicum experiences from existing partners, during years one through five the program director will work with each individual student to find the experiential learning opportunity that best matches their area of concentration. Further, working students who pursue the Bachelor of General Studies degree may also choose to complete an experiential-learning component on the job.

Existing relationships with community partners that align with the four cognate areas of the program (Communication, Information Literacy, Problem Solving/Decision Making, and Community Leadership) include:

**Aflac, sales internship**
Aflac is a Fortune 500 company, providing financial protection to more than 50 million people worldwide. When a policyholder or insured gets sick or hurt, Aflac pays cash benefits fairly, promptly and directly to the insured. For nearly six decades, Aflac voluntary insurance policies have given policyholders the opportunity to focus on recovery, not financial stress.

**AMI KIDS Pensacola, local care counselor intern**
Since 1991, AMIkids Pensacola has been dedicated to helping kids discover the potential within them, transform their lives and strengthen the community. Located in Pensacola, Florida, AMIkids Pensacola empowers our kids through care and guidance to reach that potential and, as a result, breaks the cycle of failure and poverty.

**AppRiver, LLC, training and development intern**
AppRiver is an email and web security firm headquartered in Gulf Breeze, Florida. The company operates additional offices in Austin, TX; Atlanta, GA; New York, NY; Lugano, Switzerland; and Barcelona, Spain.

**Be Ready Alliance Coordinating for Emergencies (BRACE), summer VISTA program**
BRACE is the successor organization to the Escambia Long Term Recovery Committee, which helped over 800 families recover from Hurricane Ivan, the fourth most costly disaster in U.S. history as of 2004. BRACE serves as a link with partner organizations throughout the
community during an emergency, ensuring coordination of effort, minimizing duplication, and addressing gaps in service.

**Covenant Hospice, event management intern**
Covenant Hospice has been providing care for more than 30 years, serving as many as 6,000 patients each year throughout Northwest Florida and South Alabama. Their mission is to ensure patients live as fully and comfortably as possible, without regard to their ability to pay. They fulfill this mission by providing specialized care for those with a life-limiting illness, offering hospice services wherever the patient considers "home."

**DigiPro Media LLC, content writing/blogging/social media management intern**
DigiPro Media LLC is the pairing of a creative multi-media and business development company with Converge Applications LLC.

**Enterprise Rent-A-Car, sales management trainee intern**
Interns learn valuable business skills from capable mentors. Nearly 100% of all managers and corporate executives started out as Management Trainees. Interns actively participate in everything from sales and marketing and customer service to operations and finance.

**Great Southern Restaurants, event intern**
Pensacola’s most awarded restaurant group, Great Southern Restaurants formed in 1998 to offer creative cuisine, Southern charm, and unrivaled hospitality to locals and visitors alike.

**Pensacola Blue Wahoos**
The Pensacola Blue Wahoos are a minor league baseball team based in Pensacola, Florida. The team plays in the Southern League and are the Class Double-A affiliate of the Cincinnati Reds Major League Baseball team. Interns assist in providing excellent fan experiences as well as a meaningful and rewarding working environment for all of the employment team.

**Pensacola Habitat for Humanity, communications and neighborhood research interns**
Founded in 1981, Pensacola Habitat for Humanity is a non-profit, Christian ministry whose purpose is to build homes and improve communities in partnership with low income families in Escambia and Santa Rosa Counties.

**Pensacola Mardi Gras Inc., social media manager**
Pensacola Mardi Gras, Inc (PMG) took over the Grand Mardi Gras Parade in 2004. With combined efforts of Danny Zimmern and Amy Newman, along with countless volunteers, PMG created a true Mardi Gras Season in Pensacola. Each year, more Krewes develop and contribute to a celebration that rival those in Biloxi, MS; Mobile, AL; and New Orleans, LA.

**Sara Gillianne Weddings and Events, event and research interns**
Based in the heart of Pensacola, Sara Gillianne Weddings and Events is a wedding and event planning studio specializing in wedding experiences that delight all five senses. Research interns help in the day to day of event planning by researching venues, vendors, design ideas and assisting with the planning of events, while event interns interact with vendors and assist with assembly and production at the event.
Target Corporation, executive intern
A retail chain offering home goods, clothing, electronics, and exclusive designer collections. Executive interns gain invaluable on-the-job experience, career development and leadership opportunities while getting an introduction to Target’s collaborative, fun, and engaging culture.

United Way of Escambia County, community outreach intern
United Way of Escambia County brings together agencies, business, organizations, faith-based groups, government, and individuals to focus on the community problems that matter most. Internships are available for the summer and fall semesters.
APPENDIXES
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
### Table 1a

**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
(Baccalaureate Degree Program)

<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>12</td>
<td>7.90</td>
<td>11</td>
<td>7.20</td>
<td>9</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>4</td>
<td>2.60</td>
<td>6</td>
<td>3.90</td>
<td>9</td>
</tr>
<tr>
<td>Florida College System transfers to the upper level***</td>
<td>3</td>
<td>2.00</td>
<td>2</td>
<td>1.30</td>
<td>1</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>1</td>
<td>0.70</td>
<td>2</td>
<td>1.30</td>
<td>3</td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>1</td>
<td>0.70</td>
<td>2</td>
<td>1.30</td>
<td>1</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><strong>21</strong></td>
<td><strong>13.8</strong></td>
<td><strong>23</strong></td>
<td><strong>15.1</strong></td>
<td><strong>23</strong></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.
# 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>Other 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>Auxiliary Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

| **Faculty Salaries and Benefits**            | $0    |       |
| **A & P Salaries and Benefits**              | $0    |       |
| **USPS Salaries and Benefits**               | $0    |       |
| **Other Personal Services**                  | $0    |       |
| **Operating Capital Outlay**                 | $0    |       |
| **Special Categories**                       | $0    |       |

| **Total Costs**                              | $0    | $8,000|

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other 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>0</td>
<td>0</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0</td>
<td>0</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>$8,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>11.5</td>
<td>10.73</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$696</td>
<td>$1,118</td>
</tr>
</tbody>
</table>
### 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></td>
<td>0</td>
<td>0</td>
<td>$0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

* If not reallocating funds, please submit a zeroed Table 3
### Table 4

**BGS TABLE 4 ANTICIPATED FACULTY PARTICIPATION**

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot; Highest Degree Held Academic Discipline or Specialty</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>Melissa Gonzalez, M.L.I.S./M.A. Library Science/History</td>
<td></td>
<td>University Librarian</td>
<td>MYA</td>
<td>Fall 2016</td>
<td>12</td>
<td>0.25</td>
<td>0.25</td>
<td>0.00</td>
<td>12</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>A</td>
<td>Britt McGowen, M.L.I.S./M.A. Library Science/ English &amp; Creative Writing</td>
<td></td>
<td>Associate Librarian</td>
<td>MYA</td>
<td>Fall 2016</td>
<td>12</td>
<td>0.25</td>
<td>0.25</td>
<td>0.00</td>
<td>12</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>A</td>
<td>Kelly Sparks, M.L.I.S. Library Science</td>
<td>Librarian</td>
<td>MYA</td>
<td>Fall 2016</td>
<td>12</td>
<td>0.25</td>
<td>0.25</td>
<td>0.00</td>
<td>12</td>
<td>0.25</td>
<td>0.25</td>
<td>0.00</td>
</tr>
<tr>
<td>A</td>
<td>Various (to teach extant core courses)</td>
<td>Various</td>
<td>Various</td>
<td>Fall 2016</td>
<td>Various</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>Various</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>A</td>
<td>Various (to teach extant electives)</td>
<td>Various</td>
<td>Various</td>
<td>Fall 2016</td>
<td>Various</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Various</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total Person-Years (PY)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>0.75</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>0.00</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>0.00</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>0.00</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Overall Totals for Year 1 | 0.75 |
| Overall Totals for Year 5 | 0.75 |
Please include the signature of the Equal Opportunity Officer, Dean of University College, and the Dean of University Libraries.

Kim LeDuff, PhD  
Equal Opportunity Officer/  
Dean AVP University College  

Date

Robert Dugan  
Dean of University Libraries  

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, the Dean and AVP of University College has reviewed sections on General Education III. D., V. A. and VIII. B. & D. 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.

Melanie Haveard  
Chief Technology Officer  

Date
Appendix C

Academic Learning Compact
Mission Statement/Description
The Bachelor of General Studies degree program provides interdisciplinary study across academic disciplines and professional fields. It is designed for nontraditional students whose age, residence, academic interests, or career objectives require a more individualized university degree. The Bachelor of General Studies is designed to:

• meet the University of West Florida’s mission to provide students with access to high-quality, relevant, and affordable undergraduate learning experiences, and therefore better serve the general educational needs of region;

• provide students an opportunity to earn a bachelor's degree while maintaining family, military and/or employment obligations;

• offer a degree option including studies in several disciplinary areas;

• provide students an opportunity to build upon the associate of arts degrees offered by two-year college.

Specific Requirements
In addition to the University’s general requirements, students must complete a minimum of six (6) hours of “lead” courses from each cognate area (Communication, Information Literacy, Problem Solving/Decision Making, and Community Leadership). In addition, students must choose one of the areas of emphasis in which to concentrate. This will require 24 credit hours from Communication, Information Literacy, Problem Solving/Decision Making, or Community Leadership. A Generalist track will also be available in which students take six (6) hours of lead courses from each area of emphasis for a total of 24 credit hours and an additional 24 credit hours of advisor-approved upper-division electives from across the four areas. Students seeking the BGS degree must maintain a UWF and cumulative GPA of at least 2.0. No more than 24% of the program requirements for this degree may be in traditional business subjects. Finally, students must complete a Capstone course, which may be work or community related.

Student Learning Outcomes
Graduates who earn the Bachelor of General Studies should be able to do the following:

Content

• Identify and apply key concepts from each of the four cognate areas (Communication, Information Literacy, Problem Solving/Decision Making, and Community Leadership)

• Develop an individualized plan of study concentrated on finding possible solutions to a relevant problem

Critical Thinking

• Synthesize key concepts across disciplines as well as among and within each cognate area

• Apply cross-disciplinary knowledge to solving a relevant problem demonstrated through the completion of a capstone project
Communication
  • Practice oral and written standards of communication appropriate for both academic and professional environments

Integrity/Values
  • Practice academic integrity and respect for intellectual property
  • Exhibit professional behavior appropriate for a community leader

Project Management
  • Design, research, and present a Capstone project integrating the four competencies of the BGS degree
  • Locate and analyze quality sources (written and/or oral) for use as evidence
  • Collaborate effectively with advisor and project director(s)
  • Regulate the pace of work appropriately to meet deadlines

Assessment of Student Learning Outcomes
The interdisciplinary nature of the BGS program prepares students to excel in a number of different fields and pursuits. Students have the opportunity to develop individualized programs of study that profit from the expert instruction of faculty from multiple academic areas. Students will be assessed on the above content areas through several measures including quizzes, exams, term papers, oral presentations, online discussions boards, class participation, advising sessions, and most importantly, the senior Capstone project. Often work- or community-based, the capstone demonstrates the synthesis of academic content with personal and professional goals. Students must present their project at the UWF Student Scholars Symposium, the Women’s and Gender Studies Conference, or other symposium/conference of their choice.

Job Prospects for General Studies Students
Manager
Nonprofit Advocate
Teacher
Guidance Counselor
Government and foreign service
Public Relations Officer
Researcher
Writer
Entrepreneur
Salesperson

*URL to be added when page created
Appendix D

Curriculum Vitae
Katelynn Asbell Riesenb erg  
1107 Sweetbriar Street, Cantonment, FL 32533  
University of West Florida, 11000 University Parkway, Pensacola, FL 32514  
Home phone: (850) 207-0409; Work phone: (850) 474-2653  
kriesenberg@uwf.edu

Education

**M.A., History (April 2011)**
University of West Florida  
Master's Research Paper: “‘David with his Sling and I with my Bow’: Michelangelo’s *David* and the Struggle between Hebraism and Hellenism in Renaissance Florence”

**B.A., History (May 2009)**
University Honors Program Scholar  
University of West Florida  
Undergraduate Honors Thesis: “Michelangelo's *David*: The Meanings Beneath the Surface”

Teaching Experience

**Spring 2016**  
EUH4142 Renaissance and Reformation, guest lecturer  
February 2, 2016 “Italian Renaissance Art”

**Spring 2015**  
HIS 3002, Methods and Materials Colloquium (two sections)

**Fall 2014**  
HIS 3002, Methods and Materials Colloquium (two sections)  
EUH4142 Renaissance and Reformation, guest lecturer  
October 14, 2014 “High Renaissance”

**Spring 2014**  
HIS 3002, Methods and Materials Colloquium (two sections)

**Fall 2013**  
HIS 3002, Methods and Materials Colloquium (two sections)

**Spring 2013**  
HIS 3002, Methods and Materials Colloquium (two sections)  
AMH 2010, *US History to 1877*, guest lecturer  
April 19, 2013 “Crisis of War”

**Fall 2012**  
AMH 2010, *US History to 1877* (two sections)  
EUH 3121 *Fall of Rome, Birth of Europe*, guest lecturer  
September 24, 2012 “The Germanic Tribes”  
September 26, 2012 “The New Kingdoms”  
EUH 4142 Renaissance and Reformation, guest lecturer  
September 24, 2012 “The Italian Renaissance: da Vinci, Raphael, Michelangelo, and
Vasari'

Spring 2012  AMH 2010, US History to 1877
Fall 2011  AMH 2010, US History to 1877
          EUH 1000, Western Perspectives I
Spring 2011  EUH 1000, Western Perspectives I
Fall 2010  EUH 1000, Western Perspectives I

Work Experience

August 2015-present  Assistant Dean, College of Arts, Social Sciences, and Humanities, University of West Florida
May 2012-August 2015  Academic Adviser & Lecturer, University of West Florida Department of History
August 2014  Interim Office Specialist, University of West Florida Department of Philosophy
June 2011-July 2012  Office Specialist, University of West Florida Department of Philosophy
Duties included advising students, preparing course schedules each semester in conjunction with the Chair, preparing adjunct appointment forms, managing the departmental budget, updating and editing the Philosophy website, collecting new hire forms, assisting professors with grade submission and miscellaneous tasks, typing up semester evaluations, and submitting Travel Authorization Requests and Travel Expense Reports.
Fall 2009  Graduate Teaching Assistant
Assistant to Dr. Amy Mitchell-Cook, AMH 2010 US History to 1877, including attending all class sessions, grading, holding office hours, and presenting two lectures: “The Road to the American Revolution” and “Andrew Jackson: The Corrupt Bargain, Panic, and Indian Removal.”

Awards

2011  Carolyn A. Knefely Award for Excellence in Writing
2010  Department of History Outstanding Graduate Student of the Year
Special Academic Projects and Presentations


Summer 2010  HIS 5991, Route 66 to the Atomic West—I authored four podcasts that appear on the University of West Florida’s Next Exit History™ Website (http://nextexithistory.org/). Subjects include the German community of New Braunfels, Texas, the Frontier Restaurant in Albuquerque, New Mexico, Frenchman Flat at the Nevada Test Site, and Loretto Chapel in Santa Fe, New Mexico. In addition, I assisted the professor with editing podcasts submitted by other students (May 8-July 2, 2010).

Spring 2010  COM 5206, Communication Training
The College of Arts and Sciences at the University of West Florida developed this course as a “Teaching Academy” for graduate students taught by Dr. Athena du Pré of the Communications Department. Performance in this course was based upon two major projects: creating a teaching portfolio and leading one class presentation. The teaching portfolio included a curriculum vita, a statement on my personal teaching philosophy, a diversity statement, a sample syllabus and lesson plan, and a sample online learning module. The presentation required that I work with one other student to design and facilitate one class discussion on a chapter from Wilbert J. McKeachie and Marilla Svinicki’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers. Our presentation was on “Creating and Identifying Teachable Moments,” and included a lesson plan, exam, online learning session, and group activity.

Spring 2009  University of West Florida Honors Symposium Poster Presentation
This symposium required that I create a poster outlining the central arguments of my thesis paper, “Michelangelo’s David: The Meanings Beneath the Surface,” and answer any questions posed by attendees (April 10, 2009).

The Labyrinth Project, University of West Florida
I assisted with a three-day event in which the university and wider communities were introduced to medieval culture via canvas copy of the Chartres Cathedral labyrinth (March 22-24, 2009).

Professional Associations

National Academic Advising Association (February 2015 – present)
Renaissance Society of America (January 2012 – present)
Phi Alpha Theta, the National History Honor Society (August 2010 – present)
University of West Florida History Club (January 2006 – April 2011)
References

Amy Mitchell-Cook, Ph.D.
Department of History, Chair & Associate Professor
University of West Florida
11000 University Parkway
Pensacola, FL 32514
(850) 474-6014
amitchellcook@uwf.edu

Marie Thérèse Champagne, Ph.D.
Department of History, Assistant Professor
University of West Florida
11000 University Parkway
Pensacola, FL 32514
(850) 474-2681
mchampagne@uwf.edu

Derek Zumbro, Ph.D.
Department of History, Assistant Professor
University of West Florida
11000 University Parkway
Pensacola, FL 32514
(850) 857-6038
dszumbro@aol.com
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 August 2014-present
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**
  July 2015-December 2015
  Legal Studies, Public Administration and Sport Management
  University of West Florida

Associate Professor of Business Law August 2008-2014
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**
  August 2012-present
  Northwestern State University

- **Area Coordinator, Business Administration**
  August 2009-2012
  NSU School of Business
  Northwestern State University

Adjunct Instructor August 2007-May 2008
Northwestern State University
Course taught – PSCI 3090 (Constitutional Law)

Professional Experience

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

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

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)
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*

*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

63
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.
KELLIE SPARKS
9019 Governors Place Court • Pensacola, Florida 32514 • 321-749-6620 • ksparks@uwf.edu

EXPERIENCE

EVENING REFERENCE LIBRARIAN
University of West Florida
JULY 2013-CURRENT
Pensacola, Florida

1. Provides reference and research assistance to library patrons through multiple modes of delivery and to students and faculty in the Legal Studies, Philosophy, Religion, Criminal Justice and Psychology Department
2. Teaches information literacy/library instruction sessions
3. Develops and maintains online tutorials and Libguides for designated subject areas
4. Selection, acquisition, management, weeding, and development of library materials, in all formats, for assigned subject areas
5. Collaborates with the Reference Department to maintain the Reference Desk and supervise Reference student assistants
6. Coordinates UWF Libraries Social Media
8. Co-chair of the Marketing and Outreach Committee
9. Creates digital and print marketing materials using software such as Adobe Premiere Pro and mobile social applications such as Flipagram and VivaVideo
10. Serves as Interim InterLibrary Coordinator during Summer term
11. Stays abreast of library trends through active participation in ongoing professional development activities

ADJUNCT REFERENCE LIBRARIAN
Brevard Community College
MAY 2011-JULY 2013
Palm Bay, Florida

12. Provides professional reference service to faculty and students
13. Designed and created augmented reality library marketing materials
14. Assisted in the creation of Libguide for ENC 1101 and Introduction to Psychology courses
15. Received training in ALEPH library systems
16. Familiar with ANGEL course management system

LIBRARIAN
Keiser University
OCT. 2010-JULY 2013
Melbourne, Florida

17. Provides research and reference assistance to on-site and distance students and faculty
18 Develops instructional materials and provides library instruction sessions for all Keiser University Melbourne students
19 Shares responsibility for purchasing and weeding all materials in library book collection
20 Initiated and maintains the Keiser University Melbourne WordPress blog
21 Participates in Ask-A-Librarian reference service
22 Produces a variety of library print and online marketing materials and coordinates library events for both students and faculty
23 Oversees Faculty Collection Development committee to ensure ongoing liaison opportunities and relevance of library print collection
   • Implemented the on-campus digital literacy workshop series
   • Collaborates with Student Services Department to hold monthly job-searching workshop for on-campus students
   • Represents library as member of Teaching and Learning Committee and chair of Campus Resources subcommittee
   • Currently creating online portal for Campus Resources subcommittee using eCollege course management system
   • Stays abreast of library trends through active participation in ongoing professional development activities
   • Supervises one part-time library assistant
   • Strongly promotes library and community outreach through collaborative library events with organizations such as Library Association of Brevard and Space Coast Therapy Dogs

PATRON SERVICES LIBRARIAN (TEMPORARY)  
Florida Institute of Technology Evans Library  
Melbourne, Florida  
FEB. 2010-OCT. 2010

24 Provided assistance at Service Desk for students and faculty
25 Facilitated opening/closing procedures of Library
26 Utilized SIRSI system while performing general circulation duties
27 Participated in reference transactions as needed
28 Supervised, trained, and mentored student assistants on Service Desk tasks
29 Maintained book collection by shelving materials, locating lost/missing books, and providing feedback on condition of collection

LIBRARY INTERN/VOLUNTEER  
Florida Institute of Technology Evans Library  
Melbourne, Florida  
AUG. 2009-JAN. 2010

- Worked under Government Information Librarian to become familiar with the mission and management of a Federal Depository Library
- Assisted Government Information Librarian in preparing offer lists of unneeded documents as part of a collection evaluation project
- Worked under Electronic Services Librarian to produce online Reference LibGuides for the Evans Library website
- Audited COM 2012 research course to improve upon research skills, to gain a better understanding of the library’s print and electronic academic resources, and to observe effective teaching methods for library instruction
• Created Microsoft PowerPoint presentation and gave instruction to COM2012 students on online medical database PubMed
• Provided assistance at Service Desk for students and faculty
• Learned to use SIRSI system and Library of Congress classification system
• Assisted cataloging staff by pre-processing gift books
• Introduced to basics of copy cataloging
• Participated in professional development activities such as the ACRL conference and a variety of instructional database workshops

LEASING AGENT/SALES ASSOCIATE 2005-2010
Thomas Kay Realty  
Melbourne, Florida

• Facilitated leasing of real property
• Negotiated contracts for sale and purchase
• Maintained customer service daily to ensure customer satisfaction

SUBSTITUTE TEACHER 2002-2010
Brevard County Public Schools  
Viera, Florida

A. Provided instruction to elementary, middle-school, and high-school students during absence of teacher

EDUCATION

SUNSHINE STATE LIBRARY LEADERSHIP INSTITUTE 2015
Graduate

FLORIDA STATE UNIVERSITY 2009
Master of Science in Library and Information Science – 3.9 GPA

FLORIDA INTERNATIONAL UNIVERSITY 2000
Bachelor of Arts in English

PRESENTATIONS

PROVIDING PERSONAL ATTENTION THROUGH THE LIBRARY 2015
Florida Library Virtual Campus (FLVC) Regional 1 Conference

WOLFRAM ALPHA 2014
Florida Library Association, Mini-Conference

AUGMENTED REALITY 2010
Florida Institute of Technology Evans Library - Faculty and Staff Library Association of Brevard – Professional Development Workshop

USING PUBMED DATABASE 2010
MEMBERSHIPS AND SERVICE

UNIVERSITY OF WEST FLORIDA 2013-CURRENT
Marketing and Outreach Committee, Co-Chair
Library Faculty Committee, Member & Chair
Collection Development Committee, Member
Head of Circulation, Search Committee, Member (2015)
ILL Information Specialist, Search Committee, Chair (2014)

AMERICAN LIBRARY ASSOCIATION 2010-CURRENT
LIBRARY ASSOCIATION OF BREVARD 2010-CURRENT
Past-President (2014-2015)
President (2013-2014)
Vice-President/President-Elect (2012-2013)
Secretary (2011-2012)

KEISER UNIVERSITY 2011-2013
Teaching and Learning Center Committee Member
Campus Resources Subcommittee, Chairperson
Cross-Functional Team Member
Library Faculty Collection Development Committee, Chairperson

HONORS

KEISER UNIVERSITY 2011
Library Leadership Award for creation of Melbourne campus blog

KEISER UNIVERSITY APRIL – JUNE 2011
Staff of the Quarter Award
EDUCATION

University of West Florida, Master of Public Administration, Pensacola FL, in progress
  GPA: 3.91
University of North Texas, Master of Science in Library and Information Sciences, Denton, TX, May 2009
  GPA: 4.0
Macalester College, Bachelor of Arts, St. Paul, MN, May 2006
  Major: Hispanic Studies  Minor: Geography
  GPA: 3.59
Semester Abroad, Universidad de Alcalá, Alcalá de Henares, Spain
  September-December 2004
  GPA: 4.0

EXPERIENCE

University of West Florida Libraries Pensacola, FL December 2014- present
  Professional Studies and Online Outreach Librarian
  • Supervise the operation of the Professional Studies Library, including management, planning, collection development and cataloging
  • Serve as subject specialist and departmental liaison for Education and Social Work, including collection development, library instruction and outreach
  • Coordinate outreach and instruction to online learners and faculty members

University of West Florida Libraries Pensacola, FL January 2010-December 2014
  Head of Circulation
  • Supervise the maintenance of the circulating collections and the operation of the circulation department at the John C. Pace Library, including opening and closing of the building.
  • Supervise eight full-time staff members.
  • Revise and implement circulation policies for the Library.
  • Serve as co-chair of the University Libraries’ Marketing and Outreach Committee.
  • Serve on the University Libraries’ Collections Development Committee, Department Heads Group and Library Faculty Council (Chair, 2011-2012).
  • Serve on the University Information Technology Planning and Advisory Committee and University Faculty Senate
Serve on the Florida Council of State University Libraries’ Statewide Storage Task Force and Access Services Sub-committee.
Serve on the Library Leadership & Management Association Systems and Services Section Management Practices committee

**Fort Walton Beach Library** FWB, FL July 2009- January 2010
*Library Aide*
- Provided excellent customer service and circulated materials.
- Assisted library users in use of library facilities, computers and resources.

**Wichita Falls Public Library** Wichita Falls, TX April 2008- April 2009
*Youth Librarian*
- Provided excellent customer service and reference and information services to youth and adults at general and specialized reference points.
- Participated in materials selection, insuring compliance with library policies and budgets.
- Served as librarian-in-charge, dealing with public concerns and supervising four staff members, for 130+ hours.
- Resolved conflicts with library patrons and the general public.
- Facilitated and developed community outreach and marketing.
- Developed and implemented library programming for youth.

**Sheppard Air Force Base Library** SAFB, TX September 2007- April 2008
*Library Aide*
- Trained other library aides in procedures and customer service standards.
- Provided excellent customer service, assisting library users in use of library facilities, computers and other resources.
- Performed various circulation and shelving functions.

**Pikes Peak Library District** Colorado Springs, CO May 2006- May 2007
*Information Services Specialist- Teen Services*
- Facilitated public reference and information services.
- Developed and implemented library programming for teens and adults, including planning programming for a teen summer reading program that served over 4,000 participants, with a 120% increase in program participation.
- Delivered booktalks to over 800 teens in the community.

**PRESENTATIONS AND PUBLICATIONS**

Panel Presentation: *Academic Monograph Tastes on a Paperback Budget: An MIS for Collection Development*; Presented at the Innovation Conference, Panama City, FL, August 2012

72

Panel Presentation: SMART boards and student collaboration; FLVC Region 1 Meeting, Panama City, FL, April 2014

Panel Presentation: SMART enough to Collaborate; Presented at the American Library Association Annual Conference, Las Vegas, NV, June 2014

Ziegler, A.W. (2016, April 20-22). Closing the distance: bringing a personal librarian program to online learners. Paper accepted for presentation at the Distance Library Services Conference, Pittsburgh, PA.

PROFESSIONAL SERVICE

National Service
- Member, Library Leadership & Management Association/Systems & Services Section Management Practices Committee (American Library Association) (2012-present)

Statewide Service
- Member, FLVC Next Generation ILS Task Force (November 2013-May 2014)
- Member, FLVC Next Generation ILS Requirements Task Force (August 2014-January 2015)
- UWF Representative, CSUL Statewide Storage Task Force (2010-2015)
- UWF Representative, JSTOR policy working group, Statewide Storage Task Force 2011-2013
- Member, Resource Sharing Task Force, Florida Virtual Campus 2012-2013
- Member, Resource Sharing Standing Committee, Florida Virtual Campus 2013-2015

University Service
- Library Representative, Faculty Senate 2012- present
- Member, Academic Council 2012-present
- Member, UWF Faculty Budget Advisory Committee 2015
- University Information Technology Planning and Advisory Committee 2011-2014
- Member, ITPAC Charter Review Task Force 2013
- Member, ITPAC Special Issues Subcommittee 2013
• Member, Internal review team for Student Disability Resource Center program evaluation
• Member, Nautilus Card Review Team
• Member, Ex-oficio, COEPS Council 2015-present

Library Service
• Co-Chair, Marketing & Outreach Committee 2010-present
• Member, Collection Development Committee 2010-present
• Member, Library Faculty Council 2010-present
• Member, Promotion Committee (LFC) 2013-2014
• Member, Search Committee for Evening Librarian
• Chair, Interlibrary Loan Information Specialist Search Committee
• Chair, Emerald Coast Campus Library Information Specialist Search Committee

SKILLS

Computers: ALEPH; Sirsi Dynix Workflows; Horizon Information Management System; Millennium Circulation.

Languages: Fluent in English and Spanish.

RECOGNITION

Recipient, Lady Kate Medders Scholarship, University of North Texas, 2009
Director’s Award, Spirit of Pikes Peak Library District: Community Service, 2007

PROFESSIONAL MEMBERSHIPS

Member, American Library Association
Member, Association of College and Research Libraries
Member, Library Leadership & Management Association
Member, Sigma Delta Pi, National Collegiate Hispanic Honor Society
Britt McGowan
5709 San Gabriel Dr.
Pensacola, Florida 32504
850-469-0359(h)
850-474-2048(w)
850-619-2451(c)
bm cgowan@uwf.edu

EDUCATION
Master of Library and Information Studies, Florida State University, 2009.
  Translation Exam: French
Bachelor of Arts, English. Florida State University, 1998.

EXPERIENCE
Associate Librarian,
Library Instruction Coordinator & Humanities Reference Librarian.
John C. Pace Library, University of West Florida, 2009-present

- Coordinate all Library Instruction and Information Literacy Program activities, including compiling instruction statistics and assessment results; scheduling instruction sessions; coordinating online and face-to-face instruction activities and information literacy projects; acting as liaison to the English Composition & Academic Foundations programs to coordinate library instruction; advertising and promoting instruction services; and creating related publications
- Teach information literacy and library instruction outcomes, particularly in the disciplines of English and Communication Arts
- Serve as a subject specialist and faculty liaison to the English & World Languages and Communication Arts Departments by participating in collection development activities, teaching library instruction courses, and creating subject-specific research guides
- Coordinate and support library faculty participating in information literacy initiatives and coordinate information literacy initiatives across campus
- Monitor the Library Instruction Program assessment and statistical data in order to facilitate improvement
- Provide reference, database, and research assistance to library patrons in person, on the phone, as well as via e-mail and instant messaging

Circulation Staff Supervisor & Assistant Department Head.
John C. Pace Library, University of West Florida, 2005-2009

- Assisted the Head of Circulation in the departmental planning process
• Compiled departmental statistics to assist with goal-setting and the department’s annual report
• Managed the day-to-day operations of the Circulation department
• Trained, supervised, and evaluate six full-time employees. Established performance objectives to match personal skills with departmental goals. Prepared performance evaluations annually and made personnel recommendations.
• Coordinated the processing of electronic reserve materials by assigning workload and managing the day-to-day activity to ensure timely and seamless service to faculty and students.
• Maintained technical expertise with ALEPH, our library management system
• Acted as a liaison with the Florida Center for Library Automation to coordinate patron tape-loads and fixed due date changes.
• Recommended changes in the Online Patron Access Catalog (OPAC) and in various patron notification services to promote positive interactions with our patrons and to streamline staff functions.
• Monitored budget and recommended adjustments, as needed, as allocated to student assistants and allotted to purchases.

Reserves Coordinator
John C. Pace Library, University of West Florida, 2002-2004

• Coordinated, processed, and maintained the course reserve and permanent reserve collections
• Worked scheduled Circulation desk shifts
• Trained student employees
• Recommended purchases for the reserve collection
• Assisted in system development in the course reserve module of ALEPH, our library management system.

Adjunct Instructor
English Department, Pensacola Junior College, 2002 and 2007
ENC1101: English Composition I
Taught student-centered writing fundamentals and essay composition using course plans that incorporated substantive topics that required active practice of students’ critical thinking skills.

Visiting High School Poetry Teacher
Poetry Outreach Center, City College of New York, 2000-2001
Taught poetry to under-privileged and ESL students in New York City high schools as a form, process, and outlet for self-expression. Assisted in judging the city-wide annual high school poetry competition.

Reading Tutor
Woodland Hall Academy, Tallahassee, FL 1998-1999
Tutored dyslexic and ADHD students in the areas of language development and reading, using a multi-sensorial approach which relies heavily on tactile stimulation and auditory discrimination for reading and writing comprehension.

SELECTED PRESENTATIONS

- “Strategies for using SMART Boards to Facilitate Peer Review and Improve Student Writing,” Faculty Friday, Center for University Teaching, Learning, and Assessment, University of West Florida, 2014
- “Raising the Library IQ using SMART Board Technology,” FLVC Region 1 Meeting at the FSU, Panama City Campus, 2014
- “Developing Course Assignments that Promote Information Literacy,” Faculty Friday, Center for University Teaching, Learning, and Assessment, 2010
- “Plagiarism Detection and Prevention,” Faculty Assembly on Academic Integrity, 2009
- “Faculty-Library Liaisons: Marketing Strategies for Library Instruction” with FSU Librarian, Jacque Druash, CSUL Information Literacy Subcommittee, 2010

PUBLICATIONS


SELECTED PROFESSIONAL DEVELOPMENT

- Association of College and Research Libraries’ Instruction Section Mentoring Program, 2011
- National Conference on Race & Ethnicity in Higher Education, 2011
- Association of College and Research Libraries’ Information Literacy Immersion Program, Burlington, Vermont, 2010
- Certificate in Management, UWF Human Resources, 2009

AWARDS & HONORS

“Navigate: UWF Libraries Research Tutorials” included in PRIMO, Peer-Reviewed Instructional Materials Online, ACRL Instruction Section, 2015
Association of College and Research Libraries “Member of the Week,” 2014
UWF Professional Excellence Award, 2007-2008
Alice M. Sellers Poetry Award, City College of New York, 2001

ASSOCIATIONS

American Library Association, 2008-present
Association of College and Research Libraries, 2008-present
ACRL Instruction Section, 2008-present
ACRL Literatures in English Section, 2008-present
Modern Languages Association, 2014-15

SKILLS

Software: Camtasia Studio, LibGuides, LibAnalytics, Elluminate
Web Design: HTML, XHTML, CSS
Library Integrated System: Ex Libris ALEPH
K. Blaine Lawlor, Ph.D.
631 Pinebrook Circle Cantonment Florida 32533
Work: (850) 474-2277  Home: (850) 968-3213

EDUCATION

2009  Ph.D. (Strategic Management), Spears School of Business - Oklahoma State University.

1980  M.B.A., University of Western Ontario.

1976  Professional Teaching Certificate, British Columbia Department of Education.

1976  B.ED., University of British Columbia.

1974  B.A. (Commerce), Simon Fraser University.

DISSERTATION

"Relationship of CEO and TMT Pre-merger Power Characteristics of the Acquiring and Target Firm on Post-merger Effectiveness." Successfully defended the dissertation and it was published May 2009.

PUBLISHED PAPERS


"MetaSpace Designs LLC (MetaSpace): How Can a Lapel-ephant Stay Relevant?" Authors: Reddick, Trace; Dwyer, Michael; Liu, Yurong; Krause, Eric; Lawlor, K. Blaine. American Journal of Management (ISSN: 2165-7998) Volume 14(4), 2014


"Netflix: Success to Disaster and How to Recover?" Authors: Wilson, Mark; Davidson, Michael; Reshwan, Anthony-Joe; Lawlor, K. Blaine. Southeast Case Research Association Journal Volume 10, Issue 1, fall 2013 – Pages 22-47.

"The Pantry, Inc: A Viable Organization for the Twenty-first Century." Authors: Powell, Angus (Trey); Martin, Katie; Roland, Joanna; Lawlor, K. Blaine. Southeast Case Research Association Journal Volume 9, Issue 1, fall 2012 – Pages 1-22.

"Comcast Corporation: Will the Future be Comcast?" Authors: Harrison, Viorica; Kostevicki, Stacey; Lawlor, K. Blaine. Southeast Case Research Association Journal Volume 8, Issue 1, fall 2011 - Pages 1-21.
"Effects of Power Characteristics of Acquiring and Target Firm Top Management Teams on Post-Deal Outcomes." Authors: Lawlor, K. Blaine; White, Margaret A.; Ellis, Kimberly M. On February 19, 2012, we found that this paper was not accepted for publication at the Academy of Management Journal. To be submitted to the Journal of Management Inquiry in July 2015

The following cases are to be submitted to a case journal (journal to be determined)

- **The Mobile Creperie.** Authors: Bilbrey, Christine; Bustamente, Andres; Ducros, Kevin; Harper, Tristan; Lawlor, K. Blaine.

- **“Quality Inn Bayside.”** Authors: Covington, Anna; LeBoeuf, Harry; Zabeen, Sumaiya; Lawlor, K. Blaine

- **“Ballerina Buns.”** Authors: Neuland, Sarah; Robinson, David; Pureber, Jeremiah; Lawlor, K. Blaine

- **The Threat of Competition to Bluewater Fitness.** Authors: Elbert, J; Hyman, J.; Yin, A.; Lawlor, K.B.

**ACADEMIC CASE PRESENTATIONS**

**The Threat of Competition to Bluewater Fitness.** Authors: Elbert, J; Hyman, J.; Yin, A.; Lawlor, K.B. Presented at the North American Case Research Conference (NACRA) October 22-23, 2014

**The Mobile Creperie: A French Food Truck in St. Augustine.** Authors: Bilbrey, Christine; Bustamente, Andres; Ducros, Kevin; Harper, Tristan; Lawlor, K. Blaine presented at the Southeast Case Research Conference in Myrtle Beach SC Feb 19-21, 2015

**“Quality Inn Bayside.”** Authors: Covington, Anna; LeBoeuf, Harry; Zabeen, Sumaiya; Lawlor, K. Blaine. Presented at the 22nd annual conference of the Southeast Case Research Association, (SECRA), in Myrtle Beach S.C. February 20-22, 2014.

**“Ballerina Buns.”** Authors: Neuland, Sarah; Robinson, David; Pureber, Jeremiah; Lawlor, K. Blaine. Presented at the 22nd annual conference of the Southeast Case Research Association, (SECRA), in Myrtle Beach S.C. February 20-22, 2014.

**“MetaSpace Designs LLC (MetaSpace): How Can a Lapel-phant Stay Relevant?” Authors: Reddick, Trace; Dwyer, Michael; Liu, Yurong; Krause, Eric; Lawlor, K. Blaine. Presented at the North American Case Research Association (NACRA) annual conference on October 17-19, 2013 in Victoria, B.C. Canada

**“NETFLIX: Success to Disaster and How to recover?” Authors: Wilson, Mark; Davidson, Michael; Reshwan, Anthony-Joe; Lawlor, K. Blaine. Presented at the 21st annual conference of the Southeast Case Research Association, (SECRA), in Myrtle Beach S.C. February 21-23, 2013. The case won the “Featured Case Award “for the best student authored case of the conference.
"The Pantry, Inc: A Viable Organization for the Twenty-first Century." Authors: Powell, Angus (Trey); Martin, Katie; Roland, Joanna; Lawlor, K. Blaine. Presented at the 20th annual conference of the Southeast Case Research Association, (SECRA), in Myrtle Beach S.C. February 16-18, 2012. The case won the best student authored case of the conference.

“BYD: Coming to America.” Authors: Henderson, Holland; Tsai, Chia-Ying; Blay, Jacquelyn; Lawlor, K. Blaine. Presented at the 20th annual conference of the Southeast Case Research Association, (SECRA), in Myrtle Beach S.C. February 16-18, 2012.


ACADEMIC PRESENTATIONS

"The Use of Cases to stimulate discussion and inspire students to write usable and interesting cases" Lawlor, K.B. Presented at the Association for Business Simulation and Experiential Learning, (ABSEL) conference March 4-7, 2015


“Are we addressing the real problem? A tile game experiential exercise.” Author: Lawlor, K. Blaine. Presented at the 41st annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 19-21, 2014 in Lake Buena Vista, Florida. This article is also accepted for publication in the Bernie Keys Library.

“Assessing Project Management as an Academic Learning Outcome.” Authors: Hornyak, Martin J.; Lawlor, K. Blaine. Presented at the 40th annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 6-8, 2013 in Oklahoma City, OK. This article is also accepted for publication in the Bernie Keys Library.

“Group Exams: Are they Relevant and Reliable as a learning Tool?” Authors: Lawlor, K. Blaine; Hornyak, Martin J. Present at the 40th annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 6-8, 2013 in Oklahoma City, OK. This article is also accepted for publication in the Bernie Keys Library.
"Smart Goals: How the Application of SMART Goals can contribute to achievement of Student Learning Outcomes." Authors: Lawlor, K. Blaine; Hornyak, Martin J. Presented at the 39th annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 7-9, 2012 in San Diego, CA. This article is also accepted for publication in the Bernie Keys Library.

"Improving Assessments of Student Learning Outcomes (SLO) over Time." Authors: Hornyak, Martin J.; Lawlor, K. Blaine; Snyder, Stephen. Presented at the 39th annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 7-9, 2012 in San Diego, CA. This article is also accepted for publication in the Bernie Keys Library.

"The use of Videos: How does this Affect Student Learning Outcomes?" Authors: Lawlor, K. Blaine, Hornyak, Martin J. Presented at the 38th annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 16-18, 2011 in Pensacola FL. This article is also accepted for publication in the Bernie Keys Library.

"The Continuing Evolution of Assessing Project Management as an Academic Learning Outcome (ALO)." Authors: Hornyak, Martin J.; Lawlor, K. Blaine; Snyder, Stephen. Presented at the 38th annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 16-18, 2011 in Pensacola FL. This article is also accepted for publication in the Bernie Keys Library.

"Continuing To Assess Project Management: What’s Been Done? What It Means? Looking At New Twists." Authors: Hornyak, Martin J.; Lawlor, K. Blaine; Snyder, Stephen; Peach, E. Brian. Presented at the 37th annual international conference for the Association for Business Simulation and Experiential Learning, (ABSEL). March 24-26, 2010 in Little Rock AR. This article is also accepted for publication in the Bernie Keys Library.

"Relationship of TMT Pre-merger Power Characteristics with Post-merger Effectiveness." Authors: Lawlor, K. Blaine; White, Margaret A.; Ellis, Kimberly M. Presented at Academy of Management Conference August 2009 Chicago Illinios.

"Alliance Performance: Determinants, Moderators and Mediators." Authors: Lawlor, K. Blaine; Frankwick, Gary. Presented at the Western Academy of Management annual meeting, March 2006, Long Beach, California.

"The Knowledgeable Middle Manager: An Exploratory Study on Social and Intellectual Capital." Authors: Lawlor, K. Blaine; Pappas, James M.; Wooldridge, Bill. Presented at the Strategic Management Society annual meeting, October 2005, Orlando, Florida.

**WORKING PAPERS**

"Effects of Power Characteristics of Acquiring and Target Firm Top Management Teams on Post-Deal Outcomes." Authors: Lawlor, K. Blaine; White, Margaret A.; Ellis, Kimberly M. On February 19, 2012, we found that this paper was not accepted for publication at the Academy of Management Journal. To be submitted to the Journal of Management Inquiry in May 2014

La Famiglia. Authors: Busovne, Julia; Gorr, Cassie; Johnson, John; Penzo, Nicoletta; Lawlor, K. Blaine.
Wheeler Chiropractic Clinics LLC – New Business Marketing Strategy. Authors: Fall, Matthew; Ransom, Elaine; Richard, Nicole; Welch, Tina; Lawlor, K. Blaine. To be submitted to the Southeast Case Research Association, (SECRAR) in September 2014. If accepted it will be presented at the 23rd annual conference in Myrtle Beach S.C. on February 19-21, 2015.

Gulf Coast Heating & Air. Authors: Harigan, Josh; Howard, Marcus; Musa, Brittany; Zwierewicz, Dorian; Lawlor, K. Blaine. To be submitted to the Southeast Case Research Association, (SECRAR) in September 2014. If accepted it will be presented at the 23rd annual conference in Myrtle Beach S.C. on February 19-21, 2015.

All Seasons Lawn Care & Landscaping. Authors: Rivers, Samantha; LeGay, Erika; Miller, Ashley; Lawlor, K. Blaine. To be submitted to the Southeast Case Research Association, (SECRAR) in September 2014. If accepted it will be presented at the 23rd annual conference in Myrtle Beach S.C. on February 19-21, 2015.

“Assessing Project Management as an Academic Learning Outcome.” Authors Hornyak, Martin J.; Lawlor, K. Blaine. This accepted paper at ABSEL is being enhanced prior to the conference to be submitted to a journal in the fall of 2014.

“Are we addressing the real problem? A tile game experiential exercise.” Author: Lawlor, K. Blaine. This accepted ABSEL paper will be updated to submit to a journal in the fall of 2014

"Alliance Performance: Determinants, Moderators, and Mediators." Authors: Lawlor, K. Blaine; Frankwick, Gary. This accepted paper at the Western Academy of Management has been updated and will be submitted to a journal in the fall of 2014.

“The Moderating Role of Financial and Human Resource Capital on Prestige Power retention within a Merger and Acquisition.” Authors: Lawlor, K. Blaine; White, Margaret A.; Ellis, Kimberly M. Under development. Targeted for an academic conference for the fall of 2014.

"Smart Goals: How the Application of SMART Goals can contribute to achievement of Student Learning Outcomes." Authors: Lawlor, K. Blaine; Hornyak, Martin J. To be submitted to a journal spring 2015.

"Group Exams: Are they Relevant and Reliable as a Learning Tool?" Authors: Lawlor, K. Blaine; Hornyak, Martin J. To be submitted to a journal spring 2015.

“The Knowledgeable Middle Manager: An Exploratory Study on Social and Intellectual Capital.” Authors: Lawlor, K. Blaine; Pappas, James M.; Wooldridge, Bill
The objective is to convert this accepted conference paper to a journal article.


“Enhancing Advantage through Understanding: An Empirical Study of Personal Values and Career Anchors.” Authors: Brewster, Sonya; Peterson, Tim; Lawlor, K. Blaine. On hold.

“Strategy Theory Development and Testing: Call for Epistemological Relativism.”
Author: Lawlor, K. Blaine. On Hold.
“CEO Structural Power – The Antecedent Role of Expert and Prestige Power and the Moderating Role of Risk.” Authors: Lawlor, K. Blaine; Olson, Bradley; Gilley, Matthew. Data has been gathered. On hold.

ADMINISTRATION & TEACHING EXPERIENCE – ACADEMIC & BUSINESS

University of West Florida
- MBA Director, University of West Florida. January 2014 to present
- Tenured Assistant Professor August 2008 to Present.

Spears School of Business, Oklahoma State University – Tulsa, Department of Management:

University of Lethbridge – Faculty of Management
- Visiting Scholar - Strategic Management (Management 4090), July 2006 to August 2006.

Spears School of Business, Oklahoma State University Department of Management (Stillwater).
- Strategic Management (BADM 4513), August 2003 to June 2006. (Recognized by the department and Dean for Outstanding Instruction 2004, 2005, 2006).
- Authentic Leadership 2004 (Team instructor).

IN Volvement within the Businesses of the Emerald Coast

MBA Students are encouraged to provide business advice to local businesses. They not only provide the business owners with a report on what could be done to remedy their situation, but they also take that information and develop live cases.

To date, thirty-eight local businesses have been examined and cases along with case solutions have been developed. With some updates and with permission from the owners these can be converted to conference acceptances and to accepted journal articles.

1. Sams Fun City (Spring 2015)
2. Optisol (Spring 2015)
3. QMotion Advanced Shading Systems (Spring 2015)
4. ALT Pensacola (Spring 2015)
5. Best Price Digital Lenses Incorporated (Spring 2015)
6. Pioneer Technologies (Spring 2015)
7. OK Tire Store and Service Center (One independent store in Fort Walton Beach) (Spring 2015)
8. Club flight Level (Spring 2015)
9. La Familia (Spring 2014)
10. Bluewater Fitness (Spring 2014)
11. Economy Heating & Air (Spring 2014)
12. IRIS International (Spring 2014)
13. Wheeler Chiropractic (Spring 2014)
14. WinTec Incorporated (Spring 2014)
15. The Mobile Creperie (Spring 2014)
16. The Studer Group (Fall 2013)
17. All Seasons Lawn Care & Landscaping (Fall 2013)
18. The Ropella Group (Fall 2013)
19. Ballerina Buns (Fall 2013)
20. United Way of Escambia County, FL. (Spring 2013)
21. Francia’s Formal Affair. (Spring 2013)
23. Quality Inn Bayside. (Spring 2013)
24. Landrum Human Resources: Carolinas Acquisitions. (Spring 2013)
25. South Alabama Metal Sales: Rebuilding a Metal Empire. (Spring 2013)
26. Guardian Ad Litem First Circuit Office. (Spring 2013)
27. Adipic Acid Manufacturing. (Spring 2013)
28. Fitness Onboard. (Fall 2012)
29. Hail Studio. (Fall 2012)
30. USA Amateur Mixed Martial Arts Company (Spring 2012)
31. Exhibit Transfer Inc (ETI) Moving Forward in a Moving Industry. (Spring 2012)
32. Davis Travel. (Spring 2012)
33. Shalimar Cheers. (Spring 2012)
34. Running Wild, The place to get "fit". (Spring 2012)
35. Dale E. Peterson. (Spring 2012)
36. FRSTeam/Twisted Hanger. (Spring 2012)
37. Intracoastal Outfitters (Spring 2012)
38. Trim-A-Lawn. (Fall 2011)

SERVICE & MEMBERSHIP

- Proceedings Editor - Southeast Case Research Association (SECRA). February 2014 to present.
- Associate Proceedings Editor - Southeast Case Research Association (SECRA). February 2013 to February 2014.
- Director at Large – Association for Business Simulation and Experiential Learning, (ABSEL). March 2014 to March 2015.
- Member of the Southeast Case Research Association (SECRA), and Association for Business Simulation and Experiential Learning (ABSEL) The Association to Advance Collegiate Schools of Business (AACSB).

TRAINING TAKEN RELATING TO THE ACADEMIC COMMUNITY

- IAL Chairs Workshop for Deans and Chairs on September 14-17, 2014
- AACSB Assessment Conference March 17-19, 2014 in New Orleans LA.
- CAPSIM instructor Seminar - January 10, 11, 2013 in Chicago IL

ACADEMIC AWARDS & RECOGNITION

- Faculty Advisor for "Best Student Authored Paper", Southeast Case Research Association (SECRA).
  - 2011 Conference: Comcast Corporation: Will the Future be Comcast?

- Faculty Advisor for "Featured Case Award", Southeast Case Research Association (SECRA).
  - 2013 Conference: Netflix: Success to Disaster and How to Recover?

- E.W. HOPKINS Faculty Recognition and Development Award for the Department of Management/MIS Spring 2010.

- Inducted into The Business Strategy Game Hall of Fame as a Master Professor. Title was conferred when my student, Aaron Hall, won the International Business Strategy Game in December 2009.

- 2006 Robberson research fellowship. May 2006. This fellowship is granted to graduate students who are actively involved in their dissertation research.

- Western Academy of Management doctoral student conference grant. March 2006.

- Outstanding instruction William S. Spears School of Business, Oklahoma State University, 2004, 2005, 2006. This is awarded to instructors who achieve a 3.65 or more out of 4.0 on overall teaching as rated by students.

- Dean’s honor list, University of Western Ontario 1980.

**SERVICE TO THE UNIVERSITY, COLLEGE AND DEPARTMENT**

- Faculty Hooer for MBA students at December 2014, May 2013 Commencement and at the December 2012 Commencement.
- Chairman of the Graduate Curriculum Committee 2014.
- Member of the Graduate Curriculum Committee for the College of Business of the University of West Florida. 2011 to present.
- Member of the Academic Misconduct committee for the University of West Florida. 2008 to present.
- Actively involved in AACSB assessment for the undergraduate program in the College of Business. (2008 to present)
- Member of the Strategy Search Committee for a faculty member to commence employment in August 2013. As part of this search, attended the August 2012 Academy of Management Meeting in Boston to meet with potential applicants.
- Member of the Organizational Behavior Search Committee for a faculty member that commenced employment in August 2012.

**EXPERIENCE – PRIOR TO ACADEMIA**

Shell Canada Limited, Calgary, AB (1980-2001). Held increasingly responsible line and staff positions within the areas of procurement, marketing, telecommunications, information systems, audit, and project development and support.
Shell Employees Credit Union. Presided over an $80 million credit union, as President of the Board of Directors.

Courses developed and taught within Shell Canada Limited, Calgary, AB 1980-2001:
- Developed and presented a Project Management workshop.
- Developed and presented a training program for Aviation FBO’s when their Aviation systems and processes were automated.
- Developed training programs for Information System Professionals by utilizing a training gap model.
- Developed training programs for Procurement Professionals.

Southern Alberta Institute of Technology, 1998 - 2001:

- Coordinated the Business Education curriculum at this school, taught existing business education courses and developed and taught courses on money management and careers.
- Taught evening courses to working adults on how to set up and manage their business.
- Official representative of the school on the British Columbia teachers union.

KEY BUSINESS ACCOMPLISHMENTS

Developed, managed & implemented a Shell Aviation credit card. Prepared the business case and authority for expenditure (AFE), championed the approval of the project, and as project leader, delivered the new card process on time and within budget. This was a key strategic initiative for Aviation as it allowed Aviation to maintain its existing customers, provided a platform to entice competitor’s customers to come to Shell and saved the organization hundreds of thousands of dollars annually.

Championed a subsidiary’s return to profitability. Analyzed their existing business plan and activities to identify the real problem and then came up with a list of over twenty recommendations on how they could return to profitability. This was presented and sold to the president of the subsidiary. He hired a general manager to implement the recommendations and a year later, the president informed me that they were now profitable.

As a project leader responsible for all financial and business aspects, we converted an internal marketing department to a freestanding subsidiary. Shell obtained the economic benefits as this key strategic project was completed on time and within budget.

As a project leader responsible for all financial and business aspects, we successfully divested a subsidiary from Shell Canada. Coordinated the financial aspects of the conversion of all service stations throughout Canada from regular diesel to low sulfur diesel. We met and exceeded government timing and environmental regulations on this initiative.

As a member of a team created by the President of Shell Canada Products, organized and participated in an “employee advisory group”. We created the mission statement of the group and met with the President to resolve employee concerns. As coordinator of the Finance and Administrative departments within Products, problems were identified and resolved which resulted in a higher level of satisfaction as expressed by employees in the annual survey.
Created and implemented a merchant fee process for Marketing that provided the organization with annual revenue of $150,000.

Founded and managed a purchasing research group within Shell Canada Resources to improve the effectiveness of the procurement department. Established in-house procurement training programs updated policy and procedure manuals, provided economic evaluations for major engineering procurement efforts within the offshore drilling activities and supported engineering management on key negotiations.

COMMUNITY INVOLVEMENT AWARDS & RECOGNITION

- Boy Scouts of America (Pensacola FL), 2009-Present.
  - Charter Organization (Troop 36) Executive.

- Toastmasters International – Positions held and awards received:
  - Area Governor – Toastmasters, Calgary Alberta 1996.
  - President, Shell Canada Toastmasters, Calgary Alberta 1995.
  - Club president of the year Award 1995.
  - Toastmaster of the year award 1994.

- Toastmasters International – Designations achieved within this organization:
  - Competent Toastmaster designation (requires 10 speeches).
  - Advanced Toastmaster (Silver) designation (requires 30 speeches plus service).

  - Boy Scout Leader & Cub Scout Leader.

- Purchasing Management Association of Canada (PMAC).
Served as Co-Chair on a task force to determine how students interact with the library. Tasks included how students find physical materials, how they find information online, and user interviews.

**Committees**

- Scholarly & Creative Activities Committee, University of West Florida  *(Aug 2015-Present)*
- Library Faculty Council, Secretary, University of West Florida Libraries  *(Sept 2015-Present)*
- Southeastern Division of the American Association of Geographers  *(June 2010 – Sept 2013)*

**Publications**


**Community Involvement**

**Volunteer Pensacola Breast Cancer Association**  
Pensacola, FL *(Sept 2015-Present)*

- Participate in local events, including telethons and fundraising walks

**Volunteer Instructor Community Workshop Series**  
Chapel Hill, NC *(Jan 2013-Apr 2014)*

- Provided public library patrons with computer literacy classes including computer basics, file organization, and Microsoft Office
- Offered individualized assistance during classes

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**MELISSA F. GONZALEZ**  
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Pace, FL 32571  
850.723.5887  
mgonzalez@uwf.edu
**EDUCATION**

**Master of Library and Information Science**, May 2000
**Master of Arts, History**, May 2000
The University of Southern Mississippi, Hattiesburg, MS

**Bachelor of Arts, History**, December 1996
The University of Southern Mississippi, Hattiesburg, MS
  - Phi Alpha Theta National History Honor Society
  - Omicron Delta Kappa National Honor Society
  - Golden Key National Honor Society

**EXPERIENCE**

**Head of Reference**, January 2010 – present
**Reference Librarian**, February 2003 – present
John C. Pace Library, University of West Florida, Pensacola, FL
  - Supervise and manage the Reference Department as related to services, staff, planning, budget, technology, policies and procedures, development of annual and other reports, and development and completion of Reference Department annual objectives
  - General coordination of the sub-units of Reference, Collection Development, Electronic Resources, Library Instruction, Interlibrary Loan, and Scholarly Communication
  - Provide reference and research assistance to library patrons
  - Serve as the subject specialist and faculty liaison for History, Political Science, Anthropology, Archaeology, Sociology, Multicultural Studies, and Music by providing group and individual library instruction and/or Information Literacy activities
  - Participate in collection development and maintenance for the Reference, electronic, serial, and general library collections
  - Serve as the library’s K-12 representative by providing instruction and outreach to local school groups
  - Create and maintain library user aids, tutorials and research guides within assigned disciplines, as well as in selected general areas
  - Provide library orientation to campus, department, student, and community groups

**Adjunct Instructor, Fall 2007**
Department of History, University of West Florida, Pensacola, FL
  - AMH 2010 – U.S. History to 1877

**Project Archivist**, March 2000 – February 2003
Special Collections, Clemson University Libraries, Clemson, SC
• Reprocessed the James F. Byrnes papers and process the Walter Brown papers, including preservation, arrangement, and description
• Implemented Encoded Archival Description, including the selection of XML software, the development of templates for staff use, and editing and revising XSL stylesheets for web display
• Assisted in the development of a digitization plan, including background research, co-authoring an IMLS grant proposal, and the selection of materials for digitization
• Managed microfilm projects, including preparation of materials and quality control
• Provided general and specialized reference services and bibliographic instruction
• Supervised student assistants

Archival Assistant/Practicum Student, August 1998 - December 1999
USM Archives and de Grummond Children’s Literature Collection
McCain Library and Archives, USM, Hattiesburg, MS
• Processed historical and literary manuscript collections
• Created finding aids
• Completed basic conservation activities

Archival Intern, July 1999 - August 1999
Historic Natchez Foundation/National Park Service, Natchez, MS
• Processed and indexed 18th century circuit court case materials

Records Management Consultant, August 1998 - May 1999
Chancery Clerk’s Office, Harrison County Courthouse, Gulfport, MS
• Managed county records within and between on- and off-site storage facilities
• Organized record groups in the records vault
• Created inventories and indexes of vault records
• Created and implemented records retention schedules
• Completed basic conservation activities
• Supervised county trusty workers and student volunteers

Graduate Assistant, August 1997 - May 1998
School of Library and Information Science, USM, Hattiesburg, MS
• Constructed a database of approximately 1500 items
• Created subject bibliographies
• Assisted LIS professor with research and clerical tasks
• Monitored Cook Library computer lab (4 hours per week)
Assistant to the Bindery Clerk, August 1995 - December 1996
Technical Services, Cook Library, USM, Hattiesburg, MS
- Pulled, organized, and prepared periodicals and serials for binding
- Processed incoming bindery shipments
- Trained new employees on procedures and computer applications

PUBLICATIONS


PRESENTATIONS (selected)
National


**State & Regional**


**Local**

McGowan, Britt, Melissa Gonzalez, and Bre Garrett. “Strategies for Using Smart Boards to Facilitate Peer Review and Improve Student Writing” presentation. UWF CUTLA, February 20, 2014.


Gonzalez, Melissa, and Michael Pace. “Library Services.” UWF Faculty Fall "e" Kickoff, August 17, 2010.

Stanny, Claudia, Britt McGowan, and Melissa Gonzalez. “Academic Integrity.” UWF Fall Faculty Assembly, August 20, 2009.


**GRANTS & FUNDING**

2013 – $9350, Syllabus Review Project, UWF Pace Academic Development Award

2013 – $3500, Bridging Cultures: Muslim Journeys Bookshelf and Muslim Journeys: Let’s Talk About It programming grant, American Library Association/National Endowment for the Humanities

2013 – $1200, Created Equal film set and programming grant, $1200 – Gilder Lehrman Institute of American History/National Endowment for the Humanities (co-investigator)

2013 – $26,438, American Antiquarian Society (AAS) Historical Periodicals Collection (Series 1-2) digital archive, UWF Information Technology Enhancement Project (authored on behalf of the UWF Department of History)

2013 – $125,000, UWF Libraries Instruction Classroom renovation, UWF Systemic Technology Fee Project (co-investigator)

2012 – $3950, eHRAF World Cultures digital collection, UWF Information Technology Enhancement Project (authored on behalf of the UWF Division of Anthropology and Archaeology)

2012 – $500, Civil War 150 programming grant, Gilder Lehrman Institute of American History/National Endowment for the Humanities

2011 – $24,156, Early American Imprints, Series I: Evans, 1639-1800 digital archive, UWF Information Technology Enhancement Project
PROFESSIONAL DEVELOPMENT & CONTINUING EDUCATION (selected)
List of professional development and continuing education experiences:
- Drexel University Assessment Conference, Philadelphia, PA, 2014
- American Library Association annual conference, Las Vegas, Nevada, 2014
- Blackbelt Librarian: Library Security, 2014
- American Library Association annual conference, Chicago, IL, 2013
- Let’s Talk About It: Muslim Journeys grant orientation workshop, Chicago, IL, 2013
- Association of College & Research Libraries biennial conference, Indianapolis, IN, 2013
- UWF OHR Certificate in Leadership and Management, 2013
- UWF Brand Ambassador certificate, 2013
- The Innovation Conference: Fostering Creativity and Invention in Academic Libraries, Panama City, FL, 2012
- Protecting Human Research Participants certificate, NIH, 2011
- Institute for Academic Leadership, Howey-in-the-Hills, FL, 2010
- Selling Your Library Without Selling Out! online course, 2010
- For the Love of Books, UWF English department, Pensacola, FL, 2010
- Academic Learning Spaces: Invention, (Re)Invention and Innovation, Tallahassee, FL, 2010
- Florida Office of Women in Higher Education (FLOWHE) conference, Pensacola, FL, 2010
- UWF Leadership Enhancement and Development (LEAD) Program, 2005-2006
- EAD workshop, FCLA Opening Archives Initiative, Tallahassee, FL, 2006
- Disney Keys to Excellence, Leadership and Service sessions, UWF, 2006
- ACRL Information Literacy Immersion program, 2005
- UWF Information Literacy Workshop, 2004, 2005
- Computers in Libraries annual conference, Washington, DC, 2004
- Society of American Archivists annual conference, Birmingham, AL, 2002
- Encoded Archival Description--Style Sheets, SAA, Tallahassee, FL, 2002
- Preservation Training Initiative, University of South Carolina, Columbia, SC, 2001-2002
- Preservation Options in a Digital World: To Film or To Scan?, NEDCC, 2001
- Encoded Archival Description, SAA, Tucson, AZ, 2001
- Administration of Sound Recordings in Archives, SGA, Milledgeville, GA, 2000
- Preservation of Photographic Materials, Solinet, New Orleans, LA, 1999

SERVICE

History Section – Reference & Users Services Association (Division of ALA)
- Executive Committee, Member-at-Large, 2015-2018 (elected position)
- Gale Cengage Learning History Research & Innovation Award Committee, 2015-2018
- Nominating Committee, 2015-2018
  - “Primary Sources on the Web: Finding, Evaluating, Using” working group, 2014-2015
  - Webinar Planning ad-hoc committee, 2014-2015

University of West Florida – library committees
- Library Faculty Council, 2003-present
Chair, 2004-2005
Secretary, 2003-2004
Chair, Promotion Committee, 2006-2007
Collection Development Committee, 2003-present
Library Marketing & Outreach Committee, 2009-present
Co-Chair, 2009-2013

University of West Florida – statewide activities
CSUL Public Services Planning Committee (PSPC), 2010-2012
CSUI, ERS Humanities Subcommittee, 2007-2012
Opening Archives: Improving Access to Primary Sources in Florida
Ad Hoc Technology Advisory Group, 2008
Northwest Florida Regional Expert, 2007-2010

University of West Florida – university committees
University Library Committee, 2013-2015
SACSCOC Library, Learning, and Information Resources Compliance Certification Team,
2013-2014
Graduate Council, 2009-2011, 2011-2013
Chair, Outstanding Master’s Thesis Award development committee, 2009-2010
Chair, Outstanding Master’s Thesis Award selection committee, 2009-2013
SACS Fifth-Year Report Writing Team, 2010-2011
Faculty Senate, 2006-2009
Nominating Committee, 2009
non-voting member, 2004-2005
Academic Council, 2006-2009
Bookstore Advisory Committee, 2006-2009
Scholarly and Creative Activities Committee, 2003-2006

University of West Florida – search committees
Chair, Circulation Librarian, 2015
Associate Vice President for Research, 2013-2014
Chair, University Archives Information Specialist, 2011-2010
Chair, Special Collections Manager, 2010
Chair, Circulation Supervisor, 2009-2010
Special Collections Information Specialist, 2008
Chair, Emerald Coast Campus Librarian, 2007-2008
Assistant Professor, History Department, 2006
Associate Vice President for Diversity and International Programs, 2004-2005
Reference Librarian, 2004

University of West Florida – library task forces and work groups
Pell/Textbook Project work group, 2015
Chair, Institutional Repository work group, 2013-2015
Advanced Research Skills summer work group, 2013-2014
Strategic Plan summer work group, 2013-2014
Chair, Faculty Publications Task Force, 2014
IL Workforce Readiness Task Force, 2011-2013
Chair, Collection Development Policy and MIS Task Force, 2011-2012
Systematic Weeding Procedures Task Force, 2012
Acquisitions Calendar Task Force, 2012
Chair, Monograph Allocation Task Force, 2012
Web Site Task Force, 2011
PDA Pilot Project Task Force, 2011
Weeding Procedures task force, 2010-2011
Furniture Committee, 2010
Space Task Force, 2010
Library Space Study taskforce, 2008-2009
MetaLib Implementation Committee, 2006-2007
Chair, PEMA revision committee, 2006, 2007
Library Interiors Committee, 2004-2006
Coffee Shop Committee, 2003-2006
Chair, Laptop Committee, 2003-2004

University of West Florida – other university service
UWF History Department, Excellence in Writing Award selection committee, 2007-present
UWF Scholars’ Symposium judge, 2012-2015
UWF Speech & Debate Tournament judge, 2013
UWF Compass Points to Excellence Process Action Team, 2008-2011
  Teamwork and Collaboration, October 2008
  Women’s History Month, March 2009
  Positive Attitude, January 2010
  Safety in the Sun, June 2010
  Laughter is the Best Medicine, December 2010
  National Fruit and Vegetable month, June 2011
Employee Excellence Program Planning and Coordinating Committee, 2006-2007
  Facilitator, “Personnel Structure & Faculty Staff Roles” session, October 20, 2006
  Facilitator, “Historic Pensacola Village” session, April 20, 2007
  Facilitator, “Archaeology & Diversity/International Programs” session, May 18, 2007
  Facilitator, “Campus Resources” session, June 15, 2007
  Facilitator, “Historic Pensacola Village” session, April 18, 2008
  Facilitator, “Archaeology & International Programs” session, May 16, 2008
Employee Excellence Program Development Committee (LEAD class project), 2006

University of West Florida – volunteer activities
Library Book Sale, 2003-present
Welcome Week, 2003-present
National Library Week, 2012-present
New Faculty Orientation Services Fair, 2012
Housing Opening Celebration, volunteer, 2003, 2004, 2005
Organization and Services Fair, 2004
Benefits Fair, 2003
Grant Reviews
2015 – Great Stories Club “Hack the Feed: Media, Resistance, Revolution” grant, American Library Association and National Endowment for the Humanities
2015 – Latino Americans: 500 Years of History grant, American Library Association and National Endowment for the Humanities

Community Service
Escambia County History Fair judge, 2005-2015
Santa Rosa County History Fair judge, 2014-2015
Greyhound Pets of America – Emerald Coast chapter
    Volunteer, 2006-2013
    Meet & Greet site leader, 2009-2011
    Foster care provider, 2006-2009
Blessed Star Montessori Christian School, Parent Ambassadors, 2011-present
    Vice President, 2015-2016
    Secretary, 2011-2015
UWF Libraries Pink Day organizer
    raised $85 for the Susan G. Komen Foundation, October 2010
    raised $120 for Making Strides Against Breast Cancer, October 2009

HONORS & AWARDS
Librarian Incentive Program Award, 2006-2007
    “U-Care” award, UWF Faculty and Staff Recognition Program, March 2007

PROFESSIONAL MEMBERSHIPS
American Library Association, current
Association of College & Research Libraries, current
    Instruction section
    University Libraries section
Reference & Users Services Association, current
    History section
    Reference Services section
    Emerging Technologies section
    Collection Development and Evaluation section
South Carolina Archival Association, 2000-2003
Society of American Archivists, 1997-2003
Society of Mississippi Archivists, 1999-2003
Phi Alpha Theta National History Honor Society, 1994-1996
Golden Key National Honor Society, 1995-1996
Omicron Delta Kappa National Honor Society, 1995-1996
KATHERINE M. ROMACK
Department of English and Foreign Languages
University of West Florida
11000 University Parkway
Pensacola, Florida 32514
kromack@uwf.edu
(850) 261-4163

Academic Appointments
Associate Professor University of West Florida, 2009 present.
Assistant Professor of English, University of West Florida, 2001-2003; 2005-2009
Mellon Post-Doctoral Fellow with Faculty Appointment in the Department of Drama,

Education
Ph.D. in English, Syracuse University, December 2000.
M.A. in English, Syracuse University, May 1994.
B.A. in English, Syracuse University, May 1990.

Honors, Awards, and Grants
Mary F. Rogers Women’s Studies Faculty Award, 2010; Mellon Postdoctoral Fellowship,
Stanford Humanities Fellows Program, Stanford University, 2003-2005; College of Arts
and Sciences Faculty Activity Award, University of West Florida, Summer 2002; College
of Arts and Sciences Small Faculty Grant, University of West Florida, Summer 2002;
Folger Consortium Grant-in-Aid, to participate in David Norbrook’s weekly seminar:
Shakespeare Library, Washington DC, Spring 2001; Folger Consortium Grant-in-Aid, to
participate in Margreta de Grazia’s weekly seminar: "Periodization and Hamlet in
2000," Folger Shakespeare Library, Washington DC, Spring 2000; Syracuse University
Dissertation Fellowship, Graduate School, Syracuse University, 1998-1999; Summer
Research/Creative Project Grant (for research in London), Syracuse University, 1997,
1998; Research Grant, Vice-Chancellor’s Office, Syracuse University, 1997-1998.
Books (published and contracted)

In-Progress:
Women and the Poetics of Dissent in the English Revolution (contracted with Ashgate).

Gender, Politics and Play on the Restoration Stage.

Essays (published and accepted for publication)
“Cordelia’s Gift,” Shakespeare and Usury, David Hawkes ed., 20 pp. ms. (essay accepted by collection editor, to be placed under consideration with Palgrave).

“‘For this is the Naked Truth’: The Early Quakers and ‘Going Naked as a Sign’,” American Journal of Semiotics, Volume 27. 1-4 (2011): 203-231.


http://www.genders.org/g50/g50_romack.html


“I wonder she should be so Infamous for a Whore?: Cleopatra Restored,” Cavendish and Shakespeare: Interconnections, with James Fitzmaurice eds. (Aldershot: Ashgate, 2006): 193-211.


Reviews


Regional Publications
“‘In this Distracted Globe’: What Ophelia Remembers,” *Pensacola Magazine* (July/August 2010): 18


Paper Presentations and Workshops (selected)

“The 1675 Venus and Adonis,” The Erotics of Shakespeare’s Poetry, Shakespeare Association of America, St. Louis, April 2014.


“Shakespeare’s Foolish Love,” Hawaii International Conference on Arts and Humanities, Waikiki, January 2012.


“‘Enter lanthe Veil’d’,” Semiotics Society of America, Houston, October 2008.


“Shaking, Quaking, Ranting,” invited lecture, Department of English, UC Davis, June 2005.


“Performing Sex,” The Politics of Action, Art and the Public Sphere, Stanford University, May 2004.

“Going Naked for a Sign,” Women and Drama in Early Modern Europe, Shakespeare Association of America, New Orleans, April 2004.

“Going Naked for a Sign,” Before Strangelove: Or, How I Learned to Stop Worrying and Love the Apocalypse, Group for Early Modern Cultural Studies, Newport Beach, October 2003.


“Ravenscroft’s Titus,” Remembering Titus, Memory and Ritual, Group for Early Modern Cultural Studies, Tampa, November 2002.


Margaret Cavendish and Shakespeare, Seminar Leader, contributed paper “Cleopatra Restored” Shakespeare Association of America, Minneapolis, March 2002.


“‘Enter I am the Veil’d’: Women Players in Empire," Women Players In and Around Shakespeare, seminar participant, Shakespeare Association of America, Montreal, April 2000.

“Monstrous Births and the Body Politic: Women's Political Writings and the Strange and Wonderful Travail of ‘Mistris Parliament’ and ‘Mrs. Rump’,” Early Modern Culture: Labor and Leisure, Group for Early Modern Cultural Studies, Coral Gables, October 1999.

“‘Going Naked for a Sign’: Women and Theatricality,” Women and Theater, seminar participant, Shakespeare Association of America, San Francisco, April 1999.
“‘Going Naked for a Sign’: Women and Theatricality,” Renaissance Fetishisms, presenter/weekend seminar participant, Anne Rosalind Jones and Peter Stallybrass, directors, The Folger Institute, November 1998.


**Reviewing for Journals and Presses**

Arizona Studies in the Middle Ages and the Renaissance (series published by Brepols Press: Turnhout, Belgium); SEDRI: Yearbook of the Spanish and Portuguese Society for English Renaissance Studies; Early Modern Culture; Theatre Journal; Syracuse University Press.

**Professional Affiliations**


**Teaching Interests**

Early modern literature and culture, women’s writing (to 1800), literature and religion, Shakespeare and Restoration adaptations of Shakespeare, Donne, Milton, Dryden, Davenport, Renaissance allegory, metaphysical poetry, the literary baroque, performance theory, theater history, feminist theory.

**Courses Taught**

Assistant Professor, Department of English and Foreign Languages, University of West Florida:

**GRADUATE:**
- ENL 6297  Topics in British Literature: “Traditions and Counter Traditions.”
- ENL 6297  Topics in British Literature: “The Amatory Tradition.”
- ENL 6297  Topics in British Literature: “Gender, Race, Renaissance Drama.”
- ENL 6297  Topics in British Literature: “John Donne.”
ENG 6019  Topics in Literary Theory: “Postmodern Theology.”
LIT 5990  Feminist Theory (x6).
LIT 5047  Topics in Drama: “Restoration Adaptations of Shakespeare.”
LIT 5047  Topics in Drama: “Shakespeare” (online)
ENG 5009  Introduction to Advanced Literary Studies (research methods; 5x).

UNDERGRADUATE:
LIT 4385  Feminist Literary Theory (English/Women's Studies; 10x).
ENL 4341  Milton (6x).
ENL 4333  Shakespeare (8x).
ENL 4311  Chaucer.
ENL 4224: Topics in Early Modern Literature: “Traditions and Counter Traditions.”
ENL 4224  Topics in Early Modern Literature: “Libertine Culture in the Restoration.”
ENL 4224  Topics in Early Modern Literature: “Metaphysical Poetry” (3x).
ENL 4224  Topics in Early Modern Literature: “Restoration Adaptations of Shakespeare.”
ENL 4220  Renaissance Literature (English/Women's Studies; 2x).
ENL 3010  Critical Methods.
LIT 2930  Issues in Literature: “The Battle of the Sexes.”
ENL 2112  Introduction to Literature: “Literatures of Love.”
ENL 2010  British Literature I (18x).

ENG 6/4905 Directed Study (26 students).

ONLINE COURSE DEVELOPMENT:
ENL 4333  Shakespeare (completed “Studio E” seminar, spring 2007).

Visiting Lecturer, Department of Drama, Stanford University:

GRADUATE:
DRAMA 310  Research Methods for the Theater Scholar: “Restoration Adaptations of Shakespeare.”
DRAMA 310  Research Methods for the Theater Scholar: “Gender and Play in the English Civil Wars.”

UNDERGRADUATE:
DRAMA 165  Theater History I: “Staging Love.”
DRAMA 390  Tutorial (three students).
Visiting Lecturer, Department of English, SUNY Oswego:
GRADUATE:
ENG 587  Business and Literature (ENG/MBA program x2).

UNDERGRADUATE:
ENG 312  Literature of the Seventeenth Century.
ENG 210  Western Heritage: “Erotic Verse, Ovid to Behn” (2x).
ENG 102  Freshman Composition: “Autobiography” (3x).

Part-Time Instructor, Department of English/Textual Studies, Syracuse University:
ETS 192  Gender and Literary Texts (ETS/WSP; 4x).

Teaching Associate, Department of English/Textual Studies, Syracuse University, designed and taught:
ETS 312  Literature and Culture, 20th Century: “Envisioning America.”
ETS 152  Interpretation of Drama: “Gendered Representation in Early Modern Tragedies of State.”
ETS 115  British Literature I.
ETS 141  Critical Theory, An Introduction (2x).

Teaching Assistant, Writing Program, Syracuse University, designed and taught:
WRT 205  Writing Studio 2 (emphasis on rhetoric; 3x).
WRT 105  Writing Studio 1 (emphasis on composition; 9x).

Part-Time Instructor, Department of English, SUNY Oswego:
ENG 102  Freshman Composition (2x).

Student Publications
Faculty Advisor, Feminist Spaces (international Student Journal), Vols.1 and 2 (volume 3 in progress).

Faculty Advisor, Proceedings of the University of West Florida Women’s Studies Conference (first issue in progress).

Administrative Service
University:
First-Year Success Team, University of West Florida, 2012-present.
Committee on Retention Efforts, University of West Florida, 2012-2014.

Chief Negotiator, United Faculty of Florida, University of West Florida, 2012-2013.

Vice President of Collective Bargaining, United Faculty of Florida, University of West Florida, 2011-2013.

Representative, Executive Committee United Faculty of Florida, University of West Florida, 2009-2013.

Secretary, Faculty Senate, University of West Florida, 2010-2012.

Representative, Executive Committee, Faculty Senate, University of West Florida, 2010-2012.

Representative, Administrative Committee, Faculty Senate, University of West Florida, 2010-2012.

Chair, Faculty-Sponsored Merit Scholarship Committee, University of West Florida, 2010-2012.

Representative, Planning and Special Issues Committee, 2010-2012.

Senator, Faculty Senate, University of West Florida, 2009-2012.

Representative, Faculty Governance Committee, University of West Florida, 2009-2010.


**College:**
Coordinator, Women and Gender Studies Program, University of West Florida, 2015-present.

Chair, College of Arts and Sciences Governance Committee, University of West Florida, 2008-2009.

College of Arts and Sciences Steering Committee, University of West Florida, 2007-2009.
College of Arts and Sciences Council, University of West Florida, 2006-2009. (Secretary, 2007-2008; Vice Chair, 2008-2009).

Teaching Incentive Program Selection Committee, College of Arts and Sciences, University of West Florida, 2006-2007.

Interdepartmental:
Coordinator, Women and Gender Studies Program, University of West Florida, 2015-present.

Women, Gender, and Diversity Taskforce, University of West Florida, 2013-2014.

Advisory Board, Women’s Studies Program, Interdisciplinary Humanities Program/School of Psychological and Behavioral Sciences, University of West Florida, 2007-2012.

Mary Rogers Award selection committee, Women’s Studies Program, Interdisciplinary Humanities Program/School of Psychological and Behavioral Sciences, University of West Florida, 2007-2012.

Departmental:
Assessment Committee, Department of English and Modern Languages, University of West Florida, 2012-present.

Graduate Committee, Department of English and Foreign Languages, University of West Florida, 2001-2003; 2005-present.

Curriculum Committee, Department of English and Foreign Languages, University of West Florida, 2008-2012.

Faculty Governance Committee, Department of English and Foreign Languages, University of West Florida, 2001-2002; 2005-2008.

Faculty Mentoring Committee, David Earle, 2009 and 2010.

Hiring Committee Chair (Medieval/Renaissance Search), Department of English and Foreign Languages, University of West Florida, 2002-2003.
University and Community Enhancement
Women’s Studies Collective, University of West Florida, Sponsor/Primary Faculty Advisor, 2014-present.

University of West Florida Women’s Studies Conference (Undergraduate and Graduate), founder/primary faculty advisor three times, University of West Florida, 2001-2003; 2015.

Feminist Theory Reading Group, founder/primary faculty advisor, 2013-present.

Faculty Advisor, Feminist Iconography (Exhibition), TAG, University of West Florida, November 2014.

Feminist Poetry Open Mic Night, Women’s Studies Collective/West Florida Literary Federation, July 2014.

Peer Review of Assessment/Peer Review of Assessment Orientation, October 2013.

“John Milton Monologue,” Frankenstein, Monster on Trial, Third Annual UWF Book Club Gala, University of West Florida, April 2011.

“Prologue,” Rosencrantz and Guildenstern are Dead, Center for Fine and Performing Arts, University of West Florida, October 2010.


Judge, non-fiction entries, Laurie O’ Brien Creative Writing Award, University of West Florida, March 2008.

“‘Going Naked as a Sign’,” lecture, Philosophy Club/Socratic Society, University of West Florida, November 2007.
Faculty Facilitator, “Meet the Faculty Contest,” University of West Florida, August 2007.


“The Tempest” (operatic adaptation of Dryden and Davenant’s 1674 production) co-directed by Jennifer Lane, Herbert Myers, David Tayler, and Hanneke van Proosdij, program notes, Stanford University, March 2005.

“Davenant and Dryden’s Operatic Tempest,” dramaturgical lecture, Department of Music, Stanford University, March 2005.


Women’s Studies Collective, University of West Florida, Sponsor/Primary Faculty Advisor, 2001-2003.


English/Textual Studies Undergraduate Conference, co-founder/primary advisor four times, Syracuse University, April 1997-2000.

Learning Outcomes Initiative, Vice-Chancellor’s Office, Syracuse University, 1997-8.


"Using Theory in the Composition Classroom," Writing Program Spring Conference, Writing Program, Syracuse University, March 1995.

With Louis Palmer, "Collaborative Teaching," Writing Program Fall Conference, Writing Program, Syracuse University, September 1994.
CURRICULUM VITAE

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Building 50
11000 University Pkwy.
Pensacola, FL 32514
850-474-2672 (office)

902 Kenny Dr.
Pensacola, FL 32504
812-322-6162 (cell)

EDUCATION
2002–2008
Indiana University, Bloomington (IU)
Ph.D. in History and Philosophy of Science (2008)
Dissertation: Latent Variable Realism in Psychometrics (Chair: Colin Allen)

M.A. in History and Philosophy of Science (2005)

2000–2003
University of Florida, Gainesville (UF)
M.A. in Philosophy (2003)
Thesis: Theories of Probabilistic Causality (Chair: Chuang Liu)

1996–2000
University of North Carolina at Greensboro, Greensboro (UNCG)

SPECIALIZATION AND COMPETENCE
AOS: Philosophy of Science, Philosophy of Psychological Science (including Psychiatry), Methodology
AOC: Epistemology, Metaphysics, Logic, History of Analytic Philosophy
**ACADEMIC POSITIONS**

(2013–present) Program Director
Department of Philosophy

(2012–present) University of West Florida (UWF)
Assistant Professor
Department of Philosophy

(2009–2012) University of West Florida
Visiting Assistant Professor
Department of Philosophy

(2008–2009) Bucknell University
Visiting Assistant Professor
Department of Philosophy

(2008, Spring) Tilburg University
Visiting Research Fellow
Tilburg Center for Logic and Philosophy of Science

(2003–2007) Indiana University
Associate Instructor
Department of Philosophy (Fall 2007)
Department of History and Philosophy of Science (2003–2007)

Teaching Assistant
Department of Philosophy

(2001–2011) John Hopkins University, Center for Talented Youth Summer Program
Instructor

**PUBLICATIONS**


**PRESENTATIONS**

(2014) “Realism and Operationism in Psychiatric Diagnosis.” University of Amsterdam, Faculty of Psychological Methods, Amsterdam, The Netherlands.


(2007) “Philosophy of Science and Psychometric Validity.” Indiana University, Inquiry Methodology Program (School of Education), Bloomington, IN.

(2006) “Validity and Scientific Realism.” Indiana University, History and Philosophy of Science, Bloomington, IN.


**TEACHING EXPERIENCE**

**Instructor:** responsibilities include lecturing, grading, course design (all courses were developed and taught at UWF unless otherwise indicated)

- Introduction to Philosophy (including both regular and Honors sections)
- Theory of Knowledge
- Metaphysics
- Philosophy of Science
- Modern (Symbolic) Logic
- Introduction to Logic
- Critical Thinking
- Philosophy of Psychology (directed study)
- Philosophy of Psychometrics (directed study)
- Philosophy of Pain (directed study)
- Philosophy of Science (directed study)
- Mirror Neurons (directed study)
- Philosophy of Mathematics (directed study) (Bucknell University)
- History of Analytic Philosophy (Bucknell University)
- Ecology, Nature, and the Future (Bucknell University)
- Intelligence for Everyone (History and Philosophy of Psychometrics) (IU)
- Scientific Reasoning (IU)

**Teaching Assistant:** responsibilities include grading, leading discussion sections

- Introduction to Philosophy
- Genetics, Eugenics, and Biotechnology
- Quantum Mysteries for Everyone
- Philosophical Writing
- Introduction to Logic

(Professor Fred Schmitt)
(Professor Sander Gilboff)
(Professor Michael Dickson)
(Professor John Palmer, Professor Greg Ray)
(Professor Robert Baum, Marin Smillov)

**SERVICE**

**University of West Florida**

*University-level service*
- Academic Standards Committee, 2014–2015
- Provost task-force concerning reimbursement of professional association dues

*College-level service*
- College of Arts, Social Sciences, and Humanities Council, 2014–2015
- College of Arts and Sciences Council, 2012–2014
- Governance Sub-committee 2012–2014 (CAS Council)
- Steering Committee 2013–2014

*Department-level service*
- Program Director, August 2013–present
- Web Content Manager for the Department of Philosophy 2010–2015 (UWF)
- Faculty adviser for UWF Socratic Society (undergraduate philosophy club) 2010–2013

**Service to the Profession**

- Session Chair at 2014 meeting of the Philosophy of Science Association, Symposium: Measuring What?
- Referee for the 2012 meeting of the Florida Philosophical Association
- Referee for *Theory and Psychology*
Referee for the American Psychological Association (Div. 24, Theoretical and Philosophical Psychology)
Referee for Psychological Methods
Referee for New Ideas in Psychology
Referee for the Shota Rustaveli National Science Foundation (Republic of Georgia)

Other Service
Coordinator for the Arnold L. Puterman Lectureship, Bucknell University (February, 2009)
Presenter for the US Embassy in Tbilisi, Georgia’s American Corners (May, 2007)
Vice President of the Graduate Student Philosophical Society, 2001-2002 (UF)
Co-organizer of the University of Florida-Florida State University Graduate Student Philosophy Conference (2002) (UF)

AWARDS, FELLOWSHIPS, AND HONORS
(2008) Victor E. Thoren Graduate Student Research Fellowship (IU)
(2008) Visiting Research Fellow, Tilburg Center for Logic and Philosophy of Science (Tilburg University, The Netherlands)
(2007) Grant in Aid of Research (IU)
(2007) S. Westfall Fellowship for Graduate Student Research Travel (IU; awarded twice)
(2006) Social Science Research Council Grant for Eurasian Studies (IU)
(2002) Ruth N. Halls Fellowship (IU)
(2000) Josephine Hege Award (Phi Beta Kappa scholarship) (UNCG)
(2000) Phi Beta Kappa
(1999) Bernice Love Stadiem Memorial Scholarship (UNCG)
(1998) Phi Sigma Tau (International Philosophy Honors Society) (UNCG)
(1997, 1996) Fred C. Koch Scholarship (awarded twice)

PROFESSIONAL AFFILIATIONS
American Philosophical Association
Philosophy of Science Association
American Psychological Association (Div. 5, Quantitative and Qualitative Methods, Div. 24, Theoretical and Philosophical Psychology)
Associate, Behavioral and Brain Sciences
Florida Philosophical Association
Shota Rustaveli National Science Foundation (Georgia)
Appendix E

University of West Florida Undergraduate Admissions and Graduation Requirements
Freshmen Admissions
The following outlines the general processing of all First Time in College students to the University of West Florida (UWF Regulation 3.001).

General Provisions

- 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").
- 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 3.001(1), since graduating from high school, as evaluated by UWF.
- Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as a FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.
- UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.

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 admission requirements does not automatically guarantee admission to the University of West Florida.

The BOG minimum admission standards require:

1. 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.)

2. 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:

   a. four (4) units of English–three of which must have included substantial writing requirements;
b. four (4) units of mathematics— at the algebra I level and above;

c. three (3) units of natural science— two of which must have included substantial laboratory requirements;

d. three (3) units of social science— history, civics, political science, economics, sociology, psychology or geography;

e. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

f. two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.

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

i. four (4) units of English— three of which must have included substantial writing requirements;

ii. three (3) units of mathematics— at the algebra I level and above;

iii. three (3) units of natural science— two of which must have included substantial laboratory requirements;

iv. three (3) units of social science— history, civics, political science, economics, sociology, psychology or geography;

v. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

vi. three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.

3. An official SAT Reasoning Test (all three sections) or ACT Plus Writing Test; and

4. High school grades that meet either sub-paragraph a. or b.

   a. At least a "B" average (3.0 on a 4.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science, foreign language and electives; or

   b. At least a 2.5 grade point average (on a 4.0 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:

      i. SAT— Critical Reading ≥ 460; or ACT– Reading ≥ 19

      ii. SAT– Mathematics ≥ 460; or ACT– Mathematics ≥ 19

      iii. SAT– Writing ≥ 440; or ACT– English/Writing ≥ 18
5. 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 (critical reading, math and writing). 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 Test, or an overall combined test score of 1450 on the SAT Reasoning Test (critical reading, math and writing).

6. 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 4. (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 Test, or an overall combined test score of 1450 on the SAT Reasoning Test (critical reading, math and writing).

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

• 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").

• "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.

1. Transfer applicants with fewer than 60 semester hours of transferable college credit must meet the transfer admission requirements set forth below under Transfer Student Admission, and these applicants must also meet the First Time In College ("FTIC") student admission requirements located in UWF Regulation 3.001.

2. Transfer applicants with 60 or more semester hours of transferable college credits must meet the transfer admission requirements set forth below under Transfer Student Admission.

• 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.

• 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;
- 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 community college, 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)

1. 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, 3.032, 3.033 and 3.042, Florida Board of Governors (BOG) Regulations 6.001, 6.002, 6.003, 6.004, and 6.009, and the requirements herein.
2. 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.
3. 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.
4. Applicants must meet the following criteria and submit the required documentation to receive consideration for admission to the University:
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).

• 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.)

1. Undergraduate applicants must have a 2.5 GPA on a 4.0 scale as calculated by UWF Office of Undergraduate Admissions.

2. 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).

3. Applicants must submit a non-refundable application fee payable in U.S. dollars.

4. Applicants must complete and submit the following medical information:

   a. 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.

b. Documentation of MMR (measles, mumps and rubella) immunization, and

c. Proof of immunization for meningitis and hepatitis B, or a signed waiver indicating the applicant’s informed decision not to be vaccinated.

5. 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.

6. 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.

7. For transfer students: A completed transfer clearance form is required for F-1 applicants to verify their eligibility to transfer in F-1 status.

8. 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.

9. 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 above.

10. 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.

Graduation and General Degree Requirements
(http://catalog.uwf.edu/undergraduate/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:

- 120 semester hours in an approved program
- 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)
- 48 semester hours in upper-level course work
- 25% of degree program credits must be earned at UWF
- The last 30 semester hours of credit for a degree must be earned at UWF
- 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
- Fulfillment of Gordon Rule
- Completion of all General Education requirements
- Completion of all program specific lower division common prerequisites
- Completion of admissions foreign language requirement
- Completion of multicultural requirement
- Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
- A degree will not be awarded for a student on academic probation or suspension
- 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
- 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.

**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.
MEMORANDUM

Friday, July 24, 2015

To: Dr. Martha Saunders, Provost
Dr. George Ellenberg, Vice Provost

Via: Dr. Ermalynn Kiehl, Associate Dean, Nursing Chair

From: Dr. Mike Huggins, Dean, CSEH
Dr. Rodney Guttmann, Chair, DPHCHS
Dr. Angela Hahn, Director, Health Sciences

Subject: Proposed BS in Healthcare Administration
Request for Waiver of Request to Explore and Plan a new degree program

Name of the proposed program: BS in Healthcare Administration (BHA), CIP Code: 51.0701

Proposed implementation date: Fall 2016

Offering department: Department of Public Health, Clinical & Health Sciences

Description of the proposed program:

The College of Science, Engineering and Health respectfully requests a waiver of the requirement to submit a Request to Explore and Plan for a new BS in Healthcare Administration (CIP 51.2201).

Currently we offer a BS in Health Sciences, Specialization in Healthcare Administration (BSHS/HCA) with approximately 243 enrolled students (Spring 2015). The BS in Healthcare Administration (BHA) will enhance and complement the inventory of health related degrees in the College. Moreover, developing the BHA into a standalone degree will allow for its certification by the Association of University Programs in Health Administration (AUPHA).

This major attracts students interested in a fast-paced career where they will plan, direct, and coordinate health services in hospitals, clinics, long term care facilities, and insurance companies. According to the US Bureau of Labor Statistics (BLS), healthcare administrators held nearly 300,180 jobs in 2013 with an additional 73,000 workers needed by 2022. Data from the 2010-2012 American Community Survey indicates that of the 31,755 health services managers employed in Florida 31% have some college but no bachelor’s degree. This data indicates there is a large market potential of managers seeking to finish a bachelor’s degree in order to advance in their field. Moreover, healthcare administrators earn a median annual wage of $88,580 in the US which is far higher than the US average. According to the Florida Department of Economic Opportunity the workforce projections for medical and health services managers in Escambia and Santa Rosa Counties is expected to increase by 17% from 235 to...
268 by 2022. There are an estimated 77 job opportunities expected in these counties with an average hourly wage of $46.

With the success of the specialization, the desire to pursue industry recognized certification and to fulfill recommendations made in the 2014 BSHS Program Review, the Department seeks to develop the specialization into a stand-alone degree program. The BHA will mirror the BSHS/HCA in its online delivery method and is targeted at non-traditional students.

As of Fall 2015, there is one lecturer line assigned to the Health Science Program. However, AUPHA Certification requires a minimum of two dedicated tenure (or earning) healthcare administration faculty. As the program grows, we would expect to need an additional line. We will also require the designation of a Certification Coordinator and an additional staff member to manage competency/SLO assessment, curriculum alignment and reporting requirements.

**Rationale for the waiver:**

We plan to transform the existing BS Health Sciences (BSHS) Specialization in Healthcare Administration (BSHS/HCA) into a Bachelor of Science in Healthcare Administration (BHA) certified by AUPHA. AUPHA Certification distinguishes the highest quality programs and identifies the benchmark for an evidence-based curriculum in terms of knowledge, skills and abilities in healthcare. This rigorous peer review process will require creation of the BHA degree. The proposed degree is supported by recommendations from our 2014 self-study and program review.

The proposed BHA aligns with UWF’s Mission and Strategic Plan and is consistent with the Florida State University System’s goals in the following ways:

1) Healthcare Administration has been identified as an Area of Strategic Emphasis and an Area of Critical Workforce need by the SUS;

2) it provides a degree in a field that engages the community to improve the quality of life in the Panhandle;

3) it provides increased access through its online delivery platform;

4) its pursuit of AUPHA certification status demonstrates a commitment to high-quality education;

5) it is expected to fall below well the university average for costs based on the cost-per-degree of the sister BSHS online degrees (BOG Performance Funding Metric 3).
University of West Florida  
University Submitting Proposal  

College of Health  
Name of College(s) or School(s)  
Healthcare Administration  
Academic Specialty or Field  

51.0701  
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.

<table>
<thead>
<tr>
<th>Date Approved by the University Board of Trustees</th>
<th>President</th>
<th>Date</th>
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<tbody>
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<table>
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<tr>
<th>Signature of Chair, Board of Trustees</th>
<th>Date</th>
<th>Vice President for Academic Affairs</th>
<th>Date</th>
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<tbody>
<tr>
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</table>

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>
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<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
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<td>Year 2</td>
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<td>134</td>
</tr>
<tr>
<td>Year 5</td>
<td>305</td>
<td>151</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.

The proposed Bachelor of Science in Healthcare Administration degree program (hereafter, “proposed BSHA degree program”) will replace the existing Bachelor of Science in Health Sciences/Healthcare Administration (hereafter, “current HCA specialization”). The projections in the table above reflect the actual growth of the current HCA specialization for the 5 years between 2010 and 2015, as this is the most reasonable expectation for growth of the proposed BSHA degree program.
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree under consideration, including (a) level; (b) emphases, including 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.

RESPONSE:

This proposal seeks to convert the University of West Florida’s (UWF) existing current HCA specialization into a proposed online BSHA degree program, to be certified by the Association of University Programs in Health Administration (AUPHA).

Certification by AUPHA distinguishes the highest quality programs and identifies the benchmark for an evidence-based curriculum in terms of knowledge, skills, and abilities in healthcare. This rigorous peer review process will require creation of the proposed BSHA degree program. The proposed BSHA degree program is supported by recommendations from the 2014 BSHS self-study, program review, and external evaluation.

The proposed BSHA degree program aligns with UWF’s Mission and Strategic Plan and is consistent with the State University System’s (SUS) goals and performance-based metrics. The proposed BSHA degree program meets these criteria in five ways:

1. Healthcare administration (51.0701) is as an area of strategic emphasis (critical workforce) need by the SUS.
2. The proposed degree program is in a field that is relevant and engages the community to improve the quality of life in the region.
3. The proposed degree program provides increased access through its online delivery platform.
4. Pursuit of AUPHA certification status demonstrates a commitment to high-quality education.
5. The cost of the proposed degree program is expected to be below the university’s average cost of degree based on the cost-per-degree of peer online degrees.

Healthcare administrators work in hospitals, outpatient clinics, rehabilitation centers, long-term care facilities, mental health organizations, and insurance companies. Demographic pressures, advances in medicine and technology, and increased health regulations have led to a rapid increase in demand for this field.

Graduates of the proposed BSHA degree program may find employment in the areas listed below. Some careers may require additional study or experience.
• Assisted Living Facility Administrator
• Healthcare Marketing Specialist
• Hospice Director
• Hospital Administrator
• Hospital Patient Admissions
• Managed Care Analyst
• Medical Equipment Sales Director
• Medical Group Practice Office Manager
• Medical Records Administrator

An alumni survey of UWF’s 2013-2014 current HCA specialization graduates, taken one year after graduation, revealed that 100% (15/15) of alumni responding were employed full time.

Summary

1. The proposed BSHA degree program is a bachelor’s degree.
2. The proposed BSHA degree program will have no specializations or concentrations.
3. The proposed BSHA degree program will consist of 120 credit hours.
4. The proposed BSHA degree program will develop healthcare administrators to promote the health and well-being of the populations they serve. BSHA students will learn the foundational skills necessary to succeed in the healthcare environment and/or enter post-baccalaureate academic programs in healthcare administration, public health, or in clinical care.

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 degree and provide a brief narrative explaining how each of these concerns has been or is being addressed.

RESPONSE:

The proposed BSHA degree program was presented for review and comment by the Council of Academic Vice Presidents’ Program Coordination Work Group (hereafter, CAVP) on 4/23/2015. There were no comments or concerns 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.

RESPONSE:

Not Applicable.

D. Describe how the proposed degree is consistent with the current SUS (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).

RESPONSE:

Creation of the proposed BSHA degree program at UWF will support SUS/BOG goals for 2025, including the following:

**Teaching and Learning**

1. Strengthen quality and reputation of academic programs and universities

The proposed BSHA degree program will strengthen the quality and reputation of UWF and the SUS with its AUPHA certification. Approximately 50 undergraduate programs have met this standard in the United States. By achieving AUPHA certification, UWF will be in a strong position to recruit and retain outstanding students.

2. Increase degree productivity and program efficiency

The program faculty have implemented a robust advising, retention, and completion initiative with multiple components at both the university and department level designed to increase degree productivity and efficiency. Overall, these initiatives should reduce time to degree completion, increase graduation rates, and reduce excess hours. More specifically, the proposed BSHA degree program will increase access and degree completion for traditionally underrepresented groups, returning adult students, and distance learning students. The current HCA specialization has an established history of supporting such students. For example, the average age of current HCA specialization students enrolled in the fall 2015 semester is 27 years old (i.e. two years older than UWF average). Moreover, in 2014, 41% of the 305 students enrolled in the current HCA specialization were minorities.

3. Increase the number of degrees awarded in STEM and other areas of strategic emphasis

The proposed BSHA degree program will meet the evolving and critical needs area of healthcare administration in Florida and the U.S. and, therefore, will increase the number of degrees awarded in STEM and other areas of strategic emphasis. In the 2014 catalog year, the current HCA specialization awarded 72 degrees in an area of strategic emphasis.

**Scholarship, Research and Innovation**

4. Strengthen quality and reputation of scholarship, research, and innovation

As the proposed BSHA degree program matures, additional faculty and post-doctoral fellows will impact scholarship and research in the fields of healthcare administration and health informatics.
5. Increase commercialization activity

Growing undergraduate participation in healthcare administration research will strengthen the pipeline of researchers pursuing graduate degrees. Program faculty have added new (and strengthened existing) community partnerships with regional healthcare providers who can offer internships and other learning opportunities for BSHA students.

6. Increase collaboration and external support for research activity

New faculty are being recruited to increase collaboration and external support for research activity. The current and future faculty are committed to building additional strength in the areas of health economics and health finance. Faculty are also expanding their research agendas to include pursuit of research for external funding and promotion of more collaboration with the healthcare sector on these projects.

**Community and Business Engagement**

7. Strengthen quality and recognition of commitment to community and business engagement

Creation of the proposed BSHA degree program at UWF will support faculty and student involvement in the regional healthcare community through collaborative research projects and student internships. These activities are directly connected to strengthening the quality and recognition of commitment to community and business engagement goals.

8. Increase levels of community and business engagement

The proposed BSHA degree program will require that students participate in a 120-hour internship. If 65 seniors participate in an internship in year one (reflecting the number of seniors in the current HCA specialization in 2010), that will translate into approximately 7,800 hours of service to the healthcare communities where the students intern. The creation of the proposed BSHA degree program will increase levels of community and business engagement.

9. Increase community and business workforce

Out of 305 enrolled current HCA specialization majors at UWF in 2014, 278 were residing in Florida. An alumni survey of the 2014 current HCA specialization graduating class taken one year after graduation demonstrates that 100% of responding alumni are employed full time. By converting the specialization to a certified AUPHA program, UWF expects to further enhance the community and business workforce.

**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.

Response:

As part of an effort to align degree production by the SUS institutions with the workforce needs of Florida, the 2025 SUS Strategic Plan emphasizes certain academic programs. The Board of Governors’ (BOG) Office conducts an environmental scan, which entails reviewing workforce reports and state labor demand in an effort to identify programs for strategic emphasis. Based on the findings of this meta-analysis, educational Classification of Instructional Programs (CIP) codes are identified which correspond to the workforce demand area. In 2014, the BOG revised the list of Programs of Strategic Emphasis (PSE) to include the following five areas: critical workforce – Education, critical workforce – Health, critical workforce – Gap Analysis, and Economic Development – Global Competitiveness, and Economic Development - STEM. Healthcare Administration falls under the category critical workforce – Health. Degrees awarded in these areas of emphasis serve as performance indicators for the teaching and learning goals of the state. The following are the strategic priorities, which relate to the proposed BSHA degree program:

2025 Teaching and Learning Goals

Performance Indicators, Strategic Priorities (revised 2014)
15) Bachelor’s Degrees in PSE
16) Bachelor’s Degrees in STEM and Health

The critical workforce – Healthcare category is as an area of strategic emphasis based upon labor force forecasts by the Florida Department of Economic Opportunity and the Florida Hospital Association. Projections indicate that the state will need to expand its healthcare workforce with the implementation of the Affordable Care Act and as more Floridians retire.

The proposed BSHA degree program is a PSE in the area of Health, critical workforce.

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.
RESPONSE:

The proposed BSHA degree program will be offered online. The program faculty will be located at the UWF Main 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 degree which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

RESPONSE:

Healthcare administrators (also called medical and health service managers) work in hospitals, outpatient clinics, rehabilitation centers, long-term care facilities, mental health organizations, and insurance companies. Demographic pressures, advances in medicine and technology, and increased health regulations have led to a rapid increase in the demand for this field. According to the U.S. Bureau of Labor Statistics (BLS), healthcare administrators held nearly 333,000 jobs in 2014 with an additional 56,300 workers needed by 2024. This represents a rapid rate of industry sector growth compared to the national average for all industries. Data from the 2010-2012 American Community Survey indicates that 31,755 medical and health services managers are employed in Florida. Of these medical and health services managers, 31% have some college but no bachelor’s degree. This strongly suggests a large market of managers seeking to finish a bachelor’s degree in order to advance in field. Moreover, medical and health services managers earn a median annual wage of $92,810 in the U.S. significantly higher than the national average wage.

According to the Florida Department of Economic Opportunity workforce needs for medical and health services managers in Escambia and Santa Rosa Counties is expected to increase by 17% from 235 to 268 by 2022. An estimated 77 job opportunities are expected in these two counties with an average hourly wage of $46. The same projections indicate a 17% increase in nearby Okaloosa and Walton counties from 97 to 111 managers. An estimated 32 positions will be available at an hourly wage of $44 in those counties. UWF’s proximity to these areas further exemplifies the need for degreed students in healthcare administration.

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

RESPONSE:
This proposed BSHA degree program will replace the current HCA specialization, which has demonstrated high student demand. There were 305 students enrolled in the current HCA specialization during the 2014-2015 academic year. The proposed BSHA degree program is expected to attract similar numbers of students. Current BSHS faculty participated in an AUPHA certification workshop November 5-8, 2015 in Denver, CO where they had the opportunity to discuss the impact of certification on enrollment at other institutions. There was consensus from the directors of other programs across the country that AUPHA certification has a significant, positive impact on enrollment.

As a gauge of student interest in the Healthcare Administration field UWF faculty surveyed application data from the 2014-2015 catalog year. A total of 233 students applied for UWF’s current HCA specialization, of whom 75 were admitted. This application data provides support for strong student interest in the field.

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.

RESPONSE:

The proposed BSHA degree program is being converted from the current HCA specialization and should not affect enrollments at other institutions.

Public institutions in Florida currently offering degrees in CIP 51.0701 are Florida Atlantic University, Florida International University, University of Central Florida, and University of North Florida. The closest institution, the University of North Florida, is 365 miles from UWF.

Somewhat similar programs exist at private institutions in Florida such as University of Phoenix, DeVry University, Keiser University, Everest University, Hodges University, and Rasmussen College. The pre-proposal for the proposed BSHA degree program was submitted and reviewed at the April 23, 2015 CAVP meeting. No comments or concerns raised by other institutions (Table 1).
Table 1

**Similar Programs in Healthcare Administration in Florida**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Public/Private</th>
<th>Location</th>
<th>Program Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeVry University</td>
<td>Private</td>
<td>Various</td>
<td>Healthcare Administration</td>
<td>BS</td>
</tr>
<tr>
<td>Everest University</td>
<td>Private</td>
<td>Largo</td>
<td>Healthcare Administration</td>
<td>BS</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Public</td>
<td>Boca Raton</td>
<td>Health Services Administration</td>
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<td>Public</td>
<td>Miami</td>
<td>Health Services Administration</td>
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<tr>
<td>Hodges University</td>
<td>Private</td>
<td>Naples</td>
<td>Health Administration</td>
<td>BS</td>
</tr>
<tr>
<td>Keiser University</td>
<td>Private</td>
<td>Orlando</td>
<td>Health Services Administration</td>
<td>BS</td>
</tr>
<tr>
<td>Rasmussen College</td>
<td>Private</td>
<td>Fort Myers</td>
<td>Healthcare Management</td>
<td>BS</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>Public</td>
<td>Orlando</td>
<td>Health Services Administration</td>
<td>BS</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>Public</td>
<td>Jacksonville</td>
<td>Health Administration</td>
<td>BS</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>Private</td>
<td>Jacksonville</td>
<td>Health Administration</td>
<td>BS</td>
</tr>
</tbody>
</table>

As faculty and staff resources increase, UWF will be more active in seeking collaborative and training opportunities with other academic intuitions. Historically, the department has offered training opportunities in collaboration with Georgia Tech. Currently, UWF is involved in collaborative projects involving the University of Maryland and the Office of Cancer Complementary and Alternative Medicine, and the National Cancer Institute/NIH.

**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 40 credit hours per year and graduate FTE will be calculated as 32 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 degree at its inception, describe the shifts from disciplines that will likely occur.**

**RESPONSE:**

The current HCA specialization has seen strong growth from its inception. In 2010, the first year of its existence, there was an annual headcount enrollment of 112 students, which generated 48 FTE. Over the last five years, this enrollment grew to 305 students enrolled for the 2014-2015
catalog year. The growth projections for the proposed BSHA degree program are based on this growth (Figure 1). Enrollment is anticipated to be high in 2016 as many existing current HCA specialization students “change” majors to the proposed BSHA degree program. Converting the current HCA specialization to the proposed BSHA degree program will enhance the program’s visibility and attract larger enrollments. Finally, the department is committed to AUPHA certification for the proposed BSHA degree program. Similar programs in Florida and around the country have noted that AUPHA certification dramatically increases student interest in the program and increases the quality of students in the programs.

![historic growth chart](chart.png)

*Figure 1. Five-year comparison of the increasing headcount enrollment and FTE in UWF's current HCA specialization.*

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed degree 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.

**RESPONSE:**

Regarding the proposed BSHA degree program, no comments were expressed concerning impact on programs at FAMU or FIU during the December 11, 2015 CAVP conference call. In addition, the program exists as a specialization, and thus the impacts of the conversion should be
minimum other than continued growth to meet increased student demand and employment needs across the state.

Consistent with its mission, UWF has admissions policies that balance 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. Therefore, the university takes proactive measures to achieve a diverse student body.

To promote 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 College of Health currently attracts a diverse student body to the current HCA specialization, and program coordinators anticipate a continued diversity of students in the new degree (Figure 2).

![Figure 2. Five-year comparison of the increasing diversity in UWF's current HCA specialization.](image)

The proposed BSHA degree program will be marketed to multiple student segments: first-time-in-college, entering freshmen and transfer students, professionals desiring to enhance their credentials, and military personnel desiring to enhance their skills and enter the civilian workforce. Program faculty and staff will use multiple outreach methods to ensure diversity in the program. For instance, the faculty will attend new student orientations and open houses to showcase UWF’s proposed BSHA degree program and discuss coursework and career goals with new students. The program faculty also interact in significant ways with local high school students through the Future Health Occupations (HOSA) organization. The College of Health
will implement a comprehensive marketing campaign to promote the proposed BSHA degree program to the aforementioned student segments.

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 degree. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Response:

Projected Year 1 costs to implement the proposed BSHA degree program will be $478,566 including faculty salaries and benefits, USPS salaries and benefits, graduate assistantships, and library acquisitions. Based on 48 annualized student FTE, the Year 1 cost per FTE is expected to be $9,970. In addition to increased costs associated with enrollment growth, the costs for Year 5 include increases to account for cost-of-living salary increases over time based on 2% per year. The projection for Year 5 costs is $761,231, which includes all the cost areas for Year 1 plus funding for computer equipment for a new faculty hire. Based on 151 annualized student FTE, the Year 5 cost per FTE is expected to be $3,308.

The projected costs and funding sources identified in Appendix A, Table 2 were derived as follows:

- Faculty costs are those associated with the teaching of major courses in the proposed BSHA degree program. Figures in the Year 1 columns represent funds “reallocated” from those associated with the current HCA specialization to the stand-alone degree program. Figures in the Year 5 columns represent the funding required for increases in instructional time based on projected enrollment growth.
- A&P Salaries & Benefits costs are those associated with providing staff and advising assistance to the program. The Year 5 figures are based on projected enrollment growth.
- Other Personal Services costs are those associated with adjunct faculty salaries. Year 1 enrollment growth represents the cost of new courses associated with the proposed BSHA degree program.
- Assistantship costs are associated with providing graduate assistantship support for the program. The figures for Year 1 are based on assignment of four 10-hour per week graduate assistant; the figures for Year 5 are based on assignment of six 10-hour per week graduate assistant.
- Library costs are associated with the UWF Libraries’ allocation to the program’s home department.
- Expense costs are associated with the College of Health’s allocation of funding to the home department and based on a calculated per capita allocation for faculty in the department.
• For the most part, the figures in the continuing base column for Year 5 are based on an assumption of a 2% annual increase in cost due to cost-of-living salary increases over that time.

Funding increases from Year 1 to Year 5 are based on projections of new enrollment growth. With respect to Appendix A, Table 3, because the creation of the stand-alone proposed BSHA degree program is a conversion of the existing current HCA specialization, Year 1 funding for the program represents a “rereallocation” of the funding associated with the specialization to the stand-alone program.

B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking BOG’ 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.

**Response:**

The Department of Public Health, Clinical & Health Sciences will not seek market rate tuition or operate the program through continuing education on a cost-recovery basis.

See Appendix A, Table 2 for program budget.

C. If other programs will be impacted by a reallocation of resources for the proposed degree, identify the impacted programs and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed degree 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 degree 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).

**Response:**

The current HCA specialization has been in existence at UWF since 2010, and therefore no competing program exists on campus for these students and no reallocation of resources from outside the department is expected.

The anticipated decrease in enrollment and degrees granted in the current HCA specialization will be offset by equal increases in the proposed BSHA degree program.
Additional positive aspects include:

- The current HCA specialization structure has not allowed intensive cross-campus collaborations. Under this proposal, new faculty are expected to bring their interests and increase alliances. Collaborative opportunities are also anticipated as in-rank faculty are hired in the proposed BSHA degree program in order to meet AUPHA certification standards.
- New courses will be fertile ground for engagement particularly the internships/capstone experiences within the proposed BSHA degree program. Internships naturally contribute to the integration of UWF faculty and students into the community. Moreover, the Department of Public Health, Clinical & Health Sciences is interested in partnering with other departments seeking to offer online minors or certificates for majors.

There are no anticipated negative consequences associated with moving the current specialization to a degree.

**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).**

**RESPONSE:**

The current HCA specialization has been in existence at UWF since 2010, and therefore no increased need for general education, common prerequisite courses, or increased need for required or elective courses outside of the proposed major is anticipated, other than that which would result from continued growth of the major to meet student and workforce needs.

**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 degree.**

**RESPONSE:**

Historically the Department of Public Health, Clinical & Health Sciences has been successful in obtaining external funding resources (Table 2).

- Extramural grant: $120,000 for environmental health initiative and $15,000 from Partnership for Public Health non-profit organizations.
- Gifts: volunteer teaching by adjuncts provided as donation to the Department of Public Health, Clinical & Health Sciences: current value is approximately $19,200/year
- Marketing Contributions: Departmental Advisory Committees members have provided advertising of programs at no cost to the Department.
- Consultation services: members have donated their services on numerous committees critical to the Department.
Table 2

List of External Funding Received by the Department 2010-2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/Contracts</td>
<td>$34,900.00</td>
<td>$22,000.00</td>
<td>$17,000.00</td>
<td>$137,000.00</td>
<td>$138,640.00</td>
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<tr>
<td>Endowment</td>
<td>$20,000.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Gifts</td>
<td>$16,583.00</td>
<td>$40,760.00</td>
<td>$25,000.00</td>
<td>$19,200.00</td>
<td>$19,200.00</td>
</tr>
<tr>
<td>Total</td>
<td>$71,483.00</td>
<td>$62,760.00</td>
<td>$42,000.00</td>
<td>$156,200.00</td>
<td>$257,840.00</td>
</tr>
</tbody>
</table>

The following are external funding opportunities are under consideration by the BSHA faculty:

- Tech Hire Partnership Grants (workforce development grant) sponsored by the Employment and Training Administration program within the U.S. Department of Labor. This grant program is designed to equip students with the skills they need through innovative approaches that can rapidly train workers for and connect them to well-paying, skilled, and high-growth jobs in healthcare. The department is investigating ways to collaborate with other units within UWF’s College of Health, community partners, and regional industry to design programs to meet these needs.

- National Workforce Diversity Pipeline Program sponsored by the Office of the Assistant Secretary for Health within the U.S. Department of Health and Human Services. The National Workforce Diversity Pipeline Program seeks to address health disparities among racial and ethnic minorities by supporting networks of institutions focused on increasing minority and disadvantaged students’ access to healthcare education programs.

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.

**Response:**

**Qualitative**

**Benefits of the program to the university** – With the success of the current HCA specialization, the desire to pursue industry recognized certification and to fulfill recommendations made in the 2014 BSHS Program Review, UWF seeks to develop the current HCA specialization into a stand-alone BSHA degree.
The proposed BSHA degree program will attain important AUPHA certification. AUPHA certification distinguishes the highest quality programs and identifies the benchmark for an evidence-based curriculum in terms of knowledge, skills, and abilities in healthcare. The proposed BSHA degree program will facilitate students’ access to and choice of UWF to meet their higher education needs. Investing in the field of healthcare administration and expanding faculty resources in the field buttresses a vibrant culture of scholarship and research that aligns with UWF’s strengths and capacities and supports the university’s mission, vision, and values.

**Benefits of the program to the local community** - The proposed BSHA degree program provides a degree in a field that is relevant and in demand and engages the community to improve the quality of life in the region. It will develop, cultivate, and sustain a number of mutually beneficial relationships with the local healthcare community. The students will support collaborative projects between faculty and local healthcare organizations including student internships. As a stand-alone degree sought and earned by current healthcare workers, the degree will increase UWF’s visibility in the local community and strengthen the knowledge base of healthcare providers. As an example, the current program faculty are exploring two collaborative projects with one of the local hospitals involving 1) price transparency and 2) electronic health record integration for care transformation. The desired outcome of both projects is to improve cost efficiency, enhance patient outcomes, and reduce costs. Both of these projects have the potential to benefit the local community.

**Benefits of the program to the state** - Transforming UWF’s current HCA specialization into a BSHA degree program demonstrates a commitment to the Board of Governors’ goal of excellence and continuous improvement. Certification by AUPHA will strengthen the quality and reputation of the state’s academic programs and its universities. The proposed BSHA degree program is a program of strategic emphasis and helps to build a stronger state workforce. Creation of the proposed BSHA degree program and the addition of new faculty will increase research activity and attract more external funding.

**Quantitative**

**Benefits of the program to the university** - The annual headcount enrollment and FTE projections in Appendix A, Table 1 are derived from historic growth in the HCA specialization between 2010 and 2015 (Figure 3).
There were 112 students enrolled in the current HCA specialization during the 2010-2011 academic year. The program had steady growth and in the 2014-2015 academic year had a headcount of 305 students. These 305 current HCA specialization students created 151 FTE. The proposed BSHA degree program will attract a similar number of students. Other similar programs outside of Florida have seen dramatic increases in admission and enrollment upon achieving certification by the AUPHA. Certification by the AUPHA distinguishes the highest quality programs and identifies the benchmark for an evidence-based curriculum in terms of knowledge, skills and abilities in healthcare. Creation of proposed BSHA degree program will improve learning outcome assessment and allow for continuous improvement. The proposed BSHA degree program should facilitate students’ access to and choice of UWF to meet their higher education needs.

**Benefits of the program to the local community** - In addition to research opportunities, the proposed BSHA degree program will require that students participate in a 120-hour internship. If 65 seniors participate in an internship in Year 1 (reflecting the number of seniors in the current HCA specialization in 2010), that will translate into approximately 7,800 hours of service to the healthcare communities where the students intern.

**Benefits of the program to the State** - It is expected that, like the current HCA specialization, the proposed BSHA degree program will graduate 14 students in its first year and 60 degrees in the 5th year. Based on alumni surveys conducted with the 2013-2014 graduating class, proposed BSHA degree program graduates should experience high employment.

Students who graduated from UWF’s Health Sciences Specialization in Healthcare Administration have taken positions such as:
• Director of Patient Access at Baptist Healthcare,
• Business Manager/IT Manager at Coastal Vascular Interventional,
• Insurance Specialist at U.S. Bariatric,
• Business Analyst at Allscripts,
• Coordinator of Business Development at OneBlood,
• Human Resources Coordinator at Nemours Children’s Hospital,
• DRG Variability Analyst at Baptist Hospital,
• Practice Manager at Hospital for Special Surgery,
• Assistant to the Director of X-Ray at Ocala Hospital,
• Health Benefits Advisor at Naval Branch Health Clinic/NAS Whiting Field,
• Director of Patient Support at Saad Healthcare,
• Human Resources Operations Generalist at Baptist Healthcare,
• Patient Financial Counselor at Texas Oncology,
• Administrative Officer/ Health Specialist at the Department of Veterans Affairs,
• Executive Director at Covenant Alzheimer’s Services,
• HIPAA Compliance Specialist at Medical Record Express,
• Reimbursement Coordinator at BioRx, and
• Partner Relations Coordinator at Studer Group.

Such positions have excellent pay/benefit rates and support the case that graduates will contribute to a well-trained and productive 20th century workforce.

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 BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)

RESPONSE:

The degree will not exceed 120 credit hours.

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degrees 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 degrees 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. Programs will not be entered into the SUS Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

**RESPONSE:**

The following common prerequisites will be adopted by the program and align to the Florida SUS Common Prerequisites.

Table 3

*Common Prerequisites for the Proposed BSHA Degree Program*

<table>
<thead>
<tr>
<th>Common Prerequisites</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 2023 Elements of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Computer application course (choose one)</td>
<td>3</td>
</tr>
<tr>
<td>CGS 2570 Personal Computer Applications (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>CGS 2060 Excursions in Computing (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>ACG 2021 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG 2071 Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2023 Principles of Economics Micro</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td>15</td>
</tr>
</tbody>
</table>

The State Common Prerequisite Manual designates CGSX061 Introduction to Personal Computing, CGSX100 Applications for Business or ISMX000 Introduction to Computers in Business as the computer applications course prerequisite. These course numbers are not taught at UWF, but the closely related CGS2570 Personal Computer Applications or CGS2060 Excursions in Computing will be used at UWF. Students who have taken CGSX061, CGSX100, or ISMX000 at other institutions will have met the requirement.

**C. If the university intends to seek formal Limited Access status for the proposed degree, 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 BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**
RESPONSE:

This will not be a limited access degree.

D. If the proposed degree 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.

RESPONSE:

This will not be an AS-to-BS capstone degree.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed degree 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).

RESPONSE:

UWF’s mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

The proposed BSHA degree program will support UWF’s institutional mission:

• by providing a degree in a field that is relevant and engages the community to improve the quality of life in the region,
• by providing increased access through its online delivery platform,
• by pursuing AUPHA certification status the proposed BSHA degree program will demonstrate a commitment to high-quality education,
• by falling below the average cost-to-degree based on the costs posted by the other SUS, and
• by supporting an SUS area of strategic emphasis and an area of critical workforce.

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

The proposed degree integrates across a number of academic programs. The most significant relationship of the proposed degree is within the newly reorganized College of Health. The College of Health is now home to the departments of Health, Psychology, Exercise Science and Community Health, and Nursing. The college also houses the Center on Aging and the Center for Applied Psychology. As the current HCA specialization has been in existence for some time, there are current examples of synergistic activities, such as student projects, community engagement, and shared faculty research activities. One example is a collaboration between the Center on Aging and the Department of Public Health, Clinical & Health Sciences. The Center on Aging has launched a clinical trials site. Students from the current HCA specialization have been excited to be part of this launch and add clinical trial management as part of their expertise.

In the future, as part of the planning process, students will be closely associated with other units within the College of Health. The Department of Psychology maintains one of the most robust programs on campus with a specialization in Industrial/Organizational Psychology. As the region has a large healthcare presence, students in the proposed BSHA degree program will have opportunities to work with Psychology faculty to apply additional principles in this domain through collaborative projects or independent studies. The Nursing program at UWF is another potential partner.

UWF was selected by the Carnegie Foundation in 2015 to receive the Community Engagement Classification. The proposed BSHA will encourage faculty and student participation in a field that engages the community in a highly relevant way to improve the quality of life in the region. New faculty will bring interests in health economics and health finance and augment collaborations in the college and across the university. The hiring of an assistant professor of health economics (start date, August 2016) should also support UWF’s Center for Research and Economic Opportunity (hereafter, CREO), which is the university’s research and consulting arm that plays a prominent role in economic development efforts across the Northwest Florida region and around the state.

Lastly, the department foresees engagement of faculty and students of the proposed degrees with the regional healthcare systems. UWF’s College of Health has a formal steering committee comprised of a range of health-related organizations with representation from large healthcare organizations, state agencies, area clinics, and other providers. This group has begun to identify strategic partnerships with programs, including within healthcare administration.

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 degree.

**RESPONSE:**

Planning for the proposed BSHA degree program can be traced back to the inception of the
BSHS program in 2002. A needs assessment indicated a demand by the regional healthcare community for an undergraduate degree to support the early careerist in healthcare administration who lacked a bachelor’s degree. The launch of the BSHS included a concentration in healthcare administration, which grew rapidly leading to the development of the current HCA specialization in 2010. The current HCA specialization has produced robust student interest and high employment for its graduates. The 2014 BSHS program review included recommendations for a stand-alone degree in healthcare administration aligned to industry-identified competencies.

Intense planning and action has taken place since that time with modification of the current HCA specialization curriculum in preparation for its separation from the BSHS degree, input from regional healthcare partners, and internal support for the transition. The planning process for the proposed BSHA degree program has spanned 13 years and dozens of meetings. The following list is highly abbreviated (Tables 4 and 5; Appendix F for a more complete list of planning meetings and activities).

Table 4

*Planning and Implementation Timeline*

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8, 2014</td>
<td>Dr. Angela Hahn, Health Sciences Assistant Director, faculty</td>
<td>Health Sciences Strategic Planning Committee Meeting.</td>
</tr>
<tr>
<td></td>
<td>Ms. Karen Valaitis, faculty</td>
<td></td>
</tr>
<tr>
<td>December 10, 2014</td>
<td>Dr. Judy Bense, UWF President</td>
<td>PHCHS Faculty Meeting. Updates on Healthcare Administration CCRs discussed and Healthcare Administration Faculty Search.</td>
</tr>
<tr>
<td></td>
<td>Dr. Rodney Guttmann, Chair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Justice Mbizo, Public Health Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Enid Sisskin, MPH faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Pilar Martin, MPH faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Melanie Sutton, MPH faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. George Stewart, MPH faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Angela Hahn, Ms. Karen Valaitis</td>
<td></td>
</tr>
<tr>
<td>March 10, 2015</td>
<td>Navy Hospital Pensacola 96th Medical Group at Eglin AFB Hospital Covenant Hospice</td>
<td>ACHE (American College of Healthcare Executives) Leadership Committee Meeting.</td>
</tr>
<tr>
<td>Date</td>
<td>Participants</td>
<td>Planning Activity</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>April 27, 2015</td>
<td>Dr. Rodney Guttmann, Chair Dr. Justice Mbizo, Pub Health Director Dr. Enid Sisskin, MPH Faculty Dr. Pilar Martin, MPH Faculty Dr. Melanie Sutton, MPH faculty Dr. George Stewart, MPH faculty Dr. Angela Hahn Ms. Karen Valaitis Dr. Andrea Nelson, Health Science Program Dr. Denise Curtis, MPH Faculty Member</td>
<td>DPHCHS Retreat Program</td>
</tr>
<tr>
<td>May 27, 2015</td>
<td>West Florida Hospital Partnership for a Healthy Community Pensacola State College – Biology Department Select Physical Therapy Baptist Healthcare Andrew’s Institute Florida Department of Health Sacred Heart Hospital Escambia County School District UWF health-related departments</td>
<td>UWF Health and Wellness Advisory Council Meeting.</td>
</tr>
<tr>
<td>Nov 6 - 8, 2015</td>
<td>Representatives from +30 AUPHA Programs in Health Administration across the country</td>
<td>Assoc. of Univ. Programs in Health Administration Workshop, Denver, CO</td>
</tr>
<tr>
<td>January 12, 2016</td>
<td>Bay Medical Center HealthCheck, Inc. Velocity Made Good Pharmaceutical Review Services, LLC</td>
<td>American Assoc of Healthcare Admin Mgt Healthcare Financial Management Association</td>
</tr>
</tbody>
</table>
Table 5

Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21, 2014</td>
<td>New Course CCRs Submitted:</td>
</tr>
<tr>
<td>April 7, 2014</td>
<td>New Course CCRs Approved:</td>
</tr>
<tr>
<td>September 13-22, 2015</td>
<td>Course Edit CCRs submitted:</td>
</tr>
<tr>
<td>October 23, 2015</td>
<td>UWF Academic Council approval</td>
</tr>
<tr>
<td>November 13, 2015</td>
<td>UWF Faculty Senate approval</td>
</tr>
<tr>
<td>November 13, 2015 - January 11, 2016</td>
<td>UWF Academic Council and Faculty Senate approves CCRS</td>
</tr>
<tr>
<td>January 06, 2016</td>
<td>Healthcare Administration (Health Economics, 121930) Assistant Professor (NTE) Position posted</td>
</tr>
</tbody>
</table>

VII. Program Quality Indicators - Reviews and Accreditation

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

RESPONSE:

The proposed BSHA degree program will be housed in the Department of Public Health, Clinical & Health Sciences. (Table 6).
Pursuant to BOG Regulation 8.015, all academic departments at UWF conduct program reviews every seven years. The Department of Health conducted a program review in 2014. Figure VII. b. Accreditations related degrees co-housed within the Department of Public Health, Clinical & Health Sciences shows the specific recommendations of the Health Sciences Program Review Committee along with actions taken by the department, and implantation statuses of the recommendations. Note that this proposed BSHA degree program fulfills several suggestions made by the Review Committee (Table 7).

Table 7

<table>
<thead>
<tr>
<th>Committee suggestion</th>
<th>Actions Taken</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise Department’s mission, vision, values, goals, &amp; objectives. Create Health Sciences Program-specific mission, vision, values, goals, &amp; objectives</strong></td>
<td>Health Sciences Program-level vision, mission, and values statements created to align to the university and College of Health’s mission A new 5 year Health Sciences Program-level strategic plan was created</td>
<td>Complete</td>
</tr>
<tr>
<td>Committee suggestion</td>
<td>Actions Taken</td>
<td>Status</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A professional advisor should be hired</td>
<td>One full-time professional advisor and one partial advisor were hired to service the Health Sciences Program. Following creation of the proposed BSHA degree program, one advisor will be dedicated full-time to Healthcare Administration.</td>
<td>Complete</td>
</tr>
<tr>
<td>BSHS Specializations should be broken out into stand-alone degrees</td>
<td>Proposed BSHA degree, aligned to AUPHA certification requirements (proposed for Fall 2016, with AUPHA certification anticipated for Fall 2018)</td>
<td>In progress, Approval of this proposal will complete this recommendation</td>
</tr>
<tr>
<td>Adjust the Program’s student learning outcomes to align directly with AUPHA</td>
<td>Plan to achieve AUPHA certification of the Healthcare Administration program ALC and SLO’s based on AUPHA in collaboration with CUTLA AUPHA-aligned curriculum map Participated in peer review of assessment. Drafted 7 year plan of SLO assessment</td>
<td>Partially complete, significant progress made.</td>
</tr>
<tr>
<td>Create alumni surveys, intern preceptor evaluations of students, and student end-of-program surveys</td>
<td>Annual, systematic alumni surveys developed, approved through IRB, &amp; implemented NSSE data is collected every 3 years and will be used to supplement exit surveys and assess HIPs Exit surveys in development for Spring 2016 Preceptor evaluations in development</td>
<td>Partially complete, significant progress made.</td>
</tr>
<tr>
<td>Add internship experience to healthcare administration</td>
<td>The proposed BSHA degree program requires 120 hour internship</td>
<td>Partially complete, significant progress made.</td>
</tr>
<tr>
<td>Create a strategic hiring plan to address the programmatic needs of the curriculum</td>
<td>Two additional faculty lines have been allocated since 2014. Two more are planned (in progress)</td>
<td>Partially complete, significant progress made.</td>
</tr>
</tbody>
</table>

VIII. Curriculum

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

The table below contains the student learning outcomes associated with the proposed BSHA degree program (Table 8). The proposed BSHA degree program Academic Learning Compact is included in Appendix C.

Table 8

Proposed BSHA Degree Program Student Learning Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Identify the characteristics and foundations of the healthcare administration discipline.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Apply critical problem solving and strategic thinking in analyzing and evaluating issues in healthcare administration.</td>
</tr>
<tr>
<td>Communication</td>
<td>Employ effective and professional communication in the healthcare administration discipline.</td>
</tr>
<tr>
<td>Integrity/Values</td>
<td>Identify and apply legal concepts, professional ethical principles, and regulatory requirements that apply to the field of healthcare. Assess your professional image and management skills.</td>
</tr>
<tr>
<td>Project Management</td>
<td>Collaborate effectively with others on team projects.</td>
</tr>
</tbody>
</table>

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

RESPONSE:

Admission and graduation requirements are available from the UWF Catalog (Appendix E; 2015-2016 University Catalog. Retrieved from http://catalog.uwf.edu).

Students entering UWF or declaring a major in Health Sciences will automatically be placed in a pending status until they meet the requirements for admission.

- Students must have a cumulative GPA of 2.50 in all previously attempted college work.
- Students must successfully complete all prerequisite courses with a grade of "C" or better.
- Student must be at the level of a sophomore or higher.
- Students will not be admitted to the program less than one week before the beginning of the term in which they have applied.
- Students must complete the Health Science Application form.

C. Describe the curricular framework for the proposed degree, 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.

RESPONSE:

Table 9

BS Healthcare Administration Program Requirements

<table>
<thead>
<tr>
<th>Lower Division:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Curriculum:</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Language Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Proposed BSHA degree program Prerequisites</td>
<td>15</td>
</tr>
<tr>
<td>General Education Electives (Unrestricted Electives)</td>
<td>7</td>
</tr>
<tr>
<td>Subtotal</td>
<td>60</td>
</tr>
</tbody>
</table>

| Upper Division:               |       |
| Proposed BSHA degree program Required Core Courses | 48     |
| Approved Electives (Restricted Electives)           | 12     |
| Subtotal                                      | 60    |

Total semester credit hours for degree program 120

General Studies

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 the UWF catalog.

Healthcare Administration Majors should take STA2023 Elements of Statistics and MAC1105 College Algebra to satisfy the mathematics components, and it is recommended that students take ECO2013 Principles of Economics Macro to satisfy the social science/socio-political components of General Studies.

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.
Table 10

*Common Prerequisites*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>CGS2060</td>
<td>Excursions in Computing</td>
<td></td>
</tr>
<tr>
<td>ACG2021</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG2071</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO2023</td>
<td>Principles of Economics Micro</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

* Indicates common prerequisites which can be used to satisfy General Studies requirements

Table 11

*Lower Division Electives (Unrestricted Electives)*

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Proposed BSHA degree program majors are encouraged to consider a minor to complement their degree. Students should work closely with their advisor to ensure they do not incur excess hours.</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Hours 9

BS Healthcare Administration Program Requirements

Semester Hours Required for Degree: 120

In addition to the university’s general requirements, students seeking the proposed BSHA degree program must meet the requirements listed below. A minimum course grade of "C" (2.0) is required in all prerequisites and major courses.

In addition to the UWF 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 Education curriculum. For a complete listing of general degree requirements, refer to the "Graduation and General Degree Requirements" section of the UWF catalog.
Table 12

*Upper Division Requirements*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 3034</td>
<td>Current Issues in the Health Sciences (Cornerstone Course)</td>
<td>3</td>
</tr>
<tr>
<td>HSA 3111</td>
<td>Understanding U.S. Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>BUL 4602</td>
<td>Legal Fundamentals of Healthcare and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4002</td>
<td>Healthcare Administration</td>
<td>3</td>
</tr>
<tr>
<td>Choose One</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HSC 2622</td>
<td>Introduction to Global Health Sciences</td>
<td></td>
</tr>
<tr>
<td>PHC 4101</td>
<td>Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HSC 3535</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4430</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4340</td>
<td>Personnel Administration in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 3170</td>
<td>Principles of Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSC 3551</td>
<td>Health Ethics and Professionalism</td>
<td>3</td>
</tr>
<tr>
<td>HSA 3140</td>
<td>Strategic Planning in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3023</td>
<td>Marketing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4383</td>
<td>Quality Improvement in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4192</td>
<td>Current Topics in Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4941</td>
<td>Internship in Healthcare Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4050</td>
<td>Health Sciences Research Seminar (Capstone Course)</td>
<td>3</td>
</tr>
<tr>
<td>Approved Electives (Restricted Electives)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

Students are limited to upper level courses in administration, management, informatics, public health or courses which prepare them for graduate work in a field related to health.

Typical Approved Electives (Restricted Electives) include:
Table 13

*Restricted Electives*

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGS 3604</td>
<td>Applications of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>COP 4710</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3003</td>
<td>Principles of Economic Theory and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>GEY 4001</td>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4110</td>
<td>Healthcare Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4193</td>
<td>Electronic Clinical Record Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHC 4140</td>
<td>Public Health Planning and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4404</td>
<td>Medical Disaster Management</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4658</td>
<td>End-of-Life Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3301</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4102</td>
<td>Management of Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4703</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHC 4341</td>
<td>Fundamentals of Occupational Safety and Health</td>
<td>3</td>
</tr>
<tr>
<td>PHC 4363</td>
<td>Occupational Safety &amp; Health in the Healthcare Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

There are no unrestricted electives at the upper level. There are no thesis or dissertation requirements.

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

*Response:*

Table 14

*Sequenced Course of Study for all Majors, Concentrations, and Areas of Emphasis*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>GEN ED Science (BSC1085/L recom’d)</td>
<td>4</td>
</tr>
<tr>
<td>GEN ED Humanities (FCC)</td>
<td>3</td>
</tr>
<tr>
<td>GEN ED Math (MAC1105 recom’d)</td>
<td>3</td>
</tr>
<tr>
<td>ENC1101 English Comp. I</td>
<td>3</td>
</tr>
<tr>
<td>ECO2023 Prin of Economics Micro</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>CGS2570 Personal Computer Apps</td>
<td>3</td>
</tr>
</tbody>
</table>
E. Provide a one- or two-sentence description of each required or elective course.

RESPONSE:

General Studies Course Descriptions

Please refer to the UWF Undergraduate Catalog for a listing of these course descriptions.

Common Prerequisite Course Descriptions

STA 2023 Elements of Statistics
Prerequisite: MAC 1105* OR MAC 1114* OR MAC 1140* OR MAT 1033* OR MGF 1106*
OR MGF 1107* OR 22 ACT Math OR 520 SAT Math Fundamental statistical concepts.
CGS 2060 Excursions in Computing
Examine the effective and ethical use of computing technology to address general and specialized domains and practice project delivery deadlines involving this technology. Topics include role of computing, recent advances in computer hardware, system software options, system connectivity, time management and presentation technology, tools for researching current technology, algorithms, and limits of computing ethics.

CGS 2570 Personal Computer Applications
Provides practical experience with current popular microcomputer application packages. Students typically learn to use word-processing, spreadsheet, database software, and PowerPoint.

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

ACG 2071 Principles of Managerial Accounting
Prerequisite: ACG 2021
Role of accounting as a tool in decision-making process within economic framework of the firm.

ECO 2023 Principles of Economics Micro
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.

Proposed BSHA degree program Course Descriptions

HSC 3034 Current Issues in the Health Sciences (Cornerstone Course)
Introduces the student to current regional, state, national and international trends and issues in the health sciences and the healthcare industry.

HSA 3111 Understanding U.S. Healthcare
This course provides an orientation to the characteristics and foundation of the U.S. healthcare system including a review of health professionals, technology, financing and reimbursement, delivery systems, vulnerable populations, process improvement, and health policy.

BUL 4602 Legal Fundamentals of Healthcare and Public Health
An overview of the laws most affecting the provision of healthcare. A general overview of the laws controlling the provision of private sector healthcare including industry and professional regulation, prohibited payment schemes, Bioethics, end-of-life issues, informed medical consent, and patient privacy.
HSA 4002 Healthcare Administration
This course provides an overview of concepts and issues related to healthcare administration in a variety of healthcare settings, such as hospitals, nursing homes, clinics and others. Emphasis is placed on important issues such as ethics, controlling costs, strategic planning and marketing, information technology, and personnel administration.

HSC 2622 Introduction to Global Health Sciences
This course considers the influence of factors such as access to healthcare, biology, infectious diseases, societal status, culture, the environment, and the management of healthcare resources, on the well-being of people around the globe. The course will also examine the role of equity, social justice, and ethics in healthcare.

PHC 4101 Public Health
Students study programs and policies that affect healthcare in a positive manner and apply basic principles of scientific reasoning with the use of available data and information. Topics introduced serve as a basis for enhancing the participants' ability to critically evaluate current trends in healthcare and develop programs and policies in an analytical manner.

HSC 3535 Medical Terminology
This course is designed to familiarize students with the vocabulary used in the health professions. Students will employ a systematic, word-building approach to master the complex terminology of the medical field.

HSA 4430 Health Economics
Provides instruction in economic theories, tools and concepts and their application to current healthcare issues.

HSA 4340 Personnel Administration in Healthcare
This course focuses on the fundamental concepts and practical tools necessary for maximizing employee performance in healthcare organizations with special emphasis on the complex factors that influence the performance of this unique workforce in a dynamic industry.

HSA 3170 Principles of Healthcare Finance
This course provides students with an introduction to the fundamentals of healthcare finance as practiced in health services organizations. Reimbursement insurance and third-party payments are covered.

HSC 3551 Health Ethics and Professionalism
This course includes an overview of ethical issues facing today’s healthcare practitioners in addressing clinical and administrative decision-making. This course will also focus on the importance of professionalism and effective communication skills in dealing with healthcare consumers and other medical professionals in the healthcare industry.
HSA 3140 Strategic Planning in Healthcare
This course focuses on strategic management as it applies to healthcare organizations with special emphasis on strategic planning, analysis of the health services environment (both internal and external), marketing and implementation.

MAR 3023 Marketing Fundamentals
Function of marketing in the economic system; role of the consumer in marketing decisions; the decisions marketing managers must make to provide goods and services priced, promoted and distributed to meet organizational objectives in changing environments.

HSA 4383 Quality Improvement in Healthcare
This course provides students with an introduction to the underlying principles and the fundamentals of quality management and improvement in the delivery of healthcare. An emphasis is placed on literacy and awareness of the concepts, topics and practices needed to address quality improvement challenges in complex healthcare systems.

HSA 4192 Current Topics in Health Informatics
Provides an overview of the multifaceted, interdisciplinary nature of health (medical) informatics. Fundamentals of computer applications in medicine, health data classification and coding, and legal and ethical issues (including documentation, security, and regulatory requirements).

HSA 4941 Internship in Healthcare Administration
This internship experience will provide students with hands-on experience in the healthcare industry and exposure to key elements in this environment. Focus will be placed on professional development and preparation of the student for the workforce.

HSC 4050 Health Sciences Research Seminar (Capstone Course)
The course will cover topics such as the scientific method, research study designs, critical evaluation of the literature, technical writing, research ethics, data collection, and analysis. As part of an ongoing semester project, students will design a research proposal on a specific topic in healthcare.

CGS 3604 Applications of Information Technology
Investigates current applications of information technology in business, scientific research, education, and media, and examines issues facing the information technology professional working in a variety of disciplines.

COP 4710 Database Systems
Introduction to database systems and database management system architectures. Various database models are discussed with an emphasis on the relational model and relational database design.

ECO 3003 Principles of Economic Theory and Public Policy
Survey and analysis of contemporary economic theory and public policy.
GEY 4001 Gerontology
This course examines the aging process and the impact of these changes on the older adult; it enhances the knowledge and understanding of biological changes associated with aging in humans and their manifestations for healthcare professionals who work with older adults.

HSA 4110 Healthcare Policy and Administration
Management principles, processes and techniques as applied to hospitals and other health-related institutions.

HSA 4193 Electronic Clinical Record Systems
Explores the use and evaluation of commercially available electronic medical record systems. Healthcare workflow issues are addressed in the context of impacts of billing, collections, HIPAA, and scheduling in a healthcare practice.

PHC 4140 Public Health Planning and Analysis
This course introduces students to the history of public health, the structure of the public health system and the various sectors of public health practice, in order to gain an understanding of the complex factors that determine the health status of a community. National, state, and local level practices will be analyzed, as well as the role that law and government play in the public's health.

HSC 4404 Medical Disaster Management
This course utilizes recent and historical case studies as a basis for developing the critical thinking and leadership skills needed by healthcare professionals in crisis situations. International, domestic, and regional settings are addressed, as well as the social, economic, and political aspects of disaster planning, preparedness, and mitigation.

HSC 4658 End-of-Life Ethics
Course examines key issues and cases in end-of-life ethics.

MAN 3301 Human Resources Management
Introduction to personnel administration; emphasis on the basic personnel function of both the personnel specialist and the operating manager. Critical issues stressed include selection, compensation, OSHA, EEO, unions and discipline.

MAN 4102 Management of Diversity
Roles, behaviors, career paths, motivational strategies, obstacles, and collegial reaction to managing diversity within the labor force are an integral aspect of the course. It focuses 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.

PCB 4703 Human Physiology
Physiological mechanisms of various organ systems in the human body. Emphasis on transport mechanisms, renal function, hormones, respiration, cardiac function, muscle physiology, digestion, and immune systems.
**PHC 4341 Fundamentals of Occupational Safety and Health**
Development and management of occupational safety and health programs, resolution of safety and health issues, and improvement of safety performance. Introduction to safety and health fields, overview of loss control information and analysis, specific safety and health programs, and program implementation and maintenance.

**PHC 4363 Occupational Safety & Health in the Healthcare Environment**
A multidisciplinary approach to the study of occupational safety and health in healthcare with researcher and practitioner perspectives. Programs and applications to healthcare. Teaches recognition of safety and hazards in healthcare, relevant safety and health standards requirements, and identification and implementation of safety improvement initiatives.

**F. For degrees 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.**

**RESPONSE:**
Industry-driven competencies were identified and incorporated into the curriculum in several key ways. AUPHA certification distinguishes the highest quality programs and identifies the benchmark for an evidence-based curriculum in terms of knowledge, skills, and abilities in healthcare. AUPHA certification fosters excellence in healthcare administration education and drives innovation in health management and policy education, and promotes the value of university-based management education for leadership roles in the health sector. The healthcare industry has systematically identified specific competencies and content that it expects programs to meet in order to prepare future leaders in healthcare management and administration. AUPHA certification-required competencies and content reflect industry identified learning outcomes and signifies quality programs in healthcare administration. Dr. Hahn and Ms. Valaitis have participated in webinars, a national workshop, and many discussions in an effort to align the program to AUPHA requirements. These efforts informed the proposed BSHA degree program curriculum.

The current UWF BSHS Healthcare Administration program has collaborated with regional business leaders and national corporate partners to identify the tools and skills most important when considering a college graduate for a position in healthcare administration. Collaborations are ongoing and have resulted in the creation of course projects and case studies used in the program’s coursework. (see section VI.C) Community engagement by the faculty has allowed formal and informal discussion between healthcare managers and the faculty

**G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed degree. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**
AUPHA Certification distinguishes the highest quality programs and identifies the benchmark for an evidence-based curriculum in terms of knowledge, skills, and abilities in healthcare. AUPHA certification fosters excellence in healthcare administration education and drives innovation in health management and policy education, and promotes the value of university-based management education for leadership roles in the health sector. The healthcare industry has systematically identified specific competencies and content that it expects programs to meet in order to prepare future leaders in healthcare management and administration. AUPHA certification required competencies and content reflect industry identified learning outcomes and signifies quality programs in healthcare administration. Dr. Hahn and Ms. Valaitis have participated in webinars, a national workshop, and many discussions in an effort to align the program to AUPHA requirements. These efforts inform the proposed curriculum.

The following Gantt Chart lays out the timeframe for the launch of the proposed BSHA degree program and AUPHA certification. Admissions to the proposed BSHA degree program will begin in the fall 2016. The first proposed BSHA degree program Assistant Professor will be hired in summer 2016. The application and review fee will be submitted to AUPHA in summer 2017. The second proposed BSHA degree program Assistant Professor will begin before the fall 2017. The proposed BSHA degree program Program Director will submit the self-study documents to AUPHA 11/30/2017. The third proposed BSHA degree program Assistant Professor will start before summer 2018. The program director and College of Health Dean will attend the national AUPHA meeting and meet with the with review team on 06/01/2018.

AUPHA reviews the self-study and issues notification of certification on 10/15/2018. 

*Figure 4. AUPHA certification Gantt chart.*
Figure 5. AUPHA Certification Timeline.

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 degree. Are the programs accredited? If not, why?

RESPONSE:

Not applicable for this program.

I. Briefly describe the anticipated delivery system for the proposed degree (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 degrees). 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 degree 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.

RESPONSE:

The proposed BSHA degree program will be delivered through online courses with faculty and administrative resources located on the UWF Main Campus. No specialized services are
anticipated. The program in is the process of aligning all online courses to Quality Matters standards.

The delivery method used for this proposed degree is though the nontraditional distance learning delivery. UWF utilizes the D2L learning management system and since it has already been adopted no further specialized services are required. The program will not require greater than normal financial support. The degree remains open to collaboration, both public and private for program delivery. Since the current HCA specialization already exists and this proposed BSHA degree program in the next logical step in its evolution, no inquiries were made of other institutions regarding shared courses, learning technologies or research facilities.

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 degree 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 degree (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Response:

See Table 4 in Appendix 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 2 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.

Response:

See Table 2 in Appendix A.

Faculty costs are those associated with the teaching of major courses in the proposed BSHA degree program. Figures in the Year 1 columns represent funds “reallocated” from those associated with the current HCA specialization to the proposed BSHA degree program. Figures in the Year 5 columns represent the funding required for increases in instructional time based on projected 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).

Response:
See the Appendix C for faculty curriculum vitae.

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.

**RESPONSE:**

The Department of Public Health, Clinical & Health Sciences has been exceptionally productive. The average faculty teaching load for the five years between 2010 and 2015 for the full-time faculty teaching in the proposed BSHA degree program ranges from 12.75 to 14.25 credit hours per semester.

![Trends Over Time for Average Course Load for Full-time Faculty in the Proposed BHA](image)

*Figure 6.* Demonstrates the average teaching load in terms of student credit hours per semester for full-time faculty associated with the proposed BSHA degree program.

In terms of FTE productivity, the current HCA specialization has tripled its FTE over the 5-year period between 2010 and 2015.
Figure 7. Demonstrates the BOG annualized FTE for each academic year between 2010 and 2015 for majors enrolled in the current HCA specialization. Colored areas are segmented by the student's admission status and origin.

With respect to teaching productivity, the dramatic increase in student credit hour enrollments for the current HCA specialization students over the past five years is strong evidence of the viability of healthcare administration courses.

Figure 8. Demonstrates the BOG annualized FTE for each academic year between 2010 and 2015 for majors enrolled in the BSHS/HCA. Colored areas are segmented out by the student's admission status and origin.
Similarly, the steady increase in numbers of students declaring the BS Health Sciences Specialization in Healthcare Administration (annual headcount enrollment) as their major provides evidence of increasing demand and interest in the program.

**Figure 9.** Demonstrates the annual headcount enrollment for the BSHS/HCA over the past 5 catalog years. Colored areas are segmented out by the student's admission status and origin.

For the 2014-2015 catalog year 60 bachelor’s degree were awarded the current HCA specialization, also demonstrating high productivity.

**Figure 10.** Degrees issued for the BSHS/HCA over the past 5 catalog years.

Beyond the current HCA specialization, the Department of Public Health, Clinical & Health Sciences has been highly productive as seen below in Figure 11. The department taught 11,063 undergraduate student credit hours during the 2014-2015 catalog year.
Figure 11. Undergraduate student credit hours taught by the Department of Public Health, Clinical & Health Sciences for the academic years between 2008 and 2015.

**Qualitative Indicators of Excellence:**

Community Engagement: The current HCA specialization faculty maintain a very high level of community engagement. The following chart shows community partners with whom the faculty are engaged.
Table 15

*Community Engagement Activities by the Health Sciences Degree Faculty*

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Role</th>
<th>Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College of Health Executives (ACHE) - North Florida Region Chapter</td>
<td>Leadership Council</td>
<td>Valaitis</td>
</tr>
<tr>
<td>AUPHA</td>
<td>Member</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Board Member Eyecare International, Inc.</td>
<td>Officer</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Escambia County RESTORE Act Advisory Committee</td>
<td>Member</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Quarterly Pensacola Chamber's Health Science Advisory Council Meeting</td>
<td>Member</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Florida HOSA (Future Health Professionals) - regional Event Coordinator</td>
<td>Event Coordinator</td>
<td>Hahn</td>
</tr>
<tr>
<td>Florida HOSA (Future Health Professionals) - State Event Coordinator</td>
<td>Event Coordinator</td>
<td>Hahn</td>
</tr>
<tr>
<td>Partnership for a Healthy Community</td>
<td>Member</td>
<td>Hahn</td>
</tr>
<tr>
<td>Santa Rosa Community Health Improvement Committee, Adult Tobacco Subcommittee</td>
<td>Officer</td>
<td>Hahn</td>
</tr>
<tr>
<td>Santa Rosa County Tobacco-Free Coalition Vice Chair</td>
<td>Officer</td>
<td>Hahn</td>
</tr>
<tr>
<td>Santa Rosa County Tobacco-Free Coalition, Smoke-Free Housing Subcommittee Chair</td>
<td>Chair</td>
<td>Hahn</td>
</tr>
<tr>
<td>AUPHA</td>
<td>Member</td>
<td>Hahn</td>
</tr>
<tr>
<td>American Physical Therapy Association (APTA)</td>
<td>Member</td>
<td>Nelson</td>
</tr>
<tr>
<td>APTA Geriatrics Section</td>
<td>Member</td>
<td>Nelson</td>
</tr>
<tr>
<td>APTA Education Section</td>
<td>Member</td>
<td>Nelson</td>
</tr>
<tr>
<td>Florida Physical Therapy Association (FPTA)</td>
<td>Officer</td>
<td>Nelson</td>
</tr>
</tbody>
</table>
The table below is a summary of selected grants and contracts for the Department of Public Health, Clinical & Health Sciences.

Table 16

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stewart, G. L., M. Pilar Martin, M.P., Sisskin, E. Emerging Scholars in</td>
<td>$120,000.00</td>
</tr>
<tr>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>Stewart, G.L Amplification of Blood parasites for ATCC</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Department of Health in Escambia County, $138,640, (Co-PI: 2013-2015;</td>
<td></td>
</tr>
<tr>
<td>Principal Investigator.</td>
<td></td>
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<tr>
<td>Mbizo, J. (2013). UWF Escambia County Public Health Training Program grant.</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>Partnership for Public Health. $7,500.00.</td>
<td></td>
</tr>
<tr>
<td>Mbizo, J., Sisskin E. &amp; &amp; Stewart, G. (2010). Uptake of H1N1 Influenza</td>
<td>$20,000.00</td>
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<tr>
<td>Vaccine in Escambia County, Florida. Fl. Department of Health</td>
<td></td>
</tr>
<tr>
<td>Chung, H., Mbizo J. (2010) Family Medical History Survey of Naval Personnel.</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Grant through the Mitchell Center for Repatriated Prisoners of War</td>
<td></td>
</tr>
<tr>
<td>Innovative New Programs for an Industry-Vested IT Workforce in Northwest</td>
<td></td>
</tr>
<tr>
<td>Florida: Health Sciences and Technology Training Retreats for High School</td>
<td></td>
</tr>
<tr>
<td>Guidance Counselors and Academy Directors. Florida’s Great Northwest,</td>
<td></td>
</tr>
<tr>
<td>Mbizo, J. (2010). “Self-Management of Blood Glucose Among Person Diagnosed</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>With Diabetes in Escambia County, Florida: A Field Study”</td>
<td></td>
</tr>
<tr>
<td>Sharma, V. &amp; Mbizo, J. (2008). “Exploratory Study: The potency of the Old</td>
<td>$2,000.00</td>
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<tr>
<td>Path Herbal Tea” $2,000.00.</td>
<td></td>
</tr>
<tr>
<td>PI: Mbizo, J. Collaborators: Sutton, M.A., Memiah, P., Curtis, D., &amp; Sisskin,</td>
<td>$16,000.00</td>
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<tr>
<td>E. Master of Public Health Program: Support for Technology and Software.</td>
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<tr>
<td>White, L. Co-PIs: Sutton, M.A. &amp; Ter Haar, L. Innovative New Programs for</td>
<td>$292,728.00</td>
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<tr>
<td>an Industry-Vested IT Workforce in Northwest Florida: Software Engineering</td>
<td></td>
</tr>
<tr>
<td>Graduate Program.</td>
<td></td>
</tr>
<tr>
<td>PI: Sutton, M.A. Collaborators: Bennett, W., Stone, L., Okafor, A., Marten,</td>
<td>$36,550.00</td>
</tr>
<tr>
<td>M., Memiah, P., &amp; Mbizo, J. Research Equipment Funding Proposal for Transdis-</td>
<td></td>
</tr>
<tr>
<td>ciplinary Informatics Research with Faculty, Students, and Citizen Scientists.</td>
<td></td>
</tr>
<tr>
<td>Sutton, M.A. Building High-Quality Online Programs at UWF: Support for</td>
<td>$25,0000.00</td>
</tr>
<tr>
<td>Strategic Planning and Accreditation Efforts Using a Team-Oriented Model</td>
<td></td>
</tr>
<tr>
<td>Emphasizing Quality, 360-Degree Assessment, and Public Accountability</td>
<td></td>
</tr>
</tbody>
</table>

47
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hahn, A. M., &amp; Malley, P., Investigation of UWF as a Smoke-free University</td>
<td>$5,000.00</td>
</tr>
<tr>
<td><strong>Total Grants and Contracts</strong></td>
<td><strong>$766,278.00</strong></td>
</tr>
<tr>
<td><strong>Endowment from Partnership for Public Health</strong></td>
<td><strong>$100,000.00</strong></td>
</tr>
<tr>
<td><strong>Total productivity</strong></td>
<td><strong>$866,278.00</strong></td>
</tr>
</tbody>
</table>

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.

RESPONSE:

In support of the proposed BSHA program, the library is equipped to provide similar resources and services for the proposed program.

The UWF Libraries shelve more than 800,000 print volumes and house an extensive microforms collection. Electronic resources include more than 160,000 e-books and access to approximately 80,000 journal and other serial titles through a discovery system. An analysis of holdings in relevant to Library of Congress classifications for healthcare administration indicate that UWF has over 1,000 volumes related to this field. Additionally, the library has extensive access to journals to support the program; the library holds 190 health service related e-journals.

Indexing, abstracting, and full text databases relevant to healthcare administration include the specialized databases Health Reference Center Academic, PubMed, which includes MEDLINE and literature vetted by the National Library of Medicine, and CINAHL. More general health science resources supporting healthcare administration are ABI/INFORM Global and, Business Source Complete, and ProQuest Nursing & Allied Health Source. Full-text dissertations and theses are available through ProQuest Dissertations and Theses. Using their Argonet accounts, students, and faculty may access electronic resources any time from any place.

Current library resources available to implement the proposed program through year 5 include:

Databases

- Health Reference Center Academic
- ABI/INFORM Global
- MEDLINE (OCLC)
- CINAHL Complete
- Cochrane Library (Wiley)
- Statistical Abstract of the United States (ProQuest)
• Business Source Complete
• CQ Researcher
• LexisNexis Academic
• ProQuest Nursing & Allied Health Source

Major Journals

• Healthcare Manager: UWF has access to 2005; faculty request that the library expands the subscription to present. See costs below.
• Health Affairs: 2004-Present
• Journal of Healthcare Management: 1997-Present
• Health Service Research: 2001-Present
• Strategic Management Journal: 1980-Present (with 1-year delay)
• Academy of Management Journal: 1963-Present
• Medical Care: 1963-2010; faculty request that the library expands the subscription to present. See costs below.
• Academy of Management Review: 1976-Present
• Administrative Science Quarterly: 1956-Present
• Journal of Healthcare Leadership: 2012-Present
• Health Facilities Management: 2004-Present
• Journal of Health and Human Services Administration: 2000-Present

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, Skype, LibChat, or telephone. The liaison for healthcare administration is Hillary Fox.

The library provides an Online Learners Library Guide (http://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:

• Read course-required readings on electronic reserves
• Request books and articles from Interlibrary Loan
• Request Intercampus Loan (to/from the Fort Walton Beach Campus library)
• Renew books
• Submit a reference question via text, email, or chat
• Request priority cataloging of an item that is on order
• Suggest the purchase of a particular book or journal
• Request an item to be recalled for use
• Have UWF and Interlibrary Loan books delivered to your home address if you live over 50 miles from campus
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 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

Response:

To support the proposed BSHA program while keeping the program competitive, multiple resources should be added to the collection. Not only will these resources benefit students in the Healthcare Administration program, but they will also support students in UWF’s other allied health programs. These include the following:

- **Database:** Health Business Fulltext Elite (Elsevier)
- **Journal:** Three journals were requested by faculty: Healthcare Manager, JAMA, and Medical Care. The library currently has a partial subscription to Healthcare Manager but the subscription must be updated to present.

Table 17

<table>
<thead>
<tr>
<th>Costs to implement program Year 1 through Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.

Response:

As the program will be offered online only, there is no anticipation of any need for additional classroom, teaching laboratory, research laboratory, office, and other types of space to accommodate this program.

Response:

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.

**RESPONSE:**

As the program will be offered online only, it is not anticipated there will be any need for additional teaching or research space to accommodate this program.

**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.

**RESPONSE:**

Not applicable.

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

**RESPONSE:**

No additional specialized equipment will be needed to implement the program.

**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.

**RESPONSE:**

No specialized equipment is needed to sustain the program.

**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.

**RESPONSE:**

Not applicable
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.

RESPONSE:

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.

RESPONSE:

The region surrounding UWF is home to a high concentration of hospitals, outpatient clinics, rehabilitation centers, long-term care facilities, mental health organizations, and insurance companies. Students are already serving in voluntary internships both in this area and in other Florida counties. With the adoption of a required internship, more preceptors will be needed. Conversations with local health providers are ongoing. Based on their direct feedback, there has been a strong interest and willingness to partner with UWF to ensure meaningful internship/practicum experiences for the BSHA students. These providers have also indicated that their needs for an educated workforce will expand considerably over the next decade and the proposed program is part of their expressed needs. Previously, students in the department have interned at locations such as Sacred Heart Hospital, Baptist Hospital, the Florida Department of Public Health, Andrews Institute, Nemours Children’s Hospital, Santa Rosa Hospital, Blue Cross Blue Shield of Florida, Hope and Health Clinic, Red Cross, and Santa Rosa Emergency Management. The Department of Public Health, Clinical & Health Sciences expects to hire a part time OPS position to help set up and coordinate internships.
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
### TABLE 1-A: PROJECTED HEADCOUNT FROM POTENTIAL SOURCES (Baccalaureate Degree)

**B.S. Healthcare Administration**

<table>
<thead>
<tr>
<th>Source of Students</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>54</td>
<td>23</td>
<td>44</td>
<td>22</td>
<td>35</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>7</td>
<td>3</td>
<td>32</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>Florida College System transfers to the upper level***</td>
<td>22</td>
<td>9</td>
<td>48</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>25</td>
<td>11</td>
<td>49</td>
<td>25</td>
<td>60</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>112</strong></td>
<td><strong>48</strong></td>
<td><strong>187</strong></td>
<td><strong>95</strong></td>
<td><strong>222</strong></td>
</tr>
</tbody>
</table>

* List projected annual headcount of students enrolled in the 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.

Still lower level FTIC
Still lower level transfers from other colleges
Post-baccalaureate

The projections for this table are derived from the historic (2010-2014) yearly Headcount Enrollment and FTE generation of the Health Sciences Specialization in Healthcare Administration.
TABLE 2: PROJECTED COSTS AND FUNDING SOURCES

B.S. Healthcare Administration

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs</th>
<th>Year 1</th>
<th>Year 5</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E&amp;G</td>
<td>C&amp;G</td>
<td>Aux</td>
</tr>
<tr>
<td></td>
<td>Reallocated Base*</td>
<td>Enrollment Growth</td>
<td>Other New Recurring</td>
</tr>
<tr>
<td>Faculty Salaries &amp; Benefits</td>
<td>183,392</td>
<td>0</td>
<td>118,438</td>
</tr>
<tr>
<td>A&amp;P Salaries &amp; Benefits</td>
<td>65,562</td>
<td>0</td>
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</tr>
<tr>
<td>USPS Salaries &amp; Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>75,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>0</td>
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</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>25,345</td>
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<tr>
<td>Expenses</td>
<td>7,219</td>
<td>0</td>
<td>3,610</td>
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<tr>
<td>Operating Capital Outlay</td>
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<tr>
<td>Special Categories</td>
<td>0</td>
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<tr>
<td>Total Costs</td>
<td>331,173</td>
<td>0</td>
<td>147,393</td>
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</tbody>
</table>

* Identify reallocation sources in Table 3.
** Includes recurring E&G funded costs (“reallocated base,” “enrollment growth,” and “other 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>
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</thead>
<tbody>
<tr>
<td>Faculty (PY)</td>
<td>3</td>
<td>4.75</td>
</tr>
<tr>
<td>A&amp;P (FTE)</td>
<td>2</td>
<td>4</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>Total E&amp;G Funding</th>
<th>Annual Student FTE</th>
<th>E&amp;G Cost Per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>478,566</td>
<td>48</td>
<td>9,970</td>
</tr>
<tr>
<td>761,231</td>
<td>151</td>
<td>5,041</td>
</tr>
</tbody>
</table>

56
### TABLE 3: ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

**B.S. Healthcare Administration**

<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>Example: 555-555 World exploration fund (example)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

### TABLE 4: ANTICIPATED FACULTY PARTICIPATION

**B.S. Healthcare Administration**

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Highest Degree Held</th>
<th>Academic Discipline or Specialty</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>Mos. Contract Year 5</th>
<th>FTE Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Karen Valaitis, MBA, Health Administration</td>
<td>Lecturer</td>
<td>MYA</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>100%</td>
<td>0.75</td>
<td>9</td>
<td>0.75</td>
<td>100%</td>
<td>0.75</td>
<td>9</td>
<td>0.75</td>
</tr>
<tr>
<td>A</td>
<td>Karen Valaitis, MBA, Health Administration</td>
<td>Lecturer</td>
<td>MYA</td>
<td>Summer 2017</td>
<td>3</td>
<td>0.25</td>
<td>100%</td>
<td>0.25</td>
<td>3</td>
<td>0.25</td>
<td>100%</td>
<td>0.25</td>
<td>3</td>
<td>0.25</td>
</tr>
<tr>
<td>A</td>
<td>Angela Hahn, PhD, Health Sciences</td>
<td>Lecturer</td>
<td>MYA</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
<td>9</td>
<td>0.75</td>
</tr>
<tr>
<td>A</td>
<td>Angela Hahn, PhD, Health Sciences</td>
<td>Lecturer</td>
<td>MYA</td>
<td>Summer 2017</td>
<td>3</td>
<td>0.25</td>
<td>50%</td>
<td>0.125</td>
<td>3</td>
<td>0.25</td>
<td>50%</td>
<td>0.125</td>
<td>3</td>
<td>0.25</td>
</tr>
<tr>
<td>A</td>
<td>Andrea Nelson, DPT, Healthcare</td>
<td>Lecturer</td>
<td>Annual</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
<td>9</td>
<td>0.75</td>
</tr>
<tr>
<td>A</td>
<td>Andrea Nelson, DPT, Healthcare</td>
<td>Lecturer</td>
<td>Annual</td>
<td>Summer 2017</td>
<td>3</td>
<td>0.25</td>
<td>50%</td>
<td>0.125</td>
<td>3</td>
<td>0.25</td>
<td>50%</td>
<td>0.125</td>
<td>3</td>
<td>0.25</td>
</tr>
<tr>
<td>C</td>
<td>New Hire (A), PhD, Health Economics</td>
<td>Clinical Assistant Professor</td>
<td>Annual</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>100%</td>
<td>0.75</td>
<td>9</td>
<td>0.75</td>
<td>100%</td>
<td>0.75</td>
<td>9</td>
<td>0.75</td>
</tr>
<tr>
<td>C</td>
<td>New Hire (A), PhD, Health Economics</td>
<td>Clinical Assistant Professor</td>
<td>Annual</td>
<td>Summer 2017</td>
<td>3</td>
<td>0.25</td>
<td>100%</td>
<td>0.25</td>
<td>3</td>
<td>0.25</td>
<td>100%</td>
<td>0.25</td>
<td>3</td>
<td>0.25</td>
</tr>
<tr>
<td>E</td>
<td>New Hire (B), PhD, Health Finance</td>
<td>Clinical Assistant Professor</td>
<td>Annual</td>
<td>Fall 2017</td>
<td>0</td>
<td>0</td>
<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>
</tr>
<tr>
<td>E</td>
<td>New Hire (B), PhD, Health Finance</td>
<td>Clinical Assistant Professor</td>
<td>Annual</td>
<td>Summer 2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>New Hire (C), PhD, Health Administration</td>
<td>Clinical Assistant Professor</td>
<td>Annual</td>
<td>Fall 2018</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>E</td>
<td>New Hire (C), PhD, Health Administration</td>
<td>Clinical Assistant Professor</td>
<td>Annual</td>
<td>Summer 2019</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>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4.75</td>
</tr>
</tbody>
</table>

### Person Year Workload by Budget Classification

<table>
<thead>
<tr>
<th>Budget Classification</th>
<th>Source of Funding</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Current Education &amp; General Revenue</td>
<td>2</td>
<td>1.75</td>
</tr>
<tr>
<td>B</td>
<td>Current Education &amp; General Revenue</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>New Education &amp; General Revenue</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Contracts/Grants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Contracts/Grants</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4.75</td>
</tr>
</tbody>
</table>
Appendix B

Signatures
Please include the signature of the Equal Opportunity Officer, Dean of University College, and the Dean of University Libraries.

__________________________________  __________________________
Kim LeDuff, PhD                      Date
Equal Opportunity Officer/           
Dean AVP University College          

__________________________________  __________________________
Robert Dugan                         Date
Dean of University Libraries         

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, the Dean and AVP of University College has reviewed sections on General Education III. D., V. A. and VIII. B. & D. and the Library Director has reviewed sections X. A. and X. B.

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

__________________________________  __________________________
Melanie Haveard                      Date
Chief Technology Officer             

Appendix C

Academic Learning Compact (ALC) or Academic Learning Plan (ALP)
ACADEMIC LEARNING COMPACT

Bachelor of Science in Healthcare Administration (proposed BSHA program)

Mission Statement
The mission of the Health Sciences Program is to develop health professionals who are empowered to promote the health and well-being of the populations they serve. In support of the University mission, the faculty are committed to: enhancing access, transmission, application, and discovery of knowledge; and preparing students to respond to the health needs of their community.

Student Learning Outcomes
Students completing the program should be able to do the following:

Content
Identify the characteristics and foundations of the healthcare administration discipline.
  - Medical language, origin and terminology
  - The US healthcare system
  - Population/community health
  - Organizational development in healthcare/organizational behavior theory applied to healthcare
  - Management of and leadership in healthcare organizations
  - Healthcare operations assessment and improvement
  - Management of human resources for health professionals
  - Health information systems management and assessment
  - Healthcare law, policy and governance
  - Statistical analysis and application to decision making in healthcare
  - Healthcare economics
  - Healthcare marketing
  - Healthcare financial analysis and management (reimbursement, insurance, third party payments)
  - Ethics in healthcare decision-making
  - Strategy formulation and implementation in healthcare
  - Quality assessment for patient care improvement
  - Managerial epidemiology
  - Research methodology in the health sciences

Critical Thinking
Apply critical problem solving and strategic thinking in analyzing and evaluating issues in healthcare administration

Communication
Employ effective and professional communication in the healthcare administration discipline.

Integrity/Values
Identify and apply legal concepts, professional ethical principles, and regulatory requirements
that apply to the field of healthcare.
Assess your professional image and management skills

**Project Management**
Collaborate effectively with others on team projects.

**Assessment of Student Learning Outcomes**
Success will be demonstrated through examination, individual and group projects, case studies and written assignments.

<table>
<thead>
<tr>
<th>Outcome Domain</th>
<th>Specific Student Learning Outcome</th>
<th>Direct Measure</th>
<th>Indirect Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Knowledge and Skills (Content)</td>
<td>Identify the characteristics and foundations of the healthcare administration discipline.</td>
<td>Seventy-five percent of students will earn a satisfactory grade or better on the Healthcare Administration Capstone Content Exam (in development)</td>
<td>Alumni survey</td>
</tr>
<tr>
<td>Communication</td>
<td>Employ effective and professional communication in the healthcare administration discipline.</td>
<td>Seventy-five percent of students will receive a Satisfactory or higher level on the communication component of the Health Science Grant Proposal Project.</td>
<td>Alumni survey</td>
</tr>
<tr>
<td>Critical Thinking Skills (Problem Solving)</td>
<td>Apply appropriate methods to solve problems in the health sciences.</td>
<td>Seventy-five percent of students will receive a satisfactory grade or higher on the problem solving component of the Analysis of Strengths and Weaknesses assignment in the Strategic Planning in Healthcare Course.</td>
<td>Alumni survey, NSSE Exit Survey (every 3 years)</td>
</tr>
<tr>
<td>Integrity/Values (Ethics)</td>
<td>Identify and apply legal concepts, professional ethical principles, and regulatory requirements that apply to the field of healthcare.</td>
<td>Seventy-five percent of students will attain the National Institutes of Health's (NIH) Protecting Human Research Participants Certificate.</td>
<td>Alumni survey</td>
</tr>
<tr>
<td></td>
<td>Assess and develop your professional image and management skills</td>
<td>Seventy-five percent of students will receive a Satisfactory or higher level on the professional self-assessment assignment in the</td>
<td>Alumni survey, NSSE Exit Survey</td>
</tr>
<tr>
<td>Project Management (Professionalism)</td>
<td>Collaborate effectively with others on team projects</td>
<td>Seventy-five percent of students will receive a satisfactory grade or higher on the project management component of the Human Resources Team Project in the Personnel Management in Healthcare Course.</td>
<td>Alumni survey, NSSE Exit Survey (every 3 years)</td>
</tr>
</tbody>
</table>

**Jobs Prospects for Healthcare Administration Graduates**

Graduates of the BSHA may find employment in the areas listed below. Be mindful that some careers will require further study or experience.

- Healthcare Marketing Specialist
- Hospice Director
- Hospital Administrator
- Hospital Patient Admissions
- Managed Care Analyst
- Medical Equipment Sales Director
- Medical Group Practice Office Manager
- Medical Records Administrator
- Assisted Living Facility Administrator

*Find out more about Health Sciences:*
http://uwf.edu/cse/departments/public-health-clinical-health-sciences/undergraduate-programs/bs-health-sciences/

2/19/2015
<table>
<thead>
<tr>
<th>AUPHA-Aligned Curriculum Map for Healthcare Administration</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>HSC4660 Health Sciences Research Seminar</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HSA3XX2 Internship</strong></td>
<td></td>
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<tr>
<td><strong>HSA4XX1 Quality Improvement in Healthcare</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MAR 3023 Fundamentals of Marketing</strong></td>
<td></td>
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<tr>
<td><strong>HSA4310 Strategic Planning in Health Care</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HSC3X3X Health Ethics and Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HSA492 Current Topics in Health Informatics</strong></td>
<td></td>
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<tr>
<td><strong>HSA 3XX1 Healthcare Finance</strong></td>
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</tr>
<tr>
<td><strong>HSA4340 Personnel Admin in Health Care</strong></td>
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<tr>
<td><strong>HSA4430 Health Economics</strong></td>
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<tr>
<td><strong>HSC3535 Medical Terminology</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PHC491 Public Health or HSC5XXX Intro to Global Health Sciences</strong></td>
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<tr>
<td><strong>HSA4062 Healthcare Administration</strong></td>
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<tr>
<td><strong>EHL4602 Legal Fund of Hlth Care</strong></td>
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<tr>
<td><strong>HSC3114 Understanding U.S. Health Care</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HSC3624 Clin Issues Hlth Sciences</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Disciplinary Knowledge and Skills (Common Core)
- I = introduced
- R = required
- A = assessed

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Knowledge Area</th>
<th>Competency Area</th>
<th>Required</th>
<th>Assessed</th>
<th>Introduced</th>
<th>AUPHA-Aligned Curriculum Map for Healthcare Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population/Community Health</td>
<td>Population Health</td>
<td>Health Services Operations</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Organizational Development in Health Care</td>
<td>Organization Management</td>
<td>Health Services Operations</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Management of Human Resources for Health Care</td>
<td>Human Resource Management</td>
<td>Management and Leadership</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Strategic Management of Health Systems</td>
<td>Health Care Systems Management</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Health Care Economics</td>
<td>Health Care Economics</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Health Services Marketing</td>
<td>Health Services Marketing</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Health Care Law and Policy</td>
<td>Health Care Law and Policy</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Critical Thinking Skills (Problem Solving)</td>
<td>Critical Thinking Skills</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Effective written and oral communication skills</td>
<td>Effective written and oral communication skills</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Analyze trends, problems, and strategic planning in the health care organization</td>
<td>Analyze trends, problems, and strategic planning in the health care organization</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
<tr>
<td>Project Management (professionals)</td>
<td>Project Management (professionals)</td>
<td>Integration and Application to Decision Making</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td>Project Management (professionals)</td>
</tr>
</tbody>
</table>

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Appendix D

Faculty Curricula Vitarum
Angela Maples Hahn, Ph.D.

4742 Thousand Oaks Boulevard, Pace, FL ahhahn@uwf.edu
(850) 982-2820

Summary

- Dedicated to educational excellence, student mentorship, and integrating Health Science concepts and liberal arts fundamentals with workforce competencies.
- Experience in teaching online courses in Health Sciences, Research Methodology, Microbiology, Human Physiology, Biology, Bio-Medical Sciences, Biochemistry, Public Health Preparedness, and Gerontology.
- Pursuing the Master in Public Health degree (December 2015, expected graduation date)

Education:

08/1999-05/2005 UNIVERSITY of NORTH CAROLINA Chapel Hill, NC
SCHOOL of MEDICINE
Doctor of Philosophy, Department of Microbiology and Immunology, 2005
Bio-Medical Sciences Program (IBMS)
• Dissertation Title: Interferon Regulatory Factor-7, its role and regulation in Epstein-Barr virus infection.

08/2011 – present UNIVERSITY of WEST FLORIDA Pensacola, FL
Master of Public Health, expected graduation date – August 2016

08/1993-12/1996 UNIVERSITY of WEST FLORIDA Pensacola, FL
Bachelor of Science, Biology, 1996

05/1992-12/1993 PENSACOLA STATE COLLEGE Pensacola, FL
Associate of Arts, Liberal Arts, 1994

Work Experience:

UNIVERSITY OF WEST FLORIDA Pensacola, FL
10/ 2011-Present Lecturer/ Health Science Program Director
Department of Public Health, Clinical & Health Sciences
• Serve as Program Director for the Health Sciences Program (553 students).
• Develop and evaluate the Health Sciences ALC SLO assessments.
• Report annual review of ALC/SLO data to department chair and other faculty,
  implement curriculum and assessment changes, report findings to institution.
• Oversee program and course curriculum changes and facilitate
articulation for the program.
• Design, develop, and implement online and face-to-face courses in Public Health Preparedness, Human Physiology, Health Science Technology, and Health Sciences Research.
• Serve as the point person for providing assistance and training for Health Sciences adjuncts, as well as being poised to co-facilitate in any course with which an adjunct is having difficulty.
• Faculty advisor for the UWF chapter of Health Occupations Students of America.
• Assist the Chair of DPHCHS on course requirements and the course schedule
UNIVERSITY OF WEST FLORIDA  Pensacola, FL
05/2006-10/2011  Adjunct Instructor
School of Allied Health and Life Sciences
• Designed, developed, and implemented online and face-to-face courses in Public Health Preparedness, Human Physiology, Biochemistry, Health Science Technology, gerontology, and Health Science Research
• Advised all Health Science students and MSA Biomed/Pharm Students

CENTRAL CAROLINA COMMUNITY COLLEGE  Sanford, NC
08/2005-12/2005  Adjunct Biology Instructor
Math and Science Department
• Designed, developed, and implemented a course in Principles of Biology
• Developed lesson plans, facilitated group activities, and coordinated interactive learning exercises to accompany lecture and didactic sessions
• Created, administered, and graded tests and learning assessments
• Facilitated students in developing technical writing skills and oral presentation skills

UNIVERSITY of NORTH CAROLINA  Chapel Hill, NC
09/1999-07/2005  Research Assistant/Graduate Fellow
Department of Microbiology and Immunology
• Organized, planned, and prioritized multiple research projects
• Work resulted in the publication of significant papers in a leading journal
• Collaboratively wrote a successfully funded grant proposal which brought in $225,000 of funding
• Consulted with and edited the work, publications, and funding proposals of colleagues.

08/2001-12/2002  Medical Microbiology Laboratory Course Instructor
Department of Microbiology and Immunology
• Trained, instructed, and supervised students in microscopic procedures

01/2002-05/2002  Biology-1 Co-Instructor
Department of Biology
• Developed lesson plans to accompany group exercises including topics in Human Metabolism, Mechanisms of Disease, and Gene Therapy

VANDERBILT SCHOOL of MEDICINE  Nashville, TN
10/1998-04/1999  Teacher, AIDS Education Outreach Program
• Taught HIV/AIDS prevention course to inner-city middle and high school students.

09/1997-05/1999  Research Assistant
Publications and Abstracts:


**Presentations:**

**Hahn, AM.** (2011) The creation and implementation of the Health Science Capstone Course. UWF ATC mini-conference, Pensacola, FL.

Sisskin, E., Mbizo, J., and **Hahn, AM.** (2011) Strategies for student involvement in their local community in an Online MPH Program, Oral Abstract # 240727- Presented at the American Public Health Association Annual Scientific Meeting, Washington DC.


**External Grants:**


**Hahn, AM. & Malley, PB.** (2011). Florida Department of Health Tobacco-Free Campuses Grant, $5,000.

**Internal Grants:**

- UWF SGA organizational and travel grants (annual combined): 2013 ($5500), 2014 ($4380)
- UWF Alumni Association travel grants: 2013 ($1200), 2014 ($450)

**Awards:**

- Outstanding HOSA Chapter Advisor for Florida, 2012
- Selected by Santa Rosa County Medical Reserve Corps to represent them at the National 2010 Integrated Medical, Public Health, Preparedness and Response Training Summit.
- Appointed to the National Cancer Institute’s Cancer Cell Biology Predoctoral Fellow Program (UNC-Chapel Hill) 2000-2002
- Epstein-Barr Virus 2002:10th International Symposium Student Travel Award 2002
- Nominated to Sigma Xi, Research Society 1999
• Member of Phi Kappa Phi, 2012-present

Community Engagement:
• Santa Rosa County Tobacco-Free Coalition Co-Chair/Smoke-Free Housing
  Subcommittee Chair, 2013-present
• Santa Rosa County Community Health Improvement Committee (CHIC), Tobacco
  Subcommittee Chair, 2012-present
• Santa Rosa County Medical Reserve Corps Steering Committee Member, 2007-2010
• Northwest Florida Next Generation Learning Community, 2010-present
• Pensacola Chamber's Health Science Advisory Council, 2010-present
• Partnership for a Healthy Community, 2013-present
• Santa Rosa County Chamber of Commerce Economic Development Growth & Education, 2009-2012

Other Activities:
• UWF CUTLA Annual Reports Review Committee, 2015-2016
• UWF College of Science, Engineering, and Health Dean Search Committee Member, 2014
• Florida HOSA (Future Health Professionals) Event Coordinator for the Biotechnology Competition at the state and regional levels, 2010-present.
• UWF Academic Team for Banner, 2014-present
• UWF Veterans Military Connections Committee, 2013
• Health Science Faculty Search Committee Chair, 2014 (canceled)
• UWF/USF Doctorate in Physical Therapy Coordinator Search Committee Member, 2014 (canceled)
• Health Sciences Curriculum Committee, 2010-present
• Health Sciences Self-Study Review Committee, 2013-present
• SAHLS Advisory Committee, 2006-present
• Public Health Steering Committee, 2009-present
• Florida Department of Health UWF Tobacco Task Force Co-chair
• Public Health Faculty Search Committee Member, 2012
• Health Science Faculty Search Committee Chair, 2012
• UWF Pre-Professional Committee, 2010-2013
• SAHLS Emerald Coast Advisory Committee, 2006-2011
• ATC Certified Online Instructor, 2007
• UNC Cell and Molecular Biology Program Symposium Coordinator, 2001

Andrea Mraz Nelson, DPT, CLT

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Pensacola, Florida 32501
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LICENSES
Florida Board of Physical Therapy. February 1998 - present.
California Board of Physical Therapy. (Inactive)

EDUCATION
GPA: 4.0; Recipient of Professionalism Award.
GPA: 3.68; Class President, Student Senator.
Florida State University. Bachelor of Science in Psychology, Minor in Biology, 1995.
GPA: 3.96; summa cum laude, Phi Beta Kappa.

EXPERIENCE
University of West Florida. Pensacola, FL. 2015-present
Faculty lecturer teaching online classes in Gerontology, Current Issues in the Health Sciences and Medical Terminology. Designing, updating and implementing several courses for the Health Sciences Program. Participating in the University of Alabama at Birmingham Faculty Scholar Program in Geriatrics.

University of West Florida. Pensacola, FL. 2012-2015
Adjunct faculty teaching online classes in Gerontology and Advances in Health Science Technology for the School of Allied Health and Life Sciences. Involved with planning, preparation, instruction and evaluation of at least 2 courses a semester.

Andrews Institute Rehabilitation. Gulf Breeze and Pensacola, FL. 2007- Present
Senior staff physical therapist at the Andrews Institute. Currently treating lymphedema, orthopedic, neurological and sports related injuries from adolescent to geriatric patient populations in an outpatient setting. Assisted with the development of the Cancer Rehabilitation Program.

PT Solutions. Pensacola, FL. 2013-Present
Physical therapist treating patients for orthopedic and temporomandibular dysfunction in an outpatient clinical setting. PRN outpatient physical therapist currently.

Manager and lead physical therapist for the Fort Walton Beach clinic supervising all staff operations. Staff physical therapist at Navarre and Gulf Breeze clinics. Treatment at all locations included adult, adolescent and geriatric patients for wound care, orthopedic, neurological and sports related injuries. Responsible for implementation and marketing of lymphedema program.

Sole physical therapist managing the West Pensacola clinic. Responsibilities included patient treatment, scheduling, registration and marketing. Lead physical therapist for Brain Injury Day Program at the main
campus clinic, which involved both land-based and aquatic therapy for adolescents and adults. Treatment at main campus also included geriatric, adult, adolescent and pediatric conditions and involved neurological disorders, amputation, orthopedic surgeries, sports injuries and wound care in both inpatient and outpatient settings.

**Gentiva Home Health.** Fort Walton Beach, FL. 2001-2002
Home health physical therapist treating geriatric and adult patients in the areas of generalized weakness, orthopedic, neurological, cardiovascular and respiratory disorders. Primary therapist for PT admissions and evaluations. Member of Performance Improvement Committee.

**Tenet Healthcare of Orange County.** Irvine, Fountain Valley and Santa Ana, CA. 1999-2001
Physical therapist in outpatient and inpatient settings for geriatric, adult, adolescent and pediatric patient treatment in the areas of orthopedics, neurological disorders, sports injuries, acute cardiovascular/respiratory conditions, amputations and pregnancy. Aquatic therapist for the Arthritis Foundation’s Twinges and Hinges Program. Developed and implemented the Lymphedema Therapy Program at Irvine regional Hospital.

**Sharon Grady Pediatric Physical Therapy.** Fountain Valley, CA. 1998-1999
Pediatric physical therapist for outpatient, school district and group home settings, treating gross motor, fine motor, oral motor and sensory integration disorders in pediatric and adolescent populations. Physical therapist in state funded infant stimulation program for children ages 1-3 years.

**CERTIFICATIONS**
- Certified Lymphedema Therapist. April 2000 - present.

**PUBLICATIONS**


**SKILLS**
Online educator experienced with E-Learning/D2L computer system, Sign Language, American Heart Healthcare Provider CPR, APTA credentialed Clinical Instructor

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**KAREN VALAITIS**
**DESTIN, FL**

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**PROFESSIONAL EXPERIENCE**

**UNIVERSITY OF WEST FLORIDA; PENSACOLA, FL**
2012-PRESENT
**FACULTY, SCHOOL OF ALLIED HEALTH AND LIFE SCIENCES, B.S. HEALTH SCIENCES**
- Planning, preparation, instruction, and evaluation for a full-time teaching assignment each semester
- Significant experience in the development, improvement and instruction of online
courses:
  o New course development and implementation:
    ▪ Strategic Planning and Marketing in Healthcare; Personnel Management in Healthcare; Healthcare Administration; Understanding U.S. Healthcare
  o Existing course improvement and redevelopment:
    ▪ Business Decision Making and Analysis in Healthcare; End-of-Life Ethics
  o Additional Instruction:
    ▪ Medical Terminology; End-of-Life Ethics; Advances in Health Science Technology

• Student advising for approximately 250 students
• Quality Matters Certified Instructor and Peer Reviewer
• Academic and community service activities:
  o Community Health Improvement Program
  o Faculty Search Committees
  o Technology Fee Committee

NORTHWEST FLORIDA STATE COLLEGE; NICEVILLE, FL 2011-2015
ADJUNCT FACULTY – HEALTH SCIENCES
  ▪ Invited speaker: Costa Leadership Institute
    o Rising Stars – A Workshop for Emerging Leaders
    o Conflict Management
  ▪ Classroom and online teaching experience
    o Medical Terminology – Classroom Format
    o Introduction to Healthcare – Online Format

THE OHIO STATE UNIVERSITY; COLUMBUS, OH 2011-2012
INTERIM BUSINESS MANAGER, CENTER FOR NEUROMODULATION
• Responsible for Center expansion, administration and relocation
• Clinical strategic planning and operational implementation of the strategy
  o Management: Access, Staffing, Clinical guidelines
  o Procedural Assessment: OR utilization, Billing, Reimbursement, Documentation
• Responsible for the financial, operational and human resource management of the clinical programs
  o Program profitability
  o Standard operating procedures
  o Staffing decisions and employee evaluations
• Practice management analysis, patient satisfaction and process improvement of clinical efficiency

GREENWOOD/ASHER & ASSOCIATES; DESTIN, FL 2007 to 2011
EXECUTIVE SEARCH – HEALTHCARE FOCUS
• Involved in all aspects of the search: start-up, recruitment, prospect review, interviews, referencing
• Direct interaction and consultation with search committees nationwide
• Responsible for the placement of President, Dean, Chair and Director positions nationwide
- Focused in the area of higher education and healthcare
- All prospect pools developed from independent market research

**CLEVELAND CLINIC FOUNDATION; CLEVELAND, OH**

The Cleveland Clinic Foundation is a not-for-profit multi-specialty academic medical center founded in 1921 that integrates clinical and hospital care with research and education. Approximately 1,000 full-time salaried physicians and 10,000 employees at The Cleveland Clinic represent more than 100 medical specialties and subspecialties.

**Commercialization Officer** (2003-2004)
- Management and oversight of the Intellectual Property portfolio for the Departments of Neurosurgery and Neurology including over 30 patent applications for next generation neurosurgical tools, devices and methods.
- Management and coordination of all legal filings for patent applications and issued patents.
- Negotiation with companies rated as the global leaders in medical technology to secure research and development contracts.
- Business planning and evaluation of investment opportunities for potential start-up companies or Joint Ventures based on new technology.

**Consultant - Department of Neurology** (2000 to 2002)
- Responsible for the selection and training of the Administrator position, Department of Neurology.
- Management and administrative oversight during the transition.

**Administrator - Departments of Neurosurgery and Neurology** (1994 to 2000)
- Major accomplishments: both departments significantly ahead of budgeted contribution margin; consistently met all “front-end” operational indicator targets and successfully developed new programs at both the main hospital campus and within the hospital system.
- Manage annual department budgets of up to $50 million in billed revenues.
- Fiscal and operational manager of 45 physician practices, 140 employees and Centers of Excellence such as the Center for Neurological Restoration and the Brain Tumor and Neuro-Oncology Center.
- Business planning and implementation of the Cleveland Clinic Health System (CCHS) Gamma Knife Center. In its first year the Center treated 214 cases making this the most successful first year Gamma Knife Center in North America at that time.
- Strategic planning for creation of a CCF Neuroscience Institute.
- Fiscal management of all sponsored research and grant preparation oversight.

**Assistant Administrator – Department of Orthopedic Surgery** (1993 to 1994)
- Major accomplishments: Cost-benefit analysis of surgical implants resulting in changed physician practice patterns and reduced cost-per-case.
- Analysis and reporting of all department productivity statistics.
- Fiscal management of all sponsored research and internal project management.
- Direct supervision of all support personnel and staff of over 20 physicians and surgeons.

**Administrator – Department of Cardiovascular Research** (1990 to 1993)

- Fiscal management of all external and internal research grants for 10 research laboratories.
- Processing of all orders for research supplies and monthly reporting for over 30 accounts.
- Personnel management for approximately 50 department employees and research fellows.
- Administrative support for the Department Chairman and Research Staff members.

**Respiratory Therapy Manager / Critical Care Therapist** (1980 to 1990)

**EDUCATION/LICENSEURE**

**Doctor of Education (In Progress),** Instructional Technology; University of West Florida

**Master’s in Business Administration,** Cleveland State University; Beta Gamma Sigma Honor Society

**Bachelor of Science,** The Ohio State University; Major in Allied Health

**SPEAKING ENGAGEMENTS/PRESENTATIONS**

**NWFSC Costa Leadership Institute Invited Speaker,** 2012 to present; Topics: Conflict Management, Rising Stars – A Workshop for Emerging Managers; Lead by Example

**Academic Practice Assembly (APA)** May 2000. Poster: Physician Productivity Models

**Brain Tumor & Neuro-oncology Symposium,** Feb 1999 & Feb 2000; Topic: Brain Tumor Center Planning and Implementation

**American Neurological Association,** Oct 1999; Topic: Monitoring Research Funds

**VOLUNTEER PROJECTS**
Eye Care International 2001 to present: Annual medical outreach providing vision testing, eyeglasses, and ocular surgery to underserved areas of Central America.

Office of Community Affairs in the Okaloosa School District 2012 to present: Student Mentoring Project

Appendix E

University of West Florida Undergraduate Admissions and Graduation Requirements
Freshmen Admissions
The following outlines the general processing of all First Time in College students to the University of West Florida (UWF Regulation 3.001).

General Provisions

- Admission decisions to the University of West Florida ("UWF" or "University") are made by the University subject to the regulations of the Florida BOG ("BOG").
- 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 3.001(1), since graduating from high school, as evaluated by UWF.
- Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as a FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.
- UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.

First Time In College Student Admission
The minimum admission requirements expected of FTIC students are established by the Florida BOG 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:

1. 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.)

2. 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:
a. four (4) units of English–three of which must have included substantial writing requirements;

b. four (4) units of mathematics–at the algebra I level and above;

c. three (3) units of natural science–two of which must have included substantial laboratory requirements;

d. three (3) units of social science–history, civics, political science, economics, sociology, psychology or geography;

e. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

f. two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.

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

i. four (4) units of English- three of which must have included substantial writing requirements;

ii. three (3) units of mathematics- at the algebra I level and above;

iii. three (3) units of natural science- two of which must have included substantial laboratory requirements;

iv. three (3) units of social science–history, civics, political science, economics, sociology, psychology or geography;

v. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

vi. three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.

3. An official SAT Reasoning Test (all three sections) or ACT Plus Writing Test; and

4. High school grades that meet either sub-paragraph a. or b.
   a. At least a "B" average (3.0 on a 4.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science, foreign language and electives; or
b. At least a 2.5 grade point average (on a 4.0 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:
   i. SAT–Critical Reading ≥ 460; or ACT–Reading ≥ 19
   ii. SAT–Mathematics ≥ 460; or ACT–Mathematics ≥ 19
   iii. SAT–Writing ≥ 440; or ACT–English/Writing ≥ 18

5. 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 (critical reading, math and writing). 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 Test, or an overall combined test score of 1450 on the SAT Reasoning Test (critical reading, math and writing).

6. 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 4. (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 Test, or an overall combined test score of 1450 on the SAT Reasoning Test (critical reading, math and writing).

**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**

- Admission decisions to the University of West Florida ("UWF" or "University") are made by the University subject to the regulations of the Florida BOG ("BOG").
- "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.

1. Transfer applicants with fewer than 60 semester hours of transferable college credit must meet the transfer admission requirements set forth below under Transfer Student Admission, and these applicants must also meet the First Time In College ("FTIC") student admission requirements located in UWF Regulation 3.001.
2. Transfer applicants with 60 or more semester hours of transferable college credits must meet the transfer admission requirements set forth below under Transfer Student Admission.
• 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.
• 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;
• 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 community college, 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)
1. 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, 3.032, 3.033 and 3.042, Florida BOG (BOG) Regulations 6.001, 6.002, 6.003, 6.004, and 6.009, and the requirements herein.

2. 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.

3. The admission requirements stated in the BOG 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.

4. Applicants must meet the following criteria and submit the required documentation to receive consideration for admission to the University:
   - 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 an 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).

   • 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.)
1. Undergraduate applicants must have a 2.5 GPA on a 4.0 scale as calculated by UWF Office of Undergraduate Admissions.

2. 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).

3. Applicants must submit a non-refundable application fee payable in U.S. dollars.

4. Applicants must complete and submit the following medical information:
   a. An 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.
   b. Documentation of MMR (measles, mumps and rubella) immunization, and
   c. Proof of immunization for meningitis and hepatitis B, or a signed waiver indicating the applicant’s informed decision not to be vaccinated.

5. 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.

6. 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.

7. For transfer students: A completed transfer clearance form is required for F-1 applicants to verify their eligibility to transfer in F-1 status.

8. 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, they must meet the requirements set forth in paragraph (4) iv., above.

9. 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, they must meet the requirements set forth above.

10. 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.

Graduation and General Degree Requirements
(http://catalog.uwf.edu/undergraduate/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:

- 120 semester hours in an approved program
• 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)
• 48 semester hours in upper-level course work
• 25% of degree credits must be earned at UWF
• The last 30 semester hours of credit for a degree must be earned at UWF
• 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
• Fulfillment of Gordon Rule
• Completion of all General Education requirements
• Completion of all program specific lower division common prerequisites
• Completion of admissions foreign language requirement
• Completion of multicultural requirement
• Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
• A degree will not be awarded for a student on academic probation or suspension
• Admitted and enrolled at UWF in a degree-seeking status for a minimum of one semester in the degree for which a degree is awarded
• 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 Education 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 degrees. 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.

**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 SUS of Florida cannot be used to satisfy summer hours.

**Residency Requirement**

Students must complete a minimum of 30 semester hours (25% of the degree) 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

Extended Timeline for the proposed BSHA Program
<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 - 2003</td>
<td>Health Science Advisory Committee consisting of representatives the regional healthcare community and from units within UWF. <em>External and University individuals involved.</em></td>
<td>Needs assessment from the healthcare community and key stakeholders led to creation of the Bachelor of Science in Health Sciences (BSHS) with a concentration in Healthcare Administration.</td>
</tr>
<tr>
<td>November 2003</td>
<td>UWF Board of Trustees UWF Academic Affairs Committee UWF Student Affairs Committee <em>University individuals involved.</em></td>
<td>Proposed Bachelor of Science in Health Sciences Program was approved for exploration and planning.</td>
</tr>
<tr>
<td>August 2006</td>
<td>Dr. George Stewart, Director of the School of Allied Health &amp; Life Sciences <em>University individuals involved.</em></td>
<td>The Bachelor of Science in Health Sciences Program is launched.</td>
</tr>
<tr>
<td>August 2009</td>
<td>Dr. George Stewart, Director of the School of Allied Health &amp; Life Sciences <em>University individuals involved.</em></td>
<td>Dr. Angela Hahn was hired as OPS Lecturer to teach in the Health Sciences Program</td>
</tr>
<tr>
<td>August 2010</td>
<td>Dr. George Stewart, Director of the School of Allied Health &amp; Life Sciences Division of Life and Health Sciences Advisory Committee Dr. Angela Hahn, Health Sciences Program faculty member <em>University individuals involved.</em></td>
<td>Bachelor of Science in Health Sciences (BSHS) with a concentration in Healthcare Administration is converted to a Bachelor of Science in Health Sciences specialization in Healthcare Administration (current HCA specialization). BSHS/ current HCA specialization launched as an incubator for eventual Bachelor’s degree in Healthcare Administration.</td>
</tr>
<tr>
<td>August 8, 2011</td>
<td>Dr. George Stewart, Director of the School of Allied Health &amp; Life Sciences <em>University individuals involved.</em></td>
<td>Ms. Karen Valaitis hired as Healthcare Administration Lecturer.</td>
</tr>
<tr>
<td>Date</td>
<td>Individuals Involved</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| March 18, 2014 | Dr. Joanne Chopak-Foss, Professor of Health, Georgia Southern University (external consultant and program reviewer)  
Dr. Ermalynn Kiehl, Chair of Nursing Department (now Dean of the College of Health)  
Dr. Michael Huggins, Dean of the College of Sciences Engineering & Health  
Dr. George Ellenberg, UWF Vice Provost  
Dr. Chris Wirth, Exercise Science and Community Health Faculty Member  
Dr. George Stewart, Director of the School of Allied Health & Life Sciences  
Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member  
Ms. Karen Valaitis, Healthcare Administration faculty member  
*External and University individuals involved.* | BSHS Program Review and Exit Interview. Recommendations included the creation of a stand-alone Bachelor’s degree in Healthcare Administration aligned to industry identified competencies. |
| April 9, 2014  | Dr. Joanne Chopak-Foss, Professor of Health, Georgia Southern University (external consultant and program reviewer)  
*External individual involved.* | Academic Program Review for Bachelor of Science in Health Science submitted. Recommendations include conversion of specializations into stand-alone programs. |
| May 6, 2014   | Dr. Michael Huggins, Dean of the College of Sciences Engineering & Health  
Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member  
*University individuals involved.* | Discussed response to Program Review and proposed BSHA degree program. Discussed alignment to AUPHA certification requirements. |
| May 20, 2014  | Dr. Michael Huggins, Dean of the College of Sciences Engineering & Health  
Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member  
Ms. Karen Valaitis, Healthcare Administration faculty member  
*University individuals involved.* | Discussed department level strategic planning, response to Program Review, proposed BSHA degree program and alignment to AUPHA certification requirements. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8, 2014</td>
<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member Ms. Karen Valaitis, Healthcare Administration faculty member</td>
<td>University individuals involved. Health Sciences Strategic Planning Committee Meeting. Review Program Review Report and discuss their findings with regard to Mission, Vision and Values Statements Created draft Mission and Vision Statements.</td>
</tr>
<tr>
<td>July 10, 2014</td>
<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member Ms. Karen Valaitis, Healthcare Administration faculty member</td>
<td>University individuals involved. Health Sciences Strategic Planning Committee Meeting. Created SWOT first draft.</td>
</tr>
<tr>
<td>July 23, 2014</td>
<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member Ms. Karen Valaitis, Healthcare Administration faculty member</td>
<td>University individuals involved. Health Sciences Strategic Planning Committee Meeting. Revised SWOT and began work on TWOS analysis and strategy development. Brainstormed ideas for advising and completion program plan. Outlined new assessment of Student Learning Outcomes.</td>
</tr>
<tr>
<td>August 6, 2014</td>
<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member Ms. Karen Valaitis, Healthcare Administration faculty member</td>
<td>University individuals involved. Health Sciences Strategic Planning Committee Meeting. Approved SWOT, discussed TWOS. Aligned strategic plan to UWF Priorities. Created Program Goals and Objectives</td>
</tr>
<tr>
<td>Date</td>
<td>Attendees</td>
<td>Description</td>
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<tr>
<td>August 13, 2014</td>
<td>Dr. Rodney Guttmann, Chair of newly created Department of Public Health, Clinical &amp; Health Sciences. Dr. Justice Mbizo, Public Health Program Director Dr. Enid Sisskin, MPH Faculty Dr. Pilar Martin, MPH Faculty Dr. Melanie Sutton, MPH faculty Dr. George Stewart, MPH faculty Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member</td>
<td>Department of Public Health, Clinical &amp; Health Sciences Faculty meeting. Discussed Health Sciences’ vision, mission, strategic planning, programmatic assessment, enrollment plan, proposed BSHA degree program, and CCR changes needed to align current HCA specialization to proposed BSHA degree program.</td>
</tr>
<tr>
<td>October 8, 2014</td>
<td>Dr. Rodney Guttmann, Chair Dr. Justice Mbizo, Public Health Program Director Dr. Enid Sisskin, MPH Faculty Dr. Pilar Martin, MPH Faculty Dr. Melanie Sutton, MPH faculty Dr. George Stewart, MPH faculty Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member Ms. Karen Valaitis, Healthcare Administration faculty member Ms. Karen Farmer, Administrative Specialist</td>
<td>DPHCHS Faculty Meeting. Discussed Health Sciences’ strategic planning, programmatic assessment, proposed BSHA degree program, and CCR changes needed to align current HCA specialization to proposed BSHA degree program.</td>
</tr>
<tr>
<td>September 8, 2014</td>
<td>Dr. Rodney Guttmann, Chair Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member Ms. Karen Valaitis, Healthcare Administration faculty member</td>
<td>Health Sciences Program Faculty Meeting. Discussed alignment of Healthcare Administration degree program to AUPHA certification. Outlined curriculum changes. Created Healthcare Administration ALC, curriculum map, and several course syllabi. Worked on description for new faculty lines.</td>
</tr>
<tr>
<td>Date</td>
<td>Chair</td>
<td>Faculty Members</td>
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<tr>
<td>September 10, 2014</td>
<td>Dr. Rodney Guttmann, Chair</td>
<td>Dr. Justice Mbizo, Public Health Program Director</td>
</tr>
<tr>
<td></td>
<td>Dr. Enid Sisskin, MPH Faculty</td>
<td>Dr. Pilar Martin, MPH Faculty</td>
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<tr>
<td></td>
<td>Dr. Melanie Sutton, MPH faculty</td>
<td>Dr. George Stewart, MPH faculty</td>
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<td></td>
<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member</td>
<td>Ms. Karen Valaitis, Healthcare Administration faculty member</td>
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<td></td>
<td>Ms. Karen Farmer, Administrative Specialist</td>
<td>University individuals involved.</td>
</tr>
<tr>
<td>November 12, 2014</td>
<td>Dr. Rodney Guttmann, Chair</td>
<td>Dr. Justice Mbizo, Public Health Program Director</td>
</tr>
<tr>
<td></td>
<td>Dr. Enid Sisskin, MPH Faculty</td>
<td>Dr. Pilar Martin, MPH Faculty</td>
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<td></td>
<td>Dr. Melanie Sutton, MPH faculty</td>
<td>Dr. George Stewart, MPH faculty</td>
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<td></td>
<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member</td>
<td>Ms. Karen Valaitis, Healthcare Administration faculty member</td>
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<tr>
<td></td>
<td>Ms. Karen Farmer, Administrative Specialist</td>
<td>University individuals involved.</td>
</tr>
<tr>
<td>December 10, 2014</td>
<td>Dr. Judy Bense, UWF President</td>
<td>Dr. Rodney Guttmann, Chair</td>
</tr>
<tr>
<td></td>
<td>Dr. Justice Mbizo, Public Health Program Director</td>
<td>Dr. Enid Sisskin, MPH Faculty</td>
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<td></td>
<td>Dr. Pilar Martin, MPH Faculty</td>
<td>Dr. Melanie Sutton, MPH faculty</td>
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<td></td>
<td>Dr. George Stewart, MPH faculty</td>
<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member</td>
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<tr>
<td></td>
<td>Ms. Karen Valaitis, Healthcare Administration faculty member</td>
<td>Ms. Karen Farmer, Administrative Specialist</td>
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<tr>
<td>Date</td>
<td>Chair/Program</td>
<td>Notes</td>
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<tr>
<td>January 14/2015</td>
<td>Dr. Rodney Guttmann, Chair</td>
<td>PHCHS Faculty Meeting</td>
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<tr>
<td></td>
<td>Dr. Justice Mbizo, Public Health Program Director</td>
<td>Discussed Healthcare Administration program pre-approval requests to transform the current HCA specialization into a proposed BSHA degree program. D</td>
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<tr>
<td></td>
<td>Dr. Enid Sisskin, MPH Faculty</td>
<td>Discussed the BSHS Alumni Assessment.</td>
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<tr>
<td></td>
<td>Dr. Pilar Martin, MPH Faculty</td>
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<tr>
<td></td>
<td>Dr. Melanie Sutton, MPH faculty</td>
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<td>Dr. George Stewart, MPH faculty</td>
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<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member</td>
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<td>Ms. Karen Farmer, Administrative Specialist</td>
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<td></td>
<td>University individuals involved.</td>
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<tr>
<td>March 19, 2015</td>
<td>Dr. Rodney Guttmann, Chair</td>
<td>PHCHS Faculty Meeting</td>
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<tr>
<td></td>
<td>Dr. Justice Mbizo, Public Health Program Director</td>
<td>Discussed Healthcare Administration program pre-approval requests to transform the current HCA specialization into a proposed BSHA degree program. D</td>
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<tr>
<td></td>
<td>Dr. Enid Sisskin, MPH Faculty</td>
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<td>Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member</td>
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<td>Ms. Karen Farmer, Administrative Specialist</td>
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<td></td>
<td>University individuals involved.</td>
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<tr>
<td>March 5, 2015</td>
<td>Dr. Michael Huggins, Dean of the College of Sciences Engineering &amp; Health</td>
<td>Discussed hiring of faculty member who will partially teach in Healthcare Administration.</td>
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<tr>
<td></td>
<td>Dr. Ermalynn Kiehl, Associate Dean of Health</td>
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<tr>
<td></td>
<td>Dr. Rodney Guttmann, Chair of Public Health, Clinical &amp; Health Sciences Department</td>
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<tr>
<td></td>
<td>Dr. Angela Hahn, Health Sciences Program Director and faculty member</td>
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<tr>
<td></td>
<td>Ms. Karen Valaitis, Healthcare Administration faculty member</td>
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<td></td>
<td>University individuals involved.</td>
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<td>Date</td>
<td>Person(s)</td>
<td>Activity</td>
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<tr>
<td>March 6, 2015</td>
<td>Dr. Ermalynn Kiehl, Associate Dean of Health</td>
<td>Discussed hiring of faculty member who will partially teach in Healthcare Administration.</td>
</tr>
<tr>
<td></td>
<td>Dr. Rodney Guttmann, Chair of Public Health, Clinical &amp; Health Sciences Department</td>
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<tr>
<td></td>
<td>Dr. Angela Hahn, Health Sciences Program Director and faculty member</td>
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<tr>
<td></td>
<td>Ms. Karen Valaitis, Healthcare Administration faculty member</td>
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<td></td>
<td>University individuals involved.</td>
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<tr>
<td>March 10, 2015</td>
<td>Representatives from:</td>
<td>ACHE (American College of Healthcare Executives) Leadership Committee Meeting. Discussed creation of proposed BSHA degree program aligned to AUPHA Certification standards with representatives from regional healthcare industry.</td>
</tr>
<tr>
<td></td>
<td>Navy Hospital Pensacola</td>
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<td>96th Medical Group at Eglin Air Force Base Hospital</td>
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<td></td>
<td>Covenant Hospice</td>
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<td></td>
<td>West Florida Rehabilitation Institute</td>
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<td>Baptist Healthcare</td>
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<td></td>
<td>Sacred Heart Hospital</td>
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<td></td>
<td>University individuals involved.</td>
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<tr>
<td>April 6, 2015</td>
<td>Dr. Michael Huggins, Dean of the College of Sciences Engineering &amp; Health</td>
<td>Discussed planning for proposed BSHA degree program.</td>
</tr>
<tr>
<td></td>
<td>All Faculty from Public Health, Clinical &amp; Health Sciences Department</td>
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<td></td>
<td>University individuals involved.</td>
<td></td>
</tr>
<tr>
<td>May 12, 2015</td>
<td>Mr. Micheal Dieckmann</td>
<td>Discuss office space allocation for Healthcare Administration staff and faculty</td>
</tr>
<tr>
<td></td>
<td>Dr. Rodney Guttmann, Chair of Public Health, Clinical &amp; Health Sciences Department</td>
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<tr>
<td></td>
<td>Dr. Angela Hahn, Health Sciences Program Director and faculty member</td>
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</tr>
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<td></td>
<td>University individuals involved.</td>
<td></td>
</tr>
<tr>
<td>April 23, 2015</td>
<td>Florida BOG, Council of Academic Vice Presidents (CAVP)</td>
<td>Pre-proposal Submitted and reviewed at CAPV Meeting. No comments or concerns raised by other institutions.</td>
</tr>
<tr>
<td></td>
<td>External and University individuals involved.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Participants</td>
<td>Key Events</td>
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</tr>
<tr>
<td>April 27, 2015</td>
<td>Dr. Rodney Guttmann, Chair Dr. Justice Mbizo, Public Health Program Director Dr. Enid Sisskin, MPH Faculty Dr. Pilar Martin, MPH Faculty Dr. Melanie Sutton, MPH faculty Dr. George Stewart, MPH faculty Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member Ms. Karen Valaitis, Healthcare Administration faculty member Dr. Andrea Nelson, Health Sciences Program Faculty Member Dr. Denise Curtis, MPH Faculty Member Ms. Karen Farmer, Administrative Specialist</td>
<td>University individuals involved. DPHCHS Retreat Program The program faculty identified their top priority for the 2015-2016 year as creation of a stand-alone proposed BSHA degree program aligned to AUPHA Certification standards. The faculty are working on proposed BSHA degree program curriculum alignment to AUPHA Certification and Quality Matters Course certification standards, the creation new Healthcare Administration degree program, and expanding resources and assessment tools.</td>
</tr>
<tr>
<td>May 15, 2015</td>
<td>Representatives from: Navy Hospital Pensacola 96th Medical Group at Eglin Air Force Base Hospital Covenant Hospice West Florida Rehabilitation Institute Baptist Healthcare Sacred Heart Hospital</td>
<td>External and University individuals involved. ACHE (American College of Healthcare Executives) Leadership Committee Meeting. Discussed creation of proposed BSHA degree program aligned to AUPHA Certification standards with representatives from regional healthcare industry.</td>
</tr>
<tr>
<td>May 27, 2015</td>
<td>Representatives from: West Florida Hospital Partnership for a Healthy Community PSC – Biology Department Select Physical Therapy Baptist Healthcare Andrew’s Institute Florida Department of Health Sacred Heart Hospital West FL Hospital Escambia County School District All UWF health-related departments</td>
<td>External and University individuals involved. UWF Health and Wellness Advisory Council Meeting. Discussed creation of proposed BSHA degree program aligned to AUPHA Certification standards with representatives from regional health community.</td>
</tr>
<tr>
<td>August 10, 2015</td>
<td>Dr. Rodney Guttmann, Chair</td>
<td>University individuals involved. Dr. Andrea Nelson hired as Health Sciences Lecturer.</td>
</tr>
<tr>
<td>Date</td>
<td>Representatives from:</td>
<td>American College of Health Executives (ACHE) regional Meeting at UWF.</td>
</tr>
<tr>
<td>------------</td>
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<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| September 1, 2015 | Navy Hospital Pensacola  
96th Medical Group at Eglin Air Force Base  
Hospital  
Covenant Hospice  
West Florida Rehabilitation  
Baptist Healthcare  
Sacred Heart Hospital  
Studer Group  
*External and University individuals involved.* |                                                                 |                                                                                                                                 |
| September 11, 2015 | **Dr. Rodney Guttmann, Chair**  
**Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member**  
**Ms. Karen Valaitis, Healthcare Administration faculty member**  
**Dr. Andrea Nelson, Health Sciences Program Faculty Member**  
**Ms. Fiona Mowbray, Health Sciences Advisor**  
**Ms. Lauren Greska, Health Advisor**  
*University individuals involved.* | Health Sciences Meeting  
**Discussed Program’s Vision, Mission, Strategic Planning, enrollment plan, curriculum changes and new faculty line for Healthcare Administration.** |                                                                                                                                 |
| September 17, 2015 | **Dean Ermalynn Kiehl, College of Health Dean**  
**Dr. Rodney Guttmann, Chair**  
**Dr. Angela Hahn, Health Sciences Program Assistant Director and faculty member**  
**Ms. Karen Valaitis, Healthcare Administration faculty member**  
**Dr. Andrea Nelson, Health Sciences Program Faculty Member**  
*University individuals involved.* | Program and Dean’s Meeting  
**Review of AUPHA certification requirements**  
**Discussed faculty line search for Healthcare Economics and post-doc in Healthcare Economics.** |                                                                                                                                 |
| September 2015 | **Representatives from:**  
Navy Hospital Pensacola  
96th Medical Group at Eglin Air Force Base  
Hospital  
Covenant Hospice  
West Florida Rehabilitation  
Baptist Healthcare  
Sacred Heart Hospital  
*External and University individuals involved.* | ACHE regional Meeting  
**Proposed BSHA degree program discussed with members. Members voiced support for degree program.** |                                                                                                                                 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 6- Nov 8, 2015</td>
<td>Representatives from more than 30 AUPHA certified Programs in Health Administration across the country.</td>
<td>AUPHA Undergraduate Workshop, Denver, CO. Attended a workshop to further study curriculum requirements of AUPHA certification, to further assist with creation of the proposed BSHA degree program, to learn more about expectations regarding quality assessment, share High-Impact Teaching Practices and incubate more scholarly activity in healthcare administration.</td>
</tr>
<tr>
<td>November 19, 2015</td>
<td>Members from Baptist Healthcare Sacred Heart Hospital HealthCheck, Inc. Velocity Made Good Pharmaceutical Review Services, LLC Provider Innovation Strategies, DTS Health Solutions LLC.</td>
<td>HFMA (Healthcare Financial Management Association) Chapter Meeting, Sacred Heart Women and Children’s Hospital, Pensacola. proposed BSHA degree program discussed with members. Members voiced support for degree program.</td>
</tr>
<tr>
<td>November 23, 2015</td>
<td>Representatives from: West Florida Hospital Partnership for a Healthy Community PSC – Biology Department Select Physical Therapy Baptist Healthcare Andrew’s Institute Florida Department of Health Sacred Heart Hospital West FL Hospital Escambia County School District All UWF health-related departments</td>
<td>UWF COH Advisory Council Meeting Discussed creation of proposed BSHA degree program with representatives from regional health community</td>
</tr>
<tr>
<td>January 12, 2016</td>
<td>Representatives from: Bay Medical Center HealthCheck, Inc. Velocity Made Good Pharmaceutical Review Services, LLC <em>External and University individuals involved.</em></td>
<td>The American Association of Healthcare Administrative Management (AAHAM)/Healthcare Financial Management Association (HFMA) Florida regional Event, Bay Medical Center, Panama City. Discussed creation of proposed BSHA degree program with representatives from regional health community.</td>
</tr>
</tbody>
</table>
MEMORANDUM
July 7, 2015

TO: Dr. Martha Saunders
Provost

FROM: Dr. Michael Huggins
Dean College of Science, Engineering and Health

Dr. Rodney Guttmann
Chair, Public Health, Clinical and Health Sciences

Dr. Kristina Behan
Director, Clinical Laboratory Sciences

SUBJECT: Proposed BS in Biomedical Sciences (CIP Code 26.0102) Fall 2016
Request for Waiver of Request to Explore and Plan a New Degree

Name of program, level and degree name, CIP code, implementation date and offering department

The College of Science, Engineering and Health respectfully requests a waiver of the requirement to submit a “Request to Explore and Plan” for a BS degree in Biomedical Sciences. The proposed CIP code is 26.0102. The proposed implementation date is August 2016. The degree will be offered by the Public Health, Clinical and Health Sciences department.

Description of the program

The Biomedical Sciences degree provides the student with the common prerequisite classes for admission to pharmacy, biomedical, dental, medical, physical therapy and physician assistant graduate programs. It provides the flexibility for students to satisfy requirements that are peculiar to a particular graduate program. It allows the student to select a focus of interest in a STEM field, such as Chemistry, Microbiology or Molecular Biology. High impact practices such as internships and research are available for students.

Area high schools have demonstrated a strong regard and interest in Biomedical Sciences programs. Pensacola High School, Tate High School and Pace High School have special programs in Biomedical Sciences. Within the SUS, the University of North Florida, University of Central Florida and University of South Florida offer the degree. The nearest out of state program is at the University of South Alabama. Florida Agricultural and Mechanical University does not offer the degree. Neither Pensacola State College nor Northwest Florida State College offers an Associate or Bachelor’s degree in this discipline.

Rationale for the waiver

The rationale for the waiver relates to the similarity of the proposed Biomedical Sciences degree to the Interdisciplinary Sciences Pre-pharmacy degree. Both degrees draw on the STEM fields of Biology, Chemistry, Clinical Laboratory Sciences, Health Sciences and Physics for lower and upper division courses. The degrees overlap by 46 credits excluding general studies. The total number of hours is 120
credits. The required courses and electives for the new degree are already in place. Library resources that support the STEM disciplines are sufficient to support the faculty and students in the Biomedical Sciences program. Limited additional resources are required to support the program start up. These resources will be provided within the current CSEH budget. Additional resources will be required as the program grows.

cc. Dr. George Ellenberg
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 2016
Proposed Implementation Term

College of Science and Engineering
Biology
Name of College(s) or School(s)
Name of Department(s)/ Division(s)

Biomedical
Bachelor of Science in Biomedical Sciences
Academic Specialty or Field
Complete Name of Degree

26.0102
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.

Date Approved by the University Board of Trustees

Signature of Chair, Board of Trustees

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>
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<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
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<tr>
<td>Year 1</td>
<td>420</td>
<td>275</td>
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<tr>
<td>Year 2</td>
<td>428</td>
<td>281</td>
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<tr>
<td>Year 3</td>
<td>436</td>
<td>286</td>
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<tr>
<td>Year 4</td>
<td>444</td>
<td>290</td>
</tr>
<tr>
<td>Year 5</td>
<td>452</td>
<td>297</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 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.

The Biomedical Sciences degree program is an undergraduate program of 120 credit hours to be delivered in traditional format on the Pensacola campus of the University of West Florida (UWF). The Biomedical Sciences degree program is broadly designed to prepare students who have the goal of admission to post-graduate health professional schools. The proposed degree is designed to fulfill the prerequisites required for students pursuing advanced degrees in medicine, dentistry, physician assistant, physical therapy, biomedical sciences, and pharmacy, which includes training in biology, chemistry, physics, and math. The Biomedical Sciences degree program already exists in the State University System of Florida (SUS), CIP code 26.0102, and has common prerequisites listed in the State Common Prerequisite Manual (see section V.B.), so it is not a de novo program relative to the SUS.

The Biology Department at the University of West Florida has offered a Biology degree program, CIP code 26.0101, with a Pre-Professional specialization since Fall 2004 that has the same purpose as the Biomedical Sciences degree program, to fulfill the prerequisites required for students pursuing advanced degrees in medicine, dentistry, physician assistant, physical therapy, biomedical sciences, and pharmacy. The Biomedical degree program will replace the Biology degree program, Pre-Professional specialization, such that the Biomedical Sciences degree program is not a de novo program in purpose or resource use relative to the Department of Biology. The change from a specialization under the Biology degree program (CIP code 26.0101) to the Biomedical Sciences degree program (CIP code 26.0102) is being made to facilitate more efficient tracking of students in the program, remove specializations under a degree when another degree serving the same purpose already exists, provide a more consistent terminology for degrees relative to existing programs and areas of employment, and facilitate more efficient reporting of metrics about the program. There are 12 hours, out of the 120 hour degree program, that are different between the existing Biology degree program, Pre-Professional specialization and the proposed Biomedical Sciences degree program (see section VIII.D.), based partly on one additional required common pre-requisite for the Biomedical Sciences degree program.

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.

During its September 25, 2015 conference call the CAVP workgroup expressed no concerns on the BS in Biomedical Sciences, 26.0102.
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, the Biomedical Sciences degree program is an undergraduate degree.

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).

Teaching and Learning – Increase the Number of Degrees Awarded in STEM:

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, and is listed in the SUS Programs of Strategic Emphasis under Science, Technology, Engineering, and Math (STEM), it is already aligned with the SUS Strategic Planning Goals. The program will give students a background in biology, chemistry, physics, and math appropriate for post-graduate entry in various medical fields, or employment in areas requiring a broad-based scientific education.

Specific sections from the SUS Strategic Plan 2012-2025 that apply to the program, and to the reason for the change from a specialization to a degree, include the following:

State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields.

As the System takes on an expanded role in responding to Florida’s critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System’s efficiency and effectiveness. Utilizing the annual university work plans and the System’s Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The State University System of Florida, Board of Governors, 2025 Goals, Productivity

Florida must become more competitive in the national and global economy. To accomplish this, the state must increase the educational attainment levels of its citizens
and the state universities must respond by awarding more degrees in specific high demand programs, particularly the STEM disciplines.

**Strategic Priorities for a Knowledge Economy**

As a part of its previous strategic planning activities, the Board of Governors, in conjunction with Florida’s leading economic and workforce councils, approved areas of programmatic strategic emphasis for targeting degree programs in the State University System. This list of programs includes certain Science, Technology, Engineering, and Math (STEM) programs and programs with critical and/or economic development needs or emerging technologies that serve to assist the state universities in planning for a degree program array that addresses both workforce and student demands.”

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:
   • 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.

The Biomedical Sciences Degree program, CIP code 26.0102, is listed in the Programs of Strategic Emphasis (PSE) under: 3. Science, Technology, Engineering, and Math (STEM). The program is preparation for entry into medical, dental, and professional schools, with training in biology, chemistry, physics, and math. It is already listed on the Board of Governors’ website under Science, Technology, Engineering, and Math (STEM).

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 program will only be offered 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 industries in your service area. Cite any specific need for research and service that the program would fulfill.

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, and is listed in the SUS Programs of Strategic Emphasis under Science, Technology, Engineering, and Math (STEM), it is not addressing a new need and is not an additional program to what is being currently offered. The old and new programs address training students for post-graduate professional schools. The healthcare industry in general is projected as one of the growth industries for the future.

National

The following is from the Bureau of Labor Statistics (http://www.bls.gov/ooh/healthcare/home.htm):

Healthcare Occupations

Employment in healthcare occupations is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations, adding about 2.3 million new jobs. Healthcare occupations will add more jobs than any other group of occupations. This growth is expected due to an aging population and because federal health insurance reform should increase the number of individuals who have access to health insurance. The median annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) was $61,710 in May 2014, which was higher than the median annual wage for all occupations in the economy of $35,540.

State

The following economic projection is from the Florida Department of Economic Opportunity (http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections):
Table 1

Potential employment for BS Biomedical Sciences in the State of Florida

<table>
<thead>
<tr>
<th>Occupation Code</th>
<th>Title</th>
<th>Growth</th>
<th>Percent Growth</th>
<th>Total Job Openings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>190000</td>
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<td>Life Scientists</td>
<td>894</td>
<td>10.6</td>
<td>2,699</td>
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<tr>
<td>191011</td>
<td>Animal Scientists</td>
<td>13</td>
<td>9.6</td>
<td>49</td>
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<tr>
<td>191012</td>
<td>Food Scientists and Technologists</td>
<td>17</td>
<td>4.4</td>
<td>118</td>
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<tr>
<td>191013</td>
<td>Soil and Plant Scientists</td>
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<td>166</td>
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<td>191021</td>
<td>Biochemists and Biophysicists</td>
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<td>Zoologists and Wildlife Biologists</td>
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<td>55</td>
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<td>Foresters</td>
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<td>Epidemiologists</td>
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<td>15.4</td>
<td>17</td>
</tr>
<tr>
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<td>Medical Scientists, Except Epidemiologists</td>
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<td>Life Scientists, All Other</td>
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<td>290000</td>
<td>Healthcare Practitioners and Technical Occupations</td>
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<td>Orthodontists</td>
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<td>Dietitians and Nutritionists</td>
<td>530</td>
<td>15.3</td>
<td>840</td>
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<td>Pediatricians, General</td>
<td>227</td>
<td>15.7</td>
<td>513</td>
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<tr>
<td>291066</td>
<td>Psychiatrists</td>
<td>129</td>
<td>14.4</td>
<td>306</td>
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<td>291067</td>
<td>Surgeons</td>
<td>621</td>
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<td>Occupational Therapists</td>
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<td>291123</td>
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<td>5,476</td>
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<td>Occupation Code</td>
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<td>Growth</td>
<td>Percent Growth</td>
<td>Total Job Openings*</td>
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<td>291124</td>
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<td>522</td>
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<td>Recreational Therapists</td>
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<td>291126</td>
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<td>Therapists, All Other</td>
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<td>Veterinarians</td>
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<td>Registered Nurses</td>
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<td>Nurse Midwives</td>
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<td>Nurse Practitioners</td>
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<td>Diagnostic Medical Sonographers</td>
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<td>2,420</td>
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<td>Magnetic Resonance Imaging Technologists</td>
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<td>947</td>
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<td>Surgical Technologists</td>
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<td>830</td>
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<td>292061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>10,469</td>
<td>23.3</td>
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<td>Medical Records and Health Information Technicians</td>
<td>1,668</td>
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<td>Opticians, Dispensing</td>
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<td>292091</td>
<td>Orthotists and Prosthetists</td>
<td>100</td>
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<td>292092</td>
<td>Hearing Aid Specialists</td>
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<td>292099</td>
<td>*Health Technologists and Technicians, All Other</td>
<td>1,374</td>
<td>18.9</td>
<td>1,920</td>
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### FLORIDA JOBS by Occupation 2015 - 2023

<table>
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<tr>
<th>Occupation Code</th>
<th>Title</th>
<th>Growth</th>
<th>Percent Growth</th>
<th>Total Job Openings*</th>
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<tbody>
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<td>299000</td>
<td><em>Other Healthcare Practitioners and Technical Occupations</em></td>
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<td>299092</td>
<td>Genetic Counselors</td>
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<td>25.8</td>
<td>45</td>
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<tr>
<td>299099</td>
<td>Healthcare Practitioners &amp; Technical Workers, All Other</td>
<td>231</td>
<td>18.3</td>
<td>493</td>
</tr>
</tbody>
</table>

### Local

The following economic projection is from the Florida Department of Economic Opportunity ([http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections](http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections)):

Table 2

*Potential employment for BS Biomedical Sciences in Escambia and Santa Rosa Counties*

<table>
<thead>
<tr>
<th>Occupation Code</th>
<th>Title</th>
<th>Growth</th>
<th>Percent Growth</th>
<th>Total Job Openings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>190000</td>
<td><em>Life, Physical, and Social Science Occupations</em></td>
<td>80</td>
<td>6.9</td>
<td>322</td>
</tr>
<tr>
<td>191000</td>
<td><em>Life Scientists</em></td>
<td>11</td>
<td>5.0</td>
<td>42</td>
</tr>
<tr>
<td>191022</td>
<td>Microbiologists</td>
<td>3</td>
<td>10.7</td>
<td>9</td>
</tr>
<tr>
<td>191023</td>
<td>Zoologists and Wildlife Biologists</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
</tr>
<tr>
<td>191029</td>
<td>Biological Scientists, All Other</td>
<td>0</td>
<td>-6.5</td>
<td>7</td>
</tr>
<tr>
<td>191031</td>
<td>Conservation Scientists</td>
<td>0</td>
<td>-10.0</td>
<td>5</td>
</tr>
<tr>
<td>191032</td>
<td>Foresters</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>191042</td>
<td>Medical Scientists, Except Epidemiologists</td>
<td>1</td>
<td>9.1</td>
<td>3</td>
</tr>
<tr>
<td>192000</td>
<td><em>Physical Scientists</em></td>
<td>17</td>
<td>6.6</td>
<td>74</td>
</tr>
<tr>
<td>192031</td>
<td>Chemists</td>
<td>9</td>
<td>20.0</td>
<td>18</td>
</tr>
<tr>
<td>192041</td>
<td>Environmental Scientists &amp; Specialists, Including Health</td>
<td>1</td>
<td>0.6</td>
<td>38</td>
</tr>
<tr>
<td>193000</td>
<td><em>Social Scientists and Related Workers</em></td>
<td>28</td>
<td>7.8</td>
<td>91</td>
</tr>
<tr>
<td>Occupation Code</td>
<td>Title</td>
<td>Growth</td>
<td>Percent Growth</td>
<td>Total Job Openings*</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------</td>
<td>--------</td>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>193031</td>
<td>Clinical, Counseling, and School Psychologists</td>
<td>6</td>
<td>9.4</td>
<td>20</td>
</tr>
<tr>
<td>193039</td>
<td>Psychologists, All Other</td>
<td>18</td>
<td>14.6</td>
<td>45</td>
</tr>
<tr>
<td>193051</td>
<td>Urban and Regional Planners</td>
<td>2</td>
<td>6.9</td>
<td>12</td>
</tr>
<tr>
<td>193099</td>
<td>Social Scientists and Related Workers, All Other</td>
<td>0</td>
<td>-4.9</td>
<td>10</td>
</tr>
<tr>
<td>194000</td>
<td><em>Life, Physical, and Social Science Technicians</em></td>
<td>24</td>
<td>7.0</td>
<td>115</td>
</tr>
<tr>
<td>194031</td>
<td>Chemical Technicians</td>
<td>3</td>
<td>6.4</td>
<td>12</td>
</tr>
<tr>
<td>194091</td>
<td>Environmental Science Technicians, Including Health</td>
<td>2</td>
<td>5.7</td>
<td>13</td>
</tr>
<tr>
<td>194092</td>
<td>Forensic Science Technicians</td>
<td>1</td>
<td>1.5</td>
<td>23</td>
</tr>
<tr>
<td>194099</td>
<td><em>Life, Physical, and Social Science Technicians, All Other</em></td>
<td>10</td>
<td>9.5</td>
<td>43</td>
</tr>
<tr>
<td>290000</td>
<td><strong>Healthcare Practitioners and Technical Occupations</strong></td>
<td>1,856</td>
<td>15.3</td>
<td>3,756</td>
</tr>
<tr>
<td>291000</td>
<td><em>Health Diagnosing and Treating Practitioners</em></td>
<td>1,027</td>
<td>14.0</td>
<td>2,184</td>
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<tr>
<td>291011</td>
<td>Chiropractors</td>
<td>13</td>
<td>14.1</td>
<td>28</td>
</tr>
<tr>
<td>291021</td>
<td>Dentists, General</td>
<td>10</td>
<td>9.5</td>
<td>30</td>
</tr>
<tr>
<td>291031</td>
<td>Dietitians and Nutritionists</td>
<td>10</td>
<td>12.8</td>
<td>17</td>
</tr>
<tr>
<td>291051</td>
<td>Pharmacists</td>
<td>34</td>
<td>8.0</td>
<td>114</td>
</tr>
<tr>
<td>291062</td>
<td>Family and General Practitioners</td>
<td>20</td>
<td>11.2</td>
<td>55</td>
</tr>
<tr>
<td>291065</td>
<td>Pediatricians, General</td>
<td>5</td>
<td>14.3</td>
<td>12</td>
</tr>
<tr>
<td>291069</td>
<td>Physicians and Surgeons, All Other</td>
<td>21</td>
<td>8.5</td>
<td>70</td>
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<tr>
<td>291071</td>
<td>Physician Assistants</td>
<td>35</td>
<td>26.5</td>
<td>53</td>
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<tr>
<td>291122</td>
<td>Occupational Therapists</td>
<td>34</td>
<td>22.8</td>
<td>48</td>
</tr>
<tr>
<td>291123</td>
<td>Physical Therapists</td>
<td>101</td>
<td>24.9</td>
<td>180</td>
</tr>
<tr>
<td>291127</td>
<td>Speech-Language Pathologists</td>
<td>37</td>
<td>16.2</td>
<td>64</td>
</tr>
<tr>
<td>291131</td>
<td>Veterinarians</td>
<td>16</td>
<td>13.1</td>
<td>47</td>
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<tr>
<td>291141</td>
<td>Registered Nurses</td>
<td>545</td>
<td>12.9</td>
<td>1,180</td>
</tr>
<tr>
<td>291171</td>
<td>Nurse Practitioners</td>
<td>43</td>
<td>30.1</td>
<td>64</td>
</tr>
<tr>
<td>291199</td>
<td>Health Diagnosing and Treating Practitioners, All Other</td>
<td>4</td>
<td>11.1</td>
<td>10</td>
</tr>
<tr>
<td>292000</td>
<td><strong>Health Technologists and Technicians</strong></td>
<td>819</td>
<td>17.9</td>
<td>1,528</td>
</tr>
<tr>
<td>292011</td>
<td>Medical and Clinical Laboratory Technologists</td>
<td>4</td>
<td>3.2</td>
<td>30</td>
</tr>
<tr>
<td>292012</td>
<td>Medical and Clinical Laboratory Technicians</td>
<td>12</td>
<td>14.0</td>
<td>30</td>
</tr>
<tr>
<td>292021</td>
<td>Dental Hygienists</td>
<td>66</td>
<td>20.4</td>
<td>130</td>
</tr>
<tr>
<td>Occupation Code</td>
<td>Title</td>
<td>Growth</td>
<td>Percent Growth</td>
<td>Total Job Openings*</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>--------</td>
<td>----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>292032</td>
<td>Diagnostic Medical Sonographers</td>
<td>32</td>
<td>31.1</td>
<td>43</td>
</tr>
<tr>
<td>292033</td>
<td>Nuclear Medicine Technologists</td>
<td>7</td>
<td>18.0</td>
<td>11</td>
</tr>
<tr>
<td>292034</td>
<td>Radiologic Technologists</td>
<td>35</td>
<td>13.1</td>
<td>64</td>
</tr>
<tr>
<td>292035</td>
<td>Magnetic Resonance Imaging Technologists</td>
<td>9</td>
<td>11.3</td>
<td>18</td>
</tr>
<tr>
<td>292041</td>
<td>Emergency Medical Technicians and Paramedics</td>
<td>72</td>
<td>16.7</td>
<td>164</td>
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<tr>
<td>292052</td>
<td>Pharmacy Technicians</td>
<td>71</td>
<td>13.4</td>
<td>111</td>
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<tr>
<td>292055</td>
<td>Surgical Technologists</td>
<td>22</td>
<td>20.0</td>
<td>30</td>
</tr>
<tr>
<td>292056</td>
<td>Veterinary Technologists and Technicians</td>
<td>51</td>
<td>28.0</td>
<td>65</td>
</tr>
<tr>
<td>292057</td>
<td>Ophthalmic Medical Technicians</td>
<td>14</td>
<td>22.6</td>
<td>19</td>
</tr>
<tr>
<td>292061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>283</td>
<td>21.1</td>
<td>542</td>
</tr>
<tr>
<td>292071</td>
<td>Medical Records and Health Information Technicians</td>
<td>38</td>
<td>18.2</td>
<td>81</td>
</tr>
<tr>
<td>292081</td>
<td>Opticians, Dispensing</td>
<td>43</td>
<td>18.1</td>
<td>96</td>
</tr>
<tr>
<td>292091</td>
<td>Orthotists and Prosthetists</td>
<td>2</td>
<td>11.8</td>
<td>3</td>
</tr>
<tr>
<td>292099</td>
<td>Health Technologists and Technicians, All Other</td>
<td>31</td>
<td>13.1</td>
<td>49</td>
</tr>
</tbody>
</table>

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.

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, there is data from past years for the Biology degree program, Pre-Professional specialization. For example, for fall 2015 enrollment was 417 individuals, and for fall 2014 it was 404 individuals. The fall 2015 enrollment included 89% from Florida, and 63% from the three western-most counties in the Florida panhandle.

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.
As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization (see table below for other Biology degree program, Pre-Professional specializations) that has been in place since fall 2004, no communication with other institutions has been undertaken. The Biomedical Sciences degree program CIP Code 26.0102 is listed for Florida State College in Jacksonville (State College System) and the University of South Florida (SUS). Neither school is in the geographic vicinity of the University of West Florida.

Table 3

*Substantially Similar Programs as BS Biomedical Sciences in the State of Florida*

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Public/Private</th>
<th>Location</th>
<th>Program Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Tampa</td>
<td>Private</td>
<td>Tampa</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Barry University</td>
<td>Private</td>
<td>Miami Shores</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>St. Thomas University</td>
<td>Private</td>
<td>Miami Gardens</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Warner University</td>
<td>Private</td>
<td>Lake Wales</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Southeastern University</td>
<td>Private</td>
<td>Lakeland</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Full Sail University</td>
<td>Private</td>
<td>Winter Park</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Ave Maria University</td>
<td>Private</td>
<td>Ave Maria</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Florida College</td>
<td>Private</td>
<td>Tampa</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Trinity Baptist College</td>
<td>Private</td>
<td>Jacksonville</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Florida Institute of Technology</td>
<td>Private</td>
<td>Melbourne</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Florida Southern College</td>
<td>Private</td>
<td>Lakeland</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Palm Beach Atlantic College</td>
<td>Private</td>
<td>West Palm Beach</td>
<td>Pre-Professional Biology</td>
<td>BS</td>
</tr>
<tr>
<td>Rasmussen College</td>
<td>Private</td>
<td>Fort Myers</td>
<td>Pre-Professional Program</td>
<td>BS</td>
</tr>
<tr>
<td>University of Miami</td>
<td>Private</td>
<td>Coral Gables</td>
<td>Pre-Professional Specialization</td>
<td>BS</td>
</tr>
<tr>
<td>Florida State University</td>
<td>Public</td>
<td>Tallahassee</td>
<td>Pre-Professional Health Sciences</td>
<td>BS</td>
</tr>
</tbody>
</table>
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 40 credit hours per year and graduate FTE will be calculated as 32 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.

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since fall 2004, there is data from past years for the Biology degree program, Pre-Professional specialization. For example, for fall 2015 enrollment was 417 individuals, and for fall 2014 it was 404 individuals. Those students will be shifting to the new Biomedical Sciences degree program as the Biology degree program, Pre-Professional specialization is deleted and no longer available; however, that shift is within the same department, so it should not greatly impact other majors. Projected increases over the five years are calculated at 2% considering the UWF strategic enrollment plan, and the fact that the "new" program is a shift from an existing program that is already mature (Appendix A, Table 1).

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.
As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since fall 2004, there is data from past years for the Biology degree program, Pre-Professional specialization. As the purpose and intended recruitment is the same for the Biomedical Sciences degree program as the Biology degree program, Pre-Professional specialization it is replacing, no additional impacts are anticipated on programs at other universities. Regarding UWF's proposed BS Biomedical Sciences degree program, no comments were expressed concerning impact on programs at Florida Agricultural and Mechanical University (FAMU) or Florida International University (FIU) during the December 11, 2015 CAVP 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 BS Biomedical Sciences will be marketed to multiple student segments: first-time-in-college, entering freshmen and transfer students, professionals desiring to enhance their credentials, and military personnel desiring to enhance their skills and enter the civilian workforce. Program faculty and staff will use multiple outreach methods to ensure diversity in the program. The faculty have and will continue to attend new student orientations to showcase UWF’s BS Biomedical Sciences degree program and discuss coursework and career goals with new students. The College of Science and Engineering will implement a comprehensive marketing campaign to promote the proposed BS Biomedical Sciences to the aforementioned student segments.

The College of Science and Engineering currently attracts a diverse student body to the current Biology degree program, and program coordinators anticipate a continued diversity of students in the new degree program (Figure 1).
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.)

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, the funds currently being utilized for the undergraduate Biology degree program, Pre-Professional specialization will be used for the undergraduate Biomedical Sciences degree program, so no shift in funds from other programs will occur, Table 3 entries are 0. The main costs are faculty salaries and benefits ($500,778 year 1, $592,329 year 5), and A&P salaries and benefits ($60,460 year 1, $65,448 year 5), both of which are based on current and projected use in the Pre-Professional specialization from E & G funds.

B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish 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.

Not applicable, the undergraduate Biomedical Sciences degree program is a traditional program offered on the main campus similar to the Biology degree program, Pre-Professional specialization that it is replacing.

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 the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, no reallocation of resources is needed. The resources currently being utilized for the undergraduate Biology degree program Pre-Professional specialization will be used for the undergraduate Biomedical Sciences 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 undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, no additional need for new courses is anticipated. The one required common pre-requisite course that is in the Biomedical Sciences degree program, that is not required in the Biology degree program, Pre-Professional specialization, is CHM 2211/L Organic Chemistry II in the Chemistry Department. The Organic Chemistry II course is taught for chemistry majors and is an elective course for the current Biology degree program, Pre-Professional specialization that some students elect to take. The one required upper division course that is in the Biomedical Sciences degree program, that is not required in the Biology degree program, Pre-Professional specialization, is MLS 4460/L Diagnostic Microbiology in the Public Health, Clinical & Health Sciences Department. That department requested the course be added to the Biomedical Sciences 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.
As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, resources in place for the current program will transfer to the new program. For example, classroom based research opportunities are currently being funded in part by an interaction with Howard Hughes Medical Institute. Opportunities for volunteer shadowing experiences with the medical community in the local area have already been established. A recent generous private donation to the College of Science and Engineering will be available to provide resources for research experiences for students in the program.

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.

The undergraduate Biomedical Sciences degree program is replacing in purpose an existing undergraduate Biology degree program, Pre-Professional specialization. Both programs do/will train students for entry into post-graduate schools in dentistry, medicine, physician assistants, etc., related to the health fields. Broad scientific training in the program will allow those students not continuing on to post-graduate school to be employed in related fields such as laboratory technicians. Table 1 (headcount 420 year 1, headcount 452 year 5) is based on current enrollment and growth in the Biology degree, Pre-Professional specialization. All of the students in that specialization, which will be deleted, will shift to the new Biomedical Sciences degree program, with the same benefits to the university, community and state. It is one of the larger programs in the university, produces graduates that will go on in a variety of health fields, including some of the local community hospitals and other health related organizations. As health fields in general are projected to have increased need (see section II) it is expected that student enrollment will continue to increase in the new program as it has in the existing specialization.

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)

Not applicable, the undergraduate Biomedical Sciences degree program is 120 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 SUS Common Prerequisite Manual for CIP 26.0102 has the prerequisite courses in the proposed Biomedical Sciences Degree program starred (next page). All courses selected for fulfilling the common prerequisites are already being offered at the University of West Florida and match exactly with the SUS Common Prerequisite Manual and include: BSC 2010, BSC 2011, CHM 2045, CHM 2046, CHM 2210, CHM 2211, PHY 2053, PHY 2054, MAC 2311, STA 2023.
### LOWER LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Code(s)</th>
<th>Cr. Hrs.</th>
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</thead>
<tbody>
<tr>
<td>BSCX010/X010L</td>
<td>4</td>
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<tr>
<td>BSCX010C</td>
<td></td>
</tr>
<tr>
<td>BSCX011/X011L</td>
<td>4</td>
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<tr>
<td>BSCX011C</td>
<td></td>
</tr>
<tr>
<td>CHMX045/X045L</td>
<td>4</td>
</tr>
<tr>
<td>CHMX045C</td>
<td></td>
</tr>
<tr>
<td>CHMX046/X046L</td>
<td>4</td>
</tr>
<tr>
<td>CHMX046C</td>
<td></td>
</tr>
<tr>
<td>CHMX210/X210L</td>
<td>4</td>
</tr>
<tr>
<td>CHMX210C</td>
<td></td>
</tr>
<tr>
<td>CHMX211/X211L</td>
<td>4</td>
</tr>
<tr>
<td>CHMX211C</td>
<td></td>
</tr>
<tr>
<td>Take all courses</td>
<td></td>
</tr>
<tr>
<td>PHYX053/X053L</td>
<td>4</td>
</tr>
<tr>
<td>PHYX054/X054L</td>
<td>4</td>
</tr>
<tr>
<td>Take all courses</td>
<td></td>
</tr>
<tr>
<td>PHYX053C</td>
<td>4</td>
</tr>
<tr>
<td>PHYX054C</td>
<td></td>
</tr>
<tr>
<td>Take all courses</td>
<td></td>
</tr>
<tr>
<td>PHYX046/X046L</td>
<td>4</td>
</tr>
<tr>
<td>PHYX049/X049L</td>
<td>4</td>
</tr>
<tr>
<td>Take all courses</td>
<td></td>
</tr>
<tr>
<td>BSCX093/X093L</td>
<td>4</td>
</tr>
<tr>
<td>BSCX094/X094L</td>
<td></td>
</tr>
<tr>
<td>Take all courses</td>
<td></td>
</tr>
<tr>
<td>BSCX093C</td>
<td>4</td>
</tr>
<tr>
<td>BSCX094C</td>
<td></td>
</tr>
<tr>
<td>MACX241</td>
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<td>MACX281</td>
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<td>MACX311</td>
<td>4</td>
</tr>
<tr>
<td>MACX242</td>
<td>3</td>
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<td>MACX282</td>
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<td>MACX312</td>
<td>4</td>
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<tr>
<td>STAX023</td>
<td>3</td>
</tr>
<tr>
<td>STAX024</td>
<td>3</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.

Not applicable, the Biomedical Sciences degree program will not be limited access.

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.

Not applicable, the Biomedical Sciences degree program will not be 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).

UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

The undergraduate Biomedical Sciences degree program provides the background for entry into post-graduate schools in the health professions and is fulfilling UWF’s goal of increasing degrees in the STEM disciplines. During the program students will have the opportunity to participate in research opportunities in directed studies and special summer programs, thus increasing their exposure to hands-on research experiences. As not all students initially planning to attend post-graduate health professional schools do, graduates will be in a position to help fill the needs of health and science support employment opportunities in the local area thereby enhancing the quality of life in the region.

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 undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that will be deleted when the Biomedical Sciences degree program starts. The expectation is that students that would have declared the specialization will instead declare the new degree program. The Biology department also offers a degree in Biology-general and a degree in Marine Biology. Some of the faculty in the Biology department are also part of the Center for Environmental Diagnostics and Bioremediation, a research center officially recognized per BOG Regulation 10.015. Most faculty in the Biology Department offer courses that are taken by students in all degrees/specializations, and are available as mentors for undergraduate research experiences in all degrees/specializations. Due to the broad background required in science, students in the undergraduate Biomedical Sciences degree program will also interact with faculty in the Departments of Chemistry, Physics, and Math.

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.

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, most of the structure of the program is already in place. The planning process included consultation with members of the faculty in the Department of Biology, the Department of Public Health, Clinical and Health Sciences, and the College of Science and Engineering’s Deans Office. The major planning steps included: (a) adjusting the existing curriculum of the Biology degree program, Pre-Professional specialization (CIP 26.0101) to the Biomedical Sciences degree program to match the common prerequisites established by the SUS for the Biomedical Sciences degree program (CIP 26.0102); (b) Defining minor modifications to the course list for upper division courses (see section VIII.D.); (c) working out a four year degree plan; and (d) collecting background data for completion of the Request to Offer a New Program application.

Table 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
</table>
| August-September 2015 | Faculty Department of Biology  
Chris Pomory, Chair Department of Biology  
Kris Behan, faculty Department of Public Health, Clinical and Health Sciences  
Dean’s Office, College of Science and Engineering | Pre-proposal and discussion of changes from Biology, Pre-professional to Biomedical degree |
### Table 5

**Events Leading to Implementation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2015</td>
<td>CAVP review and comments on pre-proposal</td>
</tr>
<tr>
<td>January-February 2016</td>
<td>Dean’s Office and Provost’s office review</td>
</tr>
<tr>
<td>March 2016</td>
<td>University of West Florida, BOT approval</td>
</tr>
<tr>
<td>August 2016</td>
<td>Start of fall 2016 semester with new program</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.

There are no accrediting bodies for the type of degrees offered by the Biology Department. Pursuant to BOG Regulation 8.015, all academic departments at UWF conduct program reviews every seven years. The Department of Biology conducted a program review in 2010. The following are recommendations from the review and actions taken:

### Section 3

**Recommendations**

1. **Recommendations: Vision, Mission, Values, and Goals**

That the department develop a true strategic plan that clearly articulates the future path that the department of Biology is to pursue. Within that effort, specific goals and targets regarding the place of online instruction in the curriculum, the number and type
of graduate research opportunities, the purpose and focus of outreach activities should all appear. Lastly, the Student Learning Outcomes probably need to be recast with an eye toward more demanding levels of mastery.

Action Taken:

The department developed a strategic plan. The strategic plan is now being revised for a second time this year.

2. Recommendations: Curriculum

That plans be made to separate graduate instruction from undergraduate instruction at some point in the future when better resources permit. Further, the overall shape of the MS might be revisited.

Action Taken:

No action taken at this time.

3. Recommendations: Scholarship and Creative Activities

Simply to keep up the impressive effort!

Action Taken:

None required

4. Recommendations: Service

Again, simply to keep up the impressive effort!

Action Taken:

None required

5. Recommendations: Program Assessment

1. That the Student Learning Outcomes be revisited and strengthened. In particular, the SLOs for “Content” are in need of reconsideration.
2. That a complete curricular assessment for the undergraduate programs be created and the gathering of assessment data be more widely spread across the entire department and the full four baccalaureate years and levels.
3. That there be at least some separate and differentiated outcomes for Biology and Marine Biology.
4. That an Assessment Plan for the MA in Biology (CIP 26.0101) be developed.
Action Taken:

Both more specific program SLOs, and assessment procedures were completed, and the individual program assessment instruments are reviewed each year. The Biology degree program, Pre-professional specialization assessment instrument will be modified for the new Biomedical Sciences degree program.

6. Recommendations: Articulation

Although it is clear that Biology is indeed a presence in many fields, it might be useful for Biology to concentrate on consolidating its position and not pursue more partnerships and/or shared programs until such time as new faculty positions are made available to the department. To my eye, there is about as much articulation activity as can presently be borne with quality, and pursuing new initiatives might have the negative effect of eroding quality.

Action Taken:

Low enrollment courses, certificates, and degree programs have been eliminated. The present proposal for the Biomedical Sciences degree program further clarifies the degree distinctions offered by the Biology department.

7. Recommendations: Enrollment-related Productivity

That recruitment plans for increasing the size of the MS program be made as soon as possible so that the department can extend the reach of its graduate program more actively and purposefully toward populations downstate and out of state. This will take an influx of resources.

Action Taken:

While not directly linked to the proposed undergraduate Biomedical Sciences degree program, graduate students interact with undergraduate students. The Biology department has established a general MS degree in Biology that Biomedical Sciences graduates might make use of in between undergraduate and professional school.

8. Recommendations: Resources

1. That a new Life Sciences facility be constructed as soon as possible.
2. That new faculty lines be allocated to Biology as soon as possible.
3. That staff lines be allocated to Biology when the need emerges in the wake of significant faculty expansion.
**Action Taken:**

Since the review, two instructors, a tenure-track faculty, and additional advising staff have been hired. An additional tenure-track faculty should be hired in the next two years.

**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.

See Appendix C with Academic Learning Compact and Curriculum Map.

**Student Learning Outcomes**

UWF Biology Biomedical Sciences graduates should be able to do the following:

**Content**

- Identify and use the concepts, principles that constitute the core sub disciplines of the biomedical sciences
- Demonstrate competence in practical/laboratory/research skills in the biomedical science courses
- Describe the roles of biomedical professionals and the qualifications required for those careers

**Critical Thinking**

- Apply scientific method to solve problems in the biomedical sciences
- Evaluate and interpret data sets using appropriate statistical analysis

**Communication**

- Employ biomedical terminology accurately
- Communicate biomedical information in written and verbal form to professionals and to peers

**Integrity/Values**

- Articulate ethical challenges in biomedical fields, and ethical challenges in biomedical research
- Adhere to appropriate ethical practices in individual and group work
Project Management

- Execute a long-term project or capstone that addresses a medical issue
- Collaborate effectively with others on team projects

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

The Biomedical Sciences degree program is a traditional undergraduate degree with no special considerations for admission other than those used by the University of West Florida. The department requires a grade of C in all courses in the major to satisfy the 120 credit hours for graduation.

Admission and graduation requirements are available from the University of West Florida Catalog (Appendix D; University of West Florida. (2015). 2015-2016 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.

Table 6

<table>
<thead>
<tr>
<th>Biomedical Curriculum Plan 120 credit hours total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division Required Courses</strong></td>
</tr>
<tr>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>BSC2010/L General Biology 1</td>
</tr>
<tr>
<td>BSC 2011 /L General Biology 2</td>
</tr>
<tr>
<td>CHM2045/ L General Chemistry 1</td>
</tr>
<tr>
<td>CHM2046/L General Chemistry 2</td>
</tr>
<tr>
<td>CHM 2210/L Organic Chemistry 1</td>
</tr>
<tr>
<td>CHM 2211/L Organic Chemistry 2</td>
</tr>
<tr>
<td>PHY2053/L Physics 1</td>
</tr>
<tr>
<td>PHY2053/L Physics 2</td>
</tr>
<tr>
<td>Bio Skills</td>
</tr>
<tr>
<td>General Psychology PSY2012</td>
</tr>
<tr>
<td>Intro to Sociology SYG2000</td>
</tr>
<tr>
<td>MAC 2311 Calculus I</td>
</tr>
<tr>
<td>STA2023 Statistics</td>
</tr>
<tr>
<td>Humanities (2 courses)</td>
</tr>
</tbody>
</table>
**Total Lower Division Hours** | **60**
---|---

**Upper Division Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 3033/L</td>
<td>Biochemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>PCB3063/L</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>MCB3020/L</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MLS 4461/L</td>
<td>Diagnostic Micro</td>
<td>4</td>
</tr>
<tr>
<td>Immunology/L</td>
<td>Choice of:</td>
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<tr>
<td>PCB4233/L</td>
<td>Immunology</td>
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<tr>
<td>MLS4xxx/L</td>
<td>Clinical Immunology</td>
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</tr>
<tr>
<td>PCB3103/L</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>PCB3097/L</td>
<td>Introduction to Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>Physiology</td>
<td>Choice of:</td>
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<tr>
<td>PCB4098/L</td>
<td>Concepts in Human Physiology</td>
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<td>PCB4723/L</td>
<td>Comparative Animal Physiology</td>
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<tr>
<td>Molecular Biology</td>
<td>Choice of:</td>
<td>4</td>
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<tr>
<td>PCB4524/L</td>
<td>Molecular Bio</td>
<td></td>
</tr>
<tr>
<td>MLS 4191/L</td>
<td>Molec D</td>
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<tr>
<td>PCB 4673 Principles of Evolution</td>
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<tr>
<td>Biology Senior Seminar</td>
<td></td>
<td>1</td>
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</table>

**Hours of Required Upper Division Courses** | **40**

An additional 20 credit hours of electives must be taken (see section VIII. E.). As the Biomedical Sciences degree program is undergraduate, thesis or dissertation requirements are not applicable.

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

The following is a four-year degree plan for the undergraduate Biomedical Sciences degree program. Since the degree is essentially the same as, and replacing, the already existing undergraduate Biology degree program, Pre-Professional specialization, the similarities and differences are noted.
# Biomedical Sciences, B.S., Biology Department

White = same as Biology degree program, Pre-Professional specialization

Black = required course specific for Biomedical Sciences degree program

Gray = elective under Biology degree program, Pre-Professional specialization, required under Biomedical Sciences degree program

### Freshman Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>ENC1101</td>
<td>English Comp I</td>
</tr>
<tr>
<td>BSC 2010/L</td>
<td>Biology I/Lab</td>
</tr>
<tr>
<td>CHM 2045/L</td>
<td>Gen. Chemistry I/Lab</td>
</tr>
<tr>
<td>BSC 2844</td>
<td>Biology Skills</td>
</tr>
<tr>
<td>MAC 1140</td>
<td>Precalculus Algebra</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Prerequisites/Notes: Semester 1 & 2 Precalculus Algebra & Trig do not count for degree. **SYG 2000 Sociology 3 hrs summer (Gen Ed)**, counts towards degree

### Sophomore Year

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
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<tbody>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>CHM 2210/L</td>
<td>Organic Chem I/Lab</td>
</tr>
<tr>
<td>PHY 2053/L</td>
<td>Gen. Physics I/Lab</td>
</tr>
<tr>
<td>MAC 2311</td>
<td>Calculus I</td>
</tr>
<tr>
<td>Gen Ed</td>
<td>Humanities</td>
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</tbody>
</table>

Prerequisites/Notes: **STA 2023 Elements of Statistics 3 hrs summer**, counts towards degree

### Junior Year

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
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</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>BCH3033/L</td>
<td>Biochemistry I w/Lab</td>
</tr>
</tbody>
</table>

28
### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Credits</th>
<th>Course</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 4524/L</td>
<td>Molec/Lab (see notes)</td>
<td>4</td>
<td>PCB 4233/L</td>
<td>Immunology/Lab</td>
<td>4</td>
</tr>
<tr>
<td>3/4000</td>
<td>Advisor Appr</td>
<td>8</td>
<td>PCB 4922</td>
<td>Biology seminar</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed</td>
<td>Humanities or Social Sciences</td>
<td>3</td>
<td>3/4000</td>
<td>Advisor Appr</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Electives</td>
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<td></td>
<td></td>
<td>15</td>
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<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Prerequisites/Notes: **PCB 3063 Genetics 4 hrs summer**, counts towards degree

Prerequisites/Notes: **or MLS 4191 Molecular Diagnostics for PCB4524**

**Total Credits:** 110 fall & spring + 10 summer = 120

---

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

All of the courses are listed in the University of West Florida catalog. The following is an abbreviated listing by course prefix from the catalog (non-science general education courses not listed):

**Required**

**BSC 2010  Biology I**
Introduction to the cellular processes of living organisms.

**BSC 2011  Biology II**
Explores the diversity of life including bacteria, protists, fungi, plants and animals.

**BSC 2844  Biology Skills**
A professional development course for students in the Biology and Pre-professional curriculum plan.
PCB 3063  Genetics  
Origin, development and principles of modern genetics and genetic manipulations.

PCB 3097  Introduction to Human Anatomy  
Introduction to Human Anatomy is a comprehensive examination of human anatomy.

PCB 3103  Cell Biology  
Cell biology is the study of the structure and function of eukaryotic cells.

PCB 4098  Concepts in Human Physiology  
Concepts in Human Physiology covers physiological mechanisms of the human body.

PCB 4233  Immunology  
Basic principles of immunology to include humeral and cell-mediated immune mechanisms, the complement system and the inflammatory response.

PCB 4524  Molecular Biology  
Study of the molecular level of the principles governing DNA replication, repair, RNA transcription, and protein synthesis in both prokaryotes and eukaryotes.

PCB 4673  Principles of Evolution  
A survey of modern evolutionary biology, including the evidence that supports the theory of evolution, the natural processes that cause evolution, patterns and mechanisms of speciation, and methods for estimating evolutionary relationships.

PCB 4922  Biology Seminar  
Seminar topics from a diverse spectrum of current biological research will be presented by a variety of speakers from UWF, national and international academic research instructors and agencies.

MCB 3020  Microbiology  
Microbial morphology, physiology and taxonomy; relationships of microorganisms to total environment.

BCH 3033  Biochemistry I  
A first course in biochemistry dealing with the classification, function, and chemistry of proteins, carbohydrates, and nucleic acids and the smaller molecules from which they are derived.

MLS 4460  Diagnostic Microbiology I  
Study of bacteria associated with infectious diseases.
CHM 2045  General Chemistry I
Chemical and physical properties, relationship between observables and concepts and the development of a theoretical framework.

CHM 2046  General Chemistry II
Continuation of General Chemistry I with emphasis on chemical calculations and problem solving.

CHM 2210  Organic Chemistry I
Nomenclature, structure, fundamental reactions, mechanistic interpretation of reactions, and spectroscopy.

CHM 2211  Organic Chemistry II
Nucleophilic and electrophilic substitution reactions, additions, eliminations, redox and rearrangement reactions, carbohydrates, amino acids, peptides, isoprenoids.

PHY 2053  General Physics I
Mechanics, heat, waves, and sound.

PHY 2054  General Physics II
Light, electricity and magnetism; elementary quantum theory; atomic, nuclear and particle physics.

MAC 2311  Analytic Geometry and Calculus I
Differential and Integral Calculus of Algebraic, Trigonometric, and Transcendental functions of single variables.

STA 2023  Elements of Statistics
Fundamental statistical concepts. Probability, inference, estimation, hypothesis testing.

Electives

BOT 4850  Medicinal Botany
Pharmacognosy, the knowledge of drugs, grew out of the old herbal remedies passed down by tradition.

BSC 4434  Bioinformatics and Data Science
This course covers essential topics such as data organization, representing and reasoning about sequence data, simple data mining strategies, and ethical protocols for data collection.

BSC 4941  Clinical Experience in Health Care
Clinical experience in select health care locations within the region through Memoranda of Understanding (MOU) established with UWF and Biology.
**PCB 3253  Developmental Biology**
Development from molecular, cellular and multicellular aspect; information flow, morphogenesis and differentiation in multicellular animals.

**PCB 4723  Comparative Animal Physiology**
General and comparative animal physiology. Study of complex structures, phenomena, and concepts involved in regulation physiological processes employed by different groups of animals.

**MCB 4276  Epidemiology of Infectious Disease**
The basic principles of epidemiology as they apply to infectious disease and the impact of infectious disease on human civilization will be addressed.

**BCH 3034  Biochemistry II**
Builds on the knowledge gained in BCH 3033 or CHM 2210 / CHM 2211 which deals with biological membranes and the anabolic and catabolic pathways of the major biological macromolecules.

**MLS 4191  Molecular Diagnostics**
This course offers fundamentals of clinical diagnosis and management of disease by molecular biology laboratory methods.

**MLS 4305  Hematology I**
Study of production, maturation and morphology of normal and abnormal human blood cells.

**MLS 4462  Medical Microbiology**
Study of medical microbiology covering areas of clinical parasitology, mycobacteriology, clinical virology, clinical mycology, and miscellaneous and emerging pathogens.

**MLS 4505  Clinical Immunology**
Diagnostic tests by clinical immunology and serology methods.

**MLS 4625  Clinical Chemistry I**
Introduction to the basic principles and procedures of clinical chemistry. Lecture and lab devoted to chemical analysis of blood and other body fluids.

**MLS 4630  Clinical Chemistry II**
This course continues where Clinical Chem I left off, discussing kidney function, electrolytes, blood gases, acid-base balance, mineral metabolism, enzyme measurement, liver function studies, and pancreatic function assessment.

**HSC 3535  Introduction to Medical Terminology**
This distance learning course is designed to familiarize students with the basics of vocabulary used in the medical and health professions.
HSC 3555  Pathophysiology
Disease as an abnormal biological process. Selected physiological processes and basic concepts of body response to pathology will be explored.

HSC 4143  Drugs in Society
Provides students with knowledge of the use and abuse of drugs in American contemporary society.

GEY 4001  Gerontology
Course addresses the biology of the aging process and the impact of these changes on the older adult.

APK 3110  Exercise Physiology
Application of physiological principles to study of man and human performance related to health, sports and leisure activities.

APK 3220C  Biomechanical Basis of Movement
The fundamentals of engineering (kinematics and kinetics) related to motor skills and human performance are introduced.

PET 4380  Exercise Testing and Prescription
Physiological theory, administrative principles and techniques of exercise testing and prescription.

CHM 3120  Analytical Chemistry
Fundamentals of quantitative chemical analysis; introduction to modern techniques.

CHM 3230  Organic Chemistry III
Focuses on spectroscopic techniques used to understand the structure of molecules, stereochemistry and stereoselective syntheses.

CHM 3410  Physical Chemistry I
Properties of gases, kinetic theory, chemical thermodynamics, heterogeneous equilibria, electrochemistry.

CHM 4455  Introduction to Polymer Science
Intended to introduce students to some of the major concepts Polymer Science: An Introduction to Macromolecules.

CHM 4611  Inorganic Chemistry
The structure, reactivity, kinetics and reaction mechanisms of inorganic and organometallic compounds.

STA 4173  Biostatistics
Topics covered include analysis of variance, regression analysis, nonparametric statistics, contingency tables.
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.

Since the undergraduate Biomedical Sciences degree program is replacing in purpose and course structure an existing undergraduate Biology degree program, Pre-Professional specialization that underwent revision two years ago, no new major changes were made (see section VIII.D. for program). The Association of American Medical Colleges (www.aamc.org) provides information on trends in medical education that were used to modify the curriculum of the undergraduate Biology degree program, Pre-Professional specialization two years ago, and also oversees the MCAT graduate admissions test that prospective students must take for entry into professional schools in the medical sciences.

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.

Not applicable, there are no accreditation agencies for professional school preparation degree programs.

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, the Biomedical Sciences degree program is only undergraduate.

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 undergraduate Biomedical Sciences degree program will be traditional delivery on the main campus. No specialized services will be necessary. Since the undergraduate Biomedical Sciences degree program is replacing in purpose, resource use, and course structure an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, no new queries have been made of other institutions.
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).

See Table 4 in Appendix 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 2 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 the undergraduate Biomedical Sciences degree program is replacing in purpose, resource use, and course load an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, the faculty currently utilized for the Biology degree program, Pre-Professional specialization will be used for the Biomedical Sciences degree program. As listed in Table 2, the main costs are existing faculty salaries and benefits ($500,778 year 1), new faculty salaries and benefits ($36,189, year 1), A&P salaries and benefits ($60,460 year 1), and other personnel ($29,571, year 1), all of which are based on current and projected use in the Pre-Professional specialization from E & G funds. The projected costs to year five are E & G continuing base costs of running the program, (faculty salaries and benefits $576,481; A&P salaries and benefits $65,448; other personnel $57,857), which would be similar to the existing Biology degree program, Pre-Professional specialization that the Biomedical Science degree is replacing. No additional costs are anticipated in the new program relative to the program it is replacing.

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

See Appendix D for faculty curricula vitarum.

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 the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, there is data from past years for the Biology degree program, Pre-Professional specialization. For example, for fall 2015 enrollment was 417 individuals, and for fall 2014 it was 404 individuals in the Biology degree program, Pre-Professional specialization, which should transfer to the new degree in future years. In fall 2015 course productivity for all three biology degrees/specializations combined (marine biology, biology-general, biology-pre-professional) was 34 lecture sections, 86 lab sections, and 23 directed independent studies at the undergraduate level (the department also had master’s level graduate courses and thesis hours). In fall 2014 course productivity for all three biology degrees/specializations combined (marine biology, biology-general, biology-pre-professional) was 37 lecture sections, 71 lab sections, and 12 directed independent studies at the undergraduate level (the department also had master’s level graduate courses and thesis hours). Research and service accomplishments are listed in the Appendix of faculty curricula vitarum. Some examples for academic year 2014-2015 include eight faculty publishing a total of 18 research papers, and nine faculty presenting a total of 38 posters or presentations at conferences. Many of the publications and conference presentations included students at both the masters and undergraduate level. Service activities of faculty included reviewing manuscripts for a variety of scientific journals, serving as mentors for middle school and high school students working on science projects, advising for local, state, and federal agencies, and interacting with local businesses and environmental groups.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
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<td>49</td>
<td>59</td>
<td>89</td>
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<td>MARINE BIOLOGY</td>
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<td>12</td>
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<tr>
<td>BIOLOGY combined</td>
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<td>14768</td>
<td>15552</td>
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</thead>
<tbody>
<tr>
<td>BIOLOGY combined</td>
<td>Bachelor</td>
<td>753</td>
<td>807</td>
<td>940</td>
<td>949</td>
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</table>

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 two BS degrees (Biology and Pre-Professional) as well as an MS degree in Biology from the College of Science and Engineering. The proposed BS Biomedical Sciences will replace the Pre-Professional degree. The UWF Libraries have successfully supported research at the undergraduate and graduate levels in biology over the years.

UWF Libraries shelve more than 800,000 print volumes. Electronic resources include more than 160,000 e-books and access to approximately 80,000 journal and other serial titles through a discovery system.

A review of holdings in relevant Library of Congress classifications indicates that the UWF collection contains approximately 10,000 volumes in biology and 13,000 volumes in medicine. Of these, approximately 850 titles relate specifically to biomedical science. Indexing, abstracting and full text databases relevant to biology are Web of Science (which includes Biological Abstracts, Medline, and Science Citation Index), INSPEC, Biological Science Collection, BioOne, Biological and Agricultural Index, and JSTOR Life Sciences Archive Collection. UWF provides access to medical databases such as Cumulative Index to Nursing and Allied Health, PubMed, Nursing and Allied Health Source, Virology and AIDS Abstracts, Immunology Abstracts, and OVID. More general science databases are also available, including SciFinder, SciTech Collection (ProQuest), ScienceDirect (Elsevier), and Wiley Online Library Full-text dissertations and theses are available through ProQuest Dissertations and Theses: Full-Text.

UWF has extensive access to 1,789 journals in support of the curriculum in biology and 6855 journals support the health science disciplines. Of these, 130 journals specifically relate to biomedical science:

24x7
Acta Biomaterialia
Acta Biotheoretica
Acta Medica Academica
Acta Medica Martiniana
Acta of Bioengineering and Biomechanics
Acta Veterinaria
Advanced Biomedical Research
Advanced Biomedical Engineering
American Journal of Biomedical Sciences
Annals of Biomedical Engineering
Annual Review of Biomedical Sciences
Antibody Technology Journal
Artificial Cells, Blood Substitutes, and Immobilization Biotechnology
Artificial Cells Nanomedicine and Biotechnology
<table>
<thead>
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<th>Magazine/Periodical Name</th>
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<tr>
<td>Asian Journal of Biomedical and Pharmaceutical Sciences</td>
</tr>
<tr>
<td>Avicenna Journal of Medical Biotechnology</td>
</tr>
<tr>
<td>Bio-Medical Materials and Engineering</td>
</tr>
<tr>
<td>Biocybernetics and Biomedical Engineering</td>
</tr>
<tr>
<td>BioData Mining</td>
</tr>
<tr>
<td>Bioethics</td>
</tr>
<tr>
<td>Biofabrication</td>
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<td>BiolImpacts</td>
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<td>Biointerphases</td>
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<td>Biologicals</td>
</tr>
<tr>
<td>Biomaterials</td>
</tr>
<tr>
<td>Biomechanics and Modeling in Mechanobiology</td>
</tr>
<tr>
<td>Biomedical and Environmental Sciences</td>
</tr>
<tr>
<td>Biomedical Business and Technology</td>
</tr>
<tr>
<td>Biomedical Digital Libraries</td>
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<td>Biomedical Engineering</td>
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<tr>
<td>Biomedical Engineering and Computational Biology</td>
</tr>
<tr>
<td>Biomedical Engineering Online</td>
</tr>
<tr>
<td>Biomedical Human Kinetics</td>
</tr>
<tr>
<td>Biomedical Imaging and Intervention Journal</td>
</tr>
<tr>
<td>Biomedical Informatics Insights</td>
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<tr>
<td>Biomedical Instrumentation and Technology</td>
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<tr>
<td>Biomedical Journal</td>
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<tr>
<td>Biomedical Microdevices</td>
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<td>Biomedical Optics Express</td>
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<td>Biomedical Products</td>
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<tr>
<td>Biomedical Reports</td>
</tr>
<tr>
<td>Biomedical Research</td>
</tr>
<tr>
<td>Biomedical Research (Aligarh)</td>
</tr>
<tr>
<td>Biomedical Signal Processing and Control</td>
</tr>
<tr>
<td>Biomedical Technology Information Service</td>
</tr>
<tr>
<td>BioProcessing Journal</td>
</tr>
<tr>
<td>British Journal of Biomedical Science</td>
</tr>
<tr>
<td>Capsula Eburnea</td>
</tr>
<tr>
<td>Circumpolar Health Sciences</td>
</tr>
<tr>
<td>Clinical Biometrics</td>
</tr>
<tr>
<td>Computers and Biomedical Research</td>
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<tr>
<td>EPJ Nonlinear Biomedical Physics</td>
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<tr>
<td>Euromediterranean Biomedical Journal</td>
</tr>
<tr>
<td>Frontiers in Neuroengineering</td>
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<tr>
<td>Frontiers of Medical and Biological Engineering</td>
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<td>HIP International</td>
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<tr>
<td>Ibnosina Journal of Medicine and Biomedical Sciences</td>
</tr>
<tr>
<td>IEEE Engineering in Medicine and Biology Magazine</td>
</tr>
<tr>
<td>Indian Journal of Medical Research</td>
</tr>
<tr>
<td>Interdisciplinary Bio Central</td>
</tr>
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</table>

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International Journal for Numerical Methods in Biomedical Engineering
International Journal of Analytical, Pharmaceutical and Biomedical Sciences
International Journal of Bio-medical Computing
International Journal of Biomedical and Advance Research
International Journal of Biomedical Data Mining
International Journal of Biomedical Imaging
International Journal of Medicine and Biomedical research
International Journal of Nanomedicine
International of Pharmaceutical and Biomedical Research (IJPBR)
International Journal of Sport Biomechanics
Iranian Biomedical Journal
ISRN Biomedical Engineering
ISRN Biomedical Imaging
ITBM-RBM
Journal of Applied Biomaterials and Biomechanics
Journal of Applied Biomaterials and Functional Materials
Journal of Applied Biomechanics
Journal of Bioengineering and Biomedical Science
Journal of Biomechanical Engineering
Journal of Biomechanics
Journal of Biomedical and Pharmaceutical Research
Journal of Biomedical Discovery and Collaboration
Journal of Biomedical Education
Journal of Biomedical Engineering
Journal of Biomedical Graphics and Computing
Journal of Biomedical Informatics
Journal of Biomedical Physics and Engineering
Journal of Biomedical Research
Journal of Biomedical Science
Journal of Biomedical Science and Engineering
Journal of Biomedical Sciences
Journal of Biomedical Semantics
Journal of Biomimetics, Biomaterials, and Tissue Engineering
Journal of Chromatography b, Analytical Technologies in the Biomedical and Life Sciences
Journal of Chromatography B: Biomedical Sciences and Applications
Journal of Clinical Investigation
Journal of Computational and Applied Mechanics
Journal of Dental Biomechanics
Journal of Experimental Animal Science
Journal of Forensic Biomechanics
Journal of Functional Biomaterials
Journal of Health and Biomedical Law
Journal of Laboratory Physicians
Journal of Mechanics in Medicine and Biology
Journal of Medical and Biomedical Sciences
Researchers access UWF library resources from the library’s website (https://secure.uwf.edu/library/). Students, faculty and staff with Internet connections may access online library resources 24/7 with their UWF login information. Completing the teaching and learning resources for biomedical researchers are the audiovisual and online resources.

If needed resources are not available at the UWF Libraries, students have direct access to interlibrary loan, a free service that provides electronic articles within a few days and print books within a week.

In order to help library users navigate through the variety of available print and electronic resources, librarians publish web based research guides: http://libguides.uwf.edu/. The research guides covering biology is http://libguides.uwf.edu/biology and the guide developed for medicine is http://libguides.uwf.edu/medicine.

Online tutorials https://secure.uwf.edu/library/research_help/tutorials/ address common research concerns of students across disciplines and a general library orientation.

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. The liaison for biology is Caroline Thompson and Hillary Fox represents the health sciences. Students may request assistance at the reference desk in person or by phone, email, or chat. Students may also schedule an in person or online appointment with the liaisons, who are equipped with Skype and Chat.

The library provides an Online Learners Library Guide (http://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 take advantage of these online library services:

- access required readings on electronic reserves,
- request books and articles from Interlibrary Loan,
- request Intercampus Loan (to/from the Fort Walton Beach Campus library),
- renew books,
- submit a reference question via text, email, or chat,
- request rush processing of an item that is in order,
- suggest the purchase of a particular book or journal,
- request an item that is checked out to be recalled for use,
- have UWF and Interlibrary Loan books delivered to your home address if you live over 50 miles from campus, and
- borrow materials from public state universities and colleges in Florida.

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 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

No additional library resources are needed to implement and sustain the Biomedical Sciences 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.

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, the classroom, laboratory, office, and other spaces currently utilized for the Biology degree program, Pre-Professional specialization will be used for the Biomedical Sciences degree program.

The spaces in buildings 58 and 58A on the main campus of the University of West Florida currently available include:

- teaching classrooms (4, capacity 90-168 students each),
- teaching laboratories (9, capacity 24-30 students each),
• faculty and staff offices (18),
• research laboratories (12), and
• support rooms (computer lab, autoclave room, stockrooms, greenhouse).

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.

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, no additional classroom or laboratory space should be needed solely to implement the Biomedical Sciences degree program. There is an already planned addition to the science facilities, which will provide additional space for future expansion.

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.

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, no additional capital expenditures should be needed solely to implement the Biomedical Sciences degree program. There is an already planned addition to the science facilities, which will provide additional space for future expansion.

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 undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, the equipment utilized for the Biology degree program, Pre-Professional specialization will be used for the Biomedical Sciences degree program. The equipment currently available includes:

• Thermo IEC Refrigerated Superspeed Centrifuge w/ rotors;
• Shimadzu Gas Chromatograph w/ SP-2330 capillary column and Agilent Integrator;
• Lab Alliance HPLC w/ UV/Vis detector and various columns;
• Analytical Balances and Top Loading Balances;
• Thermo Neslab Immersion Chiller;
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.
As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, no additional specialized equipment is needed to implement the Biomedical Sciences degree program.

**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.**

As the undergraduate Biomedical Sciences degree program is replacing in purpose and resource use an existing undergraduate Biology degree program, Pre-Professional specialization that has been in place since Fall 2004, no additional special categories of resources are needed to implement the Biomedical Sciences degree program.

**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.**

There are no fellowships or scholarships specific to the Biomedical Sciences degree program. Summer research scholarships currently available to students in the Biology degree program, Pre-Professional specialization will be available to students in the Biomedical Sciences degree program. As this is an undergraduate program, graduate assistantships are not applicable.

**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.**

Internships and practicums are not required for the Biomedical Sciences degree program. Students are encouraged to seek volunteer opportunities and internships shadowing medical personnel. Opportunities exist at local hospitals, doctor’s offices, and a few international medical/aid organizations.
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
<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>
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<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
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<td>Upper-level students who are transferring from other majors within the university**</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***</td>
<td>265</td>
<td>174</td>
<td>270</td>
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<td>275</td>
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<tr>
<td>Florida College System transfers to the upper level***</td>
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<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>40</td>
<td>26</td>
<td>41</td>
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<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other (Explain)***</td>
<td>115</td>
<td>75</td>
<td>117</td>
<td>77</td>
<td>119</td>
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<tr>
<td>Totals</td>
<td>420</td>
<td>275</td>
<td>428</td>
<td>281</td>
<td>436</td>
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</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.
### Table 2

**PROJECTED COSTS AND FUNDING SOURCES**  
**B.S. Biomedical Sciences**

#### Instruction & Research Costs

<table>
<thead>
<tr>
<th></th>
<th>Reallocated Base</th>
<th>Enrollment Growth</th>
<th>Other New Recurring</th>
<th>New Non-Recurring</th>
<th>Contracts &amp; Grants</th>
<th>Auxiliary Funds</th>
<th>Subtotal E&amp;G, C&amp;G, Auxiliary</th>
<th>Continuing Base**</th>
<th>New Enrollment Growth</th>
<th>Other***</th>
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<tr>
<td>Faculty Salaries &amp; Benefits</td>
<td>500,778</td>
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<td>36,189</td>
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<td>14,777</td>
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<td>551,743</td>
<td>576,481</td>
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<td>A&amp;P Salaries &amp; Benefits</td>
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<td>60,460</td>
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<td>USPS Salaries &amp; Benefits</td>
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<td>Other Personnel Services</td>
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<td>29,571</td>
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<td>57,857</td>
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<td>Assistantships &amp; Fellowships</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Expenses</td>
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<td>3,208</td>
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<td>0</td>
<td>20,527</td>
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<tr>
<td>Operating Capital Outlay</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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</tr>
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<td>Special Categories</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><strong>Total Costs</strong></td>
<td><strong>578,557</strong></td>
<td><strong>68,968</strong></td>
<td><strong>14,777</strong></td>
<td><strong>0</strong></td>
<td><strong>662,302</strong></td>
<td><strong>720,313</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>15,848</strong></td>
<td><strong>0</strong></td>
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</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other 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 (PY)</td>
<td>4.8</td>
<td>4.8</td>
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<tr>
<td>A&amp;P (FTE)</td>
<td>1.6709</td>
<td>1.6709</td>
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<tr>
<td>USPS (FTE)</td>
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#### Calculated Cost Per Student FTE

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<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>647,525</td>
<td>720,313</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>275</td>
<td>297</td>
</tr>
<tr>
<td>E&amp;G Cost Per FTE</td>
<td>2,355</td>
<td>2,425</td>
</tr>
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</table>
Table 3

ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*
B.S. Biomedical Sciences

<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>
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<td></td>
</tr>
</tbody>
</table>

| Totals | 0 | 0 | 0 |

* If not reallocating funds, please submit a zeroed Table 3
## Table 4

### ANTICIPATED FACULTY PARTICIPATION

#### B.S. Biomedical Sciences

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</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>Wayne Bennett, PhD, Biology</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>10%</td>
<td>0.075</td>
<td>9</td>
<td>0.75</td>
<td>10%</td>
<td>0.075</td>
</tr>
<tr>
<td>A</td>
<td>Jane Caffrey, PhD, Biology</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>10%</td>
<td>0.075</td>
<td>9</td>
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</tr>
<tr>
<td>A</td>
<td>Peter Cavnar, PhD, Biology</td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>Fall 2016</td>
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<td>0.375</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
</tr>
<tr>
<td>A</td>
<td>Hui-Min Chung, PhD, Biology</td>
<td>Associate Professor</td>
<td>Tenured</td>
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<td>50%</td>
<td>0.375</td>
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<tr>
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<td>Kari Clifton, PhD, Biology</td>
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<td>0.375</td>
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<tr>
<td>A</td>
<td>Toby Daly-Engel, PhD, Biology</td>
<td>Professor</td>
<td>Tenure Earning</td>
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<td>0.1875</td>
<td>9</td>
<td>0.75</td>
<td>25%</td>
<td>0.1875</td>
</tr>
<tr>
<td>A</td>
<td>Philip Darby, PhD, Biology</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
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<td>0.75</td>
<td>10%</td>
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<tr>
<td>A</td>
<td>Ted Fox, PhD, Biology</td>
<td>Professor</td>
<td>Tenured</td>
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<td>0.1875</td>
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<tr>
<td>A</td>
<td>Alexis Janosik, PhD, Biology</td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
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<td>0.375</td>
</tr>
<tr>
<td>A</td>
<td>Wade Jeffrey, PhD, Biology</td>
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<td>25%</td>
<td>0.1875</td>
</tr>
<tr>
<td>A</td>
<td>Joe Lepo, PhD, Biology</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
</tr>
<tr>
<td>A</td>
<td>Christopher Pomory, PhD, Biology</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>10%</td>
<td>0.075</td>
<td>9</td>
<td>0.75</td>
<td>10%</td>
<td>0.075</td>
</tr>
<tr>
<td>A</td>
<td>Karen Pritchard, PhD, Biology</td>
<td>Instructor</td>
<td>Non-Tenure Earning</td>
<td>Fall 2016</td>
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<td>0.5625</td>
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<tr>
<td>A</td>
<td>Phillip Ryals, PhD, Biology</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
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<td>75%</td>
<td>0.5625</td>
<td>9</td>
<td>0.75</td>
<td>75%</td>
<td>0.5625</td>
</tr>
<tr>
<td>D</td>
<td>Erica Taylor, PhD, Biology</td>
<td>Visiting Assistant Professor</td>
<td>MYA</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>25%</td>
<td>0.1875</td>
<td>9</td>
<td>0.75</td>
<td>25%</td>
<td>0.1875</td>
</tr>
<tr>
<td>B</td>
<td>New Hire (A), PhD, Biology</td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
</tr>
<tr>
<td>C</td>
<td>New Hire (B), PhD, Biology</td>
<td>Instructor</td>
<td>MYA</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>50%</td>
<td>0.375</td>
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</table>

### Total Year 1: 4.8

<table>
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<tr>
<th>Faculty Code</th>
<th>Code Description</th>
<th>Source of Funding</th>
<th>Person Year Workload by Budget Classification</th>
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<td>A</td>
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<td>Current Education &amp; General Revenue</td>
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<td>New faculty to be hired on a vacant line</td>
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<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>New Education &amp; General Revenue</td>
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</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Contracts/Grants</td>
<td>0.1875</td>
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<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Contracts/Grants</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>Year 1: 4.8</td>
</tr>
</tbody>
</table>
Appendix B

Signatures
Please include the signature of the Equal Opportunity Officer, Dean of University College, and the Dean of University Libraries.

Kim LeDuff, PhD
Equal Opportunity Officer/
Dean AVP University College

__________________________________  _____________________

Robert Dugan
Dean of University Libraries

__________________________________  _____________________

Melanie Haveard
Chief Technology Officer

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, the Dean and AVP of University College has reviewed sections on General Education III. D., V. A. and VIII. B. & D. 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.

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

Academic Learning Compact, Student Learning Outcomes, and Curriculum Map
BIOLOGY: Biomedical Sciences

Mission Statement
In keeping with the University mission, the Department of Biology is dedicated to creation, transmission, application and preservation of knowledge. Within this framework, the primary mission of the Department of Biology is to develop, support and conduct high quality educational and research programs in the life sciences with emphasis on biology and biomedical programs.

Student Learning Outcomes
UWF Biology Biomedical graduates should be able to do the following:

Content
• Identify and use the concepts, principles that constitute the core sub disciplines of the biomedical sciences
• Demonstrate competence in practical/laboratory/research skills in the biomedical science courses
• Describe the roles of biomedical professionals and the qualifications required for those careers

Critical Thinking
• Apply scientific method to solve problems in the biomedical sciences
• Evaluate and interpret data sets using appropriate statistical analysis

Communication
• Employ biomedical terminology accurately
• Communicate biomedical information in written and verbal form to professionals and to peers

Integrity/Values
• Articulate ethical challenges in biomedical fields, and ethical challenges in biomedical research
• Adhere to appropriate ethical practices in individual and group work
**Project Management**
- Execute a long-term project or capstone that addresses a medical issue
- Collaborate effectively with others on team projects

**Assessment of Student Learning Outcomes**
Students in the Biomedical Sciences Program will be assessed for Content and Critical Thinking by taking an exam developed by the Biology faculty covering the key competencies in Biomedical Sciences to be administered twice, once in a required freshman level course (test outcome not related to the grading of the course) and again in a required senior level Bioseminar course (test outcome not related to the grading of the course). Exam results from beginning/ending time points in the program will allow the Biology Department to determine the proficiency level of students coming out of high school at the start of the program, and the degree to which to the students have progressed through the program. Students in the Biomedical Sciences Program will be assessed for Integrity/Values and Communication by writing a summary critique of a presentation that includes Integrity/Values given in the required senior level Bioseminar course. Students in the Biomedical Sciences Program will be assessed for Project Management by assigning students to teams that will be required to review the primary literature on an appropriate topic and create a presentation to be given as part of a required upper division Biology course. Biology faculty will review the outcome of all assessment procedures to evaluate the current status of the program, and make suggestions for further improvement in programmatic effectiveness.

**Employment Opportunities for Biology Graduates**
Biotechnology Industry, Scientific Research, Medical Research, Government, Health Profession assistants, application to professional schools.

01/16
Appendix D

Curricula Vitarum
Dr. Wayne A. Bennett
Professor of Vertebrate Physiology
The University of West Florida
11000 University Parkway
Pensacola, FL 32514
Tele: (850) 474-3362
FAX: (850) 474-2749
E-mail: wbennett@uwf.edu

EDUCATION

Ph.D., Animal Physiology 1994
University of North Texas, Denton, Texas
Major Advisor: Dr. Thomas L. Beitinger.

M.S., Biological Science 1990
University of Texas, Pan American, Edinberg, Texas
Major Advisor: Dr. Frank W. Judd.

B.S., Biological Science 1980
Michigan State University, East Lansing, Michigan

PROFESSIONAL HISTORY

Professor of Vertebrate Physiology 2009-
University of West Florida, Pensacola, Florida

Associate Professor of Vertebrate Physiology 2003-2009
University of West Florida, Pensacola, Florida

Assistant Professor of Vertebrate Physiology 1997-2003
University of West Florida, Pensacola, Florida

Visiting Assistant Professor of Biology 1996-1997
University of West Florida, Pensacola, Florida

Adjunct Faculty 1995-1996
University of West Florida, Pensacola, Florida

Postdoctoral Fellow 1995-1996
RESEARCH INTERESTS AND AREAS OF SPECIALIZATION:

Physiological-ecology of marine animals living in challenging habitats

- Respiratory physiology
- Bioenergetics and metabolism
- Thermal ecology
- Fish physiology
- Water balance

TEACHING

Courses Taught at University of West Florida

*New courses developed at UWF

1. PCB6991 Stress Physiology*, graduate elective
2. ZOO3733 Human Anatomy, undergraduate elective
3. PCB4703 Human Physiology, undergraduate elective
4. BSC1085 Human Anatomy & Physiology I*, undergraduate elective
5. BSC1086 Human Anatomy & Physiology II*, undergraduate elective
6. BSC2311 Intro to Oceanography & Marine Biology*, undergraduate elective
7. PCB5319/4364 Marine Ecological Physiology*, undergraduate & graduate elective
8. ZOO5486/4485 Marine Mammalogy*, graduate & undergraduate elective
9. PCB4457/5458 Fish Physiology*, undergraduate/graduate elective
10. ZOO6881C Fisheries Biology, graduate elective
11. PCB4374/5374 Tropical Ecology*, undergraduate/graduate elective field course
12. IDH4034 Field Studies in Marine Biology*, Honors field course elective
13. BSC6840 Professional Development*, graduate core requirement
14. PCB4454/5452 Elasmobranch Biology*, undergraduate/graduate elective
15. BSC1050 Fundamentals of Ecology, dual enrollment research course
16. ZOO1010 General Zoology, undergraduate core requirement
17. PCB 4723 Comparative Animal Physiology, undergraduate core requirement

PUBLICATIONS:


Grim, J. M., A. A. Ding and W. A. Bennett. 2012. Differences in activity level between cownose rays (*Rhinoptera bonasus*) and Atlantic stingrays (*Dasyatis sabina*) are related to differences in heart mass, hemoglobin concentration, and gill surface area. Fish Physiology and Biochemistry. 38(5): 1409-1417.

Florida Scientist, 75(4), 242-248.


Fish during Chronic Intermittent Exposure to High Temperatures. Environmental Science & Policy, 3:S211-S216.


CONFERENCE PROCEEDINGS:


CURRENT SERVICE RESPONSIBILITIES:

• Faculty Search Committee Chair
• University of West Florida Dive Safety Control Board
• Department of Biology Graduate Admissions Committee Member
• Advisor for the Marine Ecology Research Society
• Graduate Council Member
• Sponsored Research Advisory Committee
• FPAC Environmental Conservation and Beautification Committee
• International Paper Advisory Board, Perdido Key Wetlands Treatment Project
Jane Marie Caffrey

Center for Environmental Diagnostics and Bioremediation
University of West Florida
Pensacola, FL 32514
phone: (850) 857-6089  fax: (850) 474-3130
jcaffrey@uwf.edu

Education:

Professional Experience:

Professor. Center for Environmental Diagnostics and Bioremediation. University of West Florida. August 2014 - present

Associate Professor. Center for Environmental Diagnostics and Bioremediation. University of West Florida. May 2008 – August 2014

Research Assistant Professor. Center for Environmental Diagnostics and Bioremediation. University of West Florida. 1999 - May 2008


Adjunct Faculty. Department of Oceanography. Florida State University. Summer 1994.


Research Associate. Center for Wetland Resources. Louisiana State University Jan-Aug. 1984


Publications:

Straub, K.R., **J.M. Caffrey**, and M.C. Murrell. Comparison of nutrient limitation of phytoplankton growth in three Gulf of Mexico estuaries. submitted to Estuaries and Coasts invited Special Issue “NERRS Estuarine Systems”.


Aquatic Botany 40:109-128.


**Reports**


Book Reviews


Professional Societies:
American Geophysical Union
American Society of Limnology and Oceanography
Estuarine Research Federation
Society of Wetland Scientists

Synergistic Activities:
Member National Water Quality Monitoring Council and member of National Monitoring Network Steering Committee
NOAA Diversion Panel March 2010.
Member Science Advisory Committee for Georgia Coastal Ecosystem Long Term Ecological Research. 2002 - 2011
Review proposals for NOAA, NSF, Sea Grant (Rhode Island, Florida, Georgia, Louisiana, Maryland)
Judge for Graduate Student Symposium, Dauphin Island Sea Lab, March 13-14, 2015.

University Service

• Scholarly Activities Task Force and Subcommittee on the organization and operation of the Office of Research and Sponsored Programs. member of committee and subcommittee (2014-5).
• Selection Committees for Dean of College of Science, Engineering and Health and Biology Visiting Assistant Professor positions (2014)
• Marine Biology Review Committee member (Department) (2011-2012)
• Selection Committees for Marine Biology (Biology) and post-doctoral (CEDB) positions (Department) (2011-2012, 2014)
• Faculty Sponsored Merit Scholarship - Committee member (University) (2009 - 2015), Chair (2014-2015)
• Faculty/Staff Campaign – Peer Communicator (University) (2010 - 2012)

Public Service:
Invited speaker for Escambia County Restore Non-Profit Workshop, Pensacola, FL, April 30, 2015
Participant in Seagrass Awareness Day, Gulf Breeze, FL, March 17, 2015

Grants:

2015-2017 – Florida Institute of Oceanography – FLRACEP – Evaluating Fish Production and Ecosystem Impacts of Artificial Reefs with William Patterson, University of South Alabama and Dauphin Island Sea Lab, and Robert Turpin, Escambia County Marine Resources Division $293,992.

2015-2016 – Florida Fish and Wildlife Conservation Commission – Seagrass abundance and productivity in Pensacola Bay and Santa Rosa Sound. $100,000

2015-2016 – Mississippi Water Resources Research Institute – Water Quality in Bang’s Lake: effects of recurrent phosphate spills to a coastal estuary with Kevin Dillon, University of Southern Mississippi and Ruth Carmichael, Dauphin Island Sea Lab $73,537

2015 - University of West Florida CSEH-RAC travel grant $750

2014-2015 – Mississippi Water Resources Research Institute – Water Quality in Bang’s Lake: effects of recurrent phosphate spills to a coastal estuary with Kevin Dillon, University of Southern Mississippi and Ruth Carmichael, Dauphin Island Sea Lab $77,957

2012-2014 – National Park Service – GC-CESU – Synthesis of Water Quality Data for Gulf of Mexico Coastal Parks $51,584

2012 - University of West Florida - ADVANCE Scholar – host for Distinguished Visiting Scholar, Mary Silver, UCSC $1,882

2011 - University of West Florida CAS-RAC travel grant

2010-2012 – YSI Minding the Planet Grant. $25,000

2009 University of West Florida – Scholarly and Creative Activities Grant $2,000


2004-8 Atmospheric Deposition of Mercury and Trace Metals in the Pensacola Bay Watershed. with Bill Landing, Florida State University. Environmental Protection Agency Partnership for Environmental Research and Community Health about $516,000 out of total project $ 2, 563,075.

2003-2006 Effect of Diurnal and Weekly Water Column Hypoxic Events on Nitrification
and Nitrogen Transformations in Estuarine Sediments. with Tim Hollibaugh, University of Georgia. National Science Foundation. Chemical Oceanography. 
$450,405.$

2001 A Synthesis of Water Quality Data from the National Estuarine Research Reserve’s System Wide Monitoring Program. with A.F. Holland and E. Wenner, SCDNR. NOAA. $20,000

1998 In Situ Nutrient Monitoring in Estuaries. with Hans Jannasch, MBARI. Cooperative Institute for Coastal and Estuarine Environmental Technology.


1995 Role of the Flocculent Layer and Sediments in Carbon and Nitrogen Mineralization in San Francisco Bay. Institute of Marine Science, Shell Oil settlement

1994 Effect of land-use practices on nutrient dynamics in subtidal estuarine sediments in Elkhorn Slough, CA. NOAA, Sanctuaries and Reserves Division

Honors:

2014 – Rite of Passage Lecture Series– University of West Florida
2014 – Texas Bays and Estuaries – Invited Speaker

2014 – Grand Bay National Estuarine Research Reserve Introduction to MS Coastal Habitats – Invited Speaker

2013 – Grand Bay National Estuarine Research Reserve Symposium – Invited Speaker
2013 - University of West Florida Honors Program – Nautilus Award

2013 - University of West Florida – Distinguished Research and Creative Activities Award

2012 – 5th Annual Mattie Kelly Environmental Symposium on Choctawhatchee Bay – Invited Speaker

2011 - University of West Florida - ADVANCE Scholar participant

2010 - University of West Florida – member of UWF Million Dollar Research Hall of Fame

2010 – U.S. EPA – Honorable Mention in Scientific and Technological Achievement Award


1990 - Fulbright Scholarship.

1990 - National Research Council Postdoctoral Research Associateship

Courses Taught:

Global Biogeochemical Cycles – University of Lund (Sweden) – PhD enrollment 20 (Fall 2014) guest lecturer

Wastelands to Wetlands IDH 4032 - University of West Florida – enrollment 5-7 (Fall 2012, Fall 2014)

Directed Study: Laboratory Methods/Water Quality Monitoring/Phytoplankton Ecology enrollment 3 (Fall 2014)


Aquatic Botany BOT 5990 - University of West Florida –enrollment 3 (Spring: 2015)

Directed Study: Aquatic Botany (graduate level) - University of West Florida –enrollment 1 (Spring 2014)
Estuarine Ecology PCB 4048/PCB 5445 - University of West Florida – enrollment 10 - 17 (Spring 2008, Fall 2009, Fall 2011, Fall 2013)
Estuarine Ecology Lab PCB 4048L/PCB 5445L - University of West Florida – enrollment 10 - 17 (Fall 2009, Fall 2011, Fall 2013)
Directed Study: Phytoplankton Ecology University of West Florida – enrollment 1 (Spring 2014, Spring 2015)
Directed Study: Seagrass Ecology – University of West Florida – (Summer 2011 - enrollment 3 plus 4 student volunteers, Fall 2011 enrollment 3, Spring 2012 enrollment 2, Summer 2012 – enrollment 1 plus 3 student volunteers, Fall 2012 Enrollment 1 plus 2 student volunteers, Spring 2013 Enrollment 2 plus 1 volunteer)
Directed Study: Ecology of Pensacola Bay – University of West Florida – enrollment 4 (Fall 2010)
Directed Study: Research on Estuarine Processes – University of West Florida – enrollment 2 (Fall 2009)
Directed Study: Topics in Coastal Oceanography– University of West Florida – enrollment 3 (Fall 2008)
Directed Study: Bio-Mathematical Modeling - University of West Florida – enrollment 2 (Spring 2007)
Directed Study: Topics in nutrient cycling in shallow estuaries – University of West Florida – enrollment 4 (2005)

Introductory Oceanography for non majors – Florida State University (1994)
University of California Santa Cruz (1996)

Special Topics: Denitrification in Estuaries – Florida State University (1994)

Graduate Students:
Gary Baine Master’s student (2014 - current) University of West Florida
Rachel Capps Master’s student (2015 - current) University of West Florida
Marthe Covell Master’s student (2012 - current) University of West Florida
Gelies Afonso Master’s student. (2013 - 2014) University of West Florida. Left program
Kendra Straub Amacker Master’s student. (2010 - 2013) University of West Florida.

Graduate Student mentoring
Joshua Presley Master’s Student (current) University of West Florida. Biology. Directed Study
Katelyn Knight Master’s Student (current) University of West Florida. Biology. Member of committee
Matthew Davis Master’s Student (current) University of West Florida. Biology. Member of committee
Marie Head. Master’s Student (changed to non-thesis) University of West Florida. Biology. Member of committee
Reena Torrance. Master’s Student (current) University of West Florida. Biology. Member of committee
Alexandra Stancil. Master’s Student (changed to non-thesis) University of West Florida. Biology. Member of committee.
Member of committee
Josette Hutcheson. Master’s Student (2014) University of West Florida. Biology. Member of committee
Cinnamon Morrison. Master’s Student (2014) University of West Florida. Biology. Member of committee
Claire Shipman. Master’s Student University of West Florida. Environmental Studies. Member of committee (left program)
Heather Policicchio. Master’s Student (current) University of West Florida. Environmental Studies. Member of committee
Erin Hunter. Master’s Student. (2014) University of West Florida. Biology. Member of committee
Bethany Wight. Master’s Student. (2013) University of West Florida. Biology. Member of committee
Melissa Overton. Master’s Student. (2013) University of West Florida. Biology. Member of committee (changed to non-thesis)
Jennifer Chastain. Master’s student. (current) University of West Florida. Environmental Studies. Member of committee
Jessie Rosanbaum. Master’s Student. (2012) University of West Florida. Biology. Member of committee
Alex Maestre. Graduate student, Student worker
Jon Stewart. Master’s student. University of West Florida. Environmental Studies. Member of committee (left program)
Gaurang Karmakar. Graduate student, Student worker
Jessie Brown. Graduate Student. Student worker
Kate Shepard. Master’s student. (2008) University of West Florida. Biology. Member of committee
Arup Sinha. Graduate student, Student worker
Bruno Giri. PhD student. University of Georgia. Marine Sciences. Member of committee (changed program)
Nicole Beck. PhD student. University of California Santa Cruz. mentor
Behzad Mortazavi. PhD student. Florida State University. mentor

Undergraduate, middle school and high school student mentoring/student workers (*recipients of UWF funding for research):
Chelsea Barfield. Undergraduate. University of West Florida. Student Worker (Fall 2015)
Katherine Haynes. Undergraduate. University of West Florida. Student Worker (Fall 2015)
*Stephen Bucanan Undergraduate. University of West Florida. Directed Study – Recipient of OUR Research funding (Spring 2016)
*Steven Rabney Undergraduate. University of West Florida. Directed Study
Brian Bielski. Undergraduate. University of West Florida. volunteer in lab
Jenna Sleek. Undergraduate. University of West Florida. Student Worker (Summer and Fall 2015)

Jessica Goel. Montessori School. volunteer in lab (Spring 2015).
Carolyn Hagy. Episcopal Day School. volunteer in lab (Spring 2015)
*Heather Barrineau Undergraduate. University of West Florida. Directed Study – Recipient of OUR Research funding (Fall 2014)
Sahil Verma III. High School. Pensacola High School IB program. volunteer in lab, mentor for extended essay project
Lindsay Guyette. High School. Pensacola High School IB program. volunteer in lab, mentor
Kaleb Price, Undergraduate. University of West Florida. Student worker (Summer 2014)
Tashana Jones, Undergraduate. University of West Florida. Student worker (Summer 2014)
Rachel Dragon, Undergraduate. University of West Florida. Directed Study (Spring 2014).
*Natalie Hunt, Undergraduate. University of West Florida. Recipient of OUR Travel funding to Coastal and Estuarine Research Federation meeting
Lorenzo Modestini, High School. Pensacola High School IB program. mentor for extended essay project
*Tiffany Nay, Undergraduate. University of West Florida. Directed Study – Recipient of OUR Research funding (Spring 2013)
Cheyenne Hunt-Alderson, Undergraduate. University of West Florida. Directed Study (Spring 2013)
*Danielle Pfeiffer, Undergraduate. University of West Florida. Directed Study – Recipient of OUR Research funding (Fall 2012)
Kristina Inman, Undergraduate. University of West Florida. Directed Study (Spring 2012)
Joel Marks, Undergraduate. University of West Florida. mentor (Spring 2012)
**Chelsea Hester, Undergraduate student, Student worker, Directed Study – Recipient of OUR Research and OUR Travel funding to Coastal and Estuarine Research Federation meeting (Summer 2011 through Summer 2012)
*Heather Smith, Undergraduate. University of West Florida. Directed Study - Recipient of OUR Travel funding to Coastal and Estuarine Research Federation meeting (Summer 2011-Summer 2012)
*Marie Gaona, Undergraduate. University of West Florida. Directed Study - Recipient of OUR Travel funding to Coastal and Estuarine Research Federation meeting (Summer –Fall 2011)
*Holly Langsten, Undergraduate. University of West Florida. Directed Study - Recipient of OUR Travel funding to Coastal and Estuarine Research Federation meeting (Summer –Fall 2011)
Joel Norman, Undergraduate. University of West Florida. Directed Study (Fall 2011)
Ellen Manor, Undergraduate. University of West Florida. Directed Study (Fall 2011)
Sebastian Rivera. Undergraduate. University of West Florida. mentor (Summer 2011)
Samantha Gourlie Undergraduate. University of West Florida. mentor (Summer 2011)
Lindsay Sartory, Undergraduate. University of West Florida. Directed Study (Summer 2011)
Jeremy Kester, Undergraduate, Student worker
Hayden Ward, High School. Pensacola High School IB program. mentor
Josh Chen, Undergraduate, University of Chicago, mentor (Summer 2010)
Autumn Dunn. Undergraduate. Student worker
*Nathaniel Davila. Undergraduate. University of West Florida. Directed study & Student worker
Recipient of UWF student funding for Research
Monika Scott. Undergraduate. University of West Florida. Student worker

Presentations since 2003 (*student presenter):

Oysters as a tool for removing fixed nitrogen from estuaries. Faculty and Student Scholars Symposium. April 23, 2015. UWF.
Oysters as a tool for removing fixed nitrogen from estuaries. Interagency Ecological Program, March 18-21, 2015. Folsom, CA (Hollibaugh presenter)
Multi-scale synthesis of water quality data for Gulf Coast Parks. Webinar for National Park Service. September 24, 2014
Evaluating water and sediment quality in the Gulf of Mexico Coastal National Parks. The 9th National Monitoring Conference April 28 - May 2, 2014. Cincinnati, OH.
The value of long term monitoring to research and management: Using high frequency water quality data to understand ecological processes. Texas Bays and Estuaries. April 23-24,
2014. Port Aransas, TX

*Seasonal changes of epiphyte populations and overlying water nutrients in bodies of water in Pensacola, FL. Coastal and Estuarine Research Federation. November 3-7, 2013. San Diego, CA. N. Hunt presenter


Role of climate and local emission sources in the wet deposition of mercury and major ions in the Pensacola Bay region 10th International Conference on Mercury as a Global Pollutant. July 24-29, 2011. Halifax, Nova Scotia, Canada

Effects of Deepwater Horizon Oil Spill on Community Respiration in the Intertidal Zone. Bays and Bayous. Mississippi and Alabama Sea Grant. November 2010. Mobile, AL.


Atmospheric deposition of mercury, trace metals and major ions in the Pensacola Bay watershed: implications for Choctawhatchee Bay. Symposium on Choctawhatchee Bay. June 1-2, 2008.


Ammonia oxidation and ammonia-oxidizing Bacteria and Archaea populations from estuaries with differing histories of hypoxia. Estuarine Research Federation meeting November 2007, Providence, RI.

*Nutrient Cycling In Escambia Bay Sediments. NW Florida Symposium. October 5, 2007, Pensacola FL.

Atmospheric Deposition of Mercury, Trace Metals and Major Ions in the Pensacola Bay Watershed. NW Florida Symposium. October 5, 2007, Pensacola FL.


Total gaseous mercury concentrations in Pensacola, FL. March 2006. American Chemical Society. Atlanta, GA.

Spatial and temporal variability in precipitation chemistry in the Pensacola Bay watershed. March 2006. American Chemical Society. Atlanta, GA.

*Comparing nitrification and nutrient dynamics in three estuaries: Weeks Bay, AL; Pensacola Bay, FL; and the Duplin River, GA. October 2005 Estuarine Research Federation. Norfolk, VA. K. Smith presenter

*Comparing porewater nutrients and sediment characteristics in three estuaries: Weeks Bay, AL; Pensacola Bay, FL; And The Duplin River, GA October 2005 Estuarine Research Federation. Norfolk, VA. E. Gaige and T. Martin presenters

Combining long-term and high frequency water quality data to understand ecological processes in estuaries October 2005 Estuarine Research Federation. Norfolk, VA


Peter James Cavnar, Ph.D.
Curriculum Vitae

Education

2008  Ph.D. (Biological Science: Cell and Molecular Biology)
      Florida State University, Tallahassee, FL
      Advisor: Dr. Thomas Keller, Ph.D.
      Dissertation: “Identification and Characterization of Cellular Titin”

2001  B.S. (Biological Science)
      Florida State University, Tallahassee, FL

Professional Experience

2012 – present  Assistant Professor, Department of Biology, University of West Florida
2008 – 2012    Postdoctoral Fellow, Department of Medical Microbiology and
               Immunology, University of Wisconsin-Madison (Advisor: Anna
               Huttenlocher, MD)
2002 – 2008  Doctoral Candidate, Department of Biological Science, Florida State
             University (Advisor: Thomas C.S. Keller, Ph.D.)
2002         Research Technician, Sensory Research Institute, Florida State University
2001 – 2002  Research Technician, Florida Resources and Environmental Analysis
             Center, Florida State University

Additional Trainings

2006  Marine Biological Laboratory, Woods Holes, MA Special Topics Course:
      “Analytical and Quantitative Light Microscopy”

Courses Taught

Instructor
2015  PCB3103L, Cell Biology Laboratory (16 students)
2015  PCB3103, Cell Biology (23 students)
2014-2015  BSC2844, BioSkills (393 students)
2014-2015  BSC2010, Biology I (355 students)
2014  PCB2131L, Cell Biology Laboratory (48 students)
2013  ZOO1010, General Zoology (157 students)
2013  BCH3033L, Biochemistry I Lab (33 students)
2012-2013  BSC1005L, General Biology for Non-Majors Lab (38 students)
2012-2014  PCB2131, Cell Biology (63 students)
2010  Microbiology 305, Critical Analyses in Microbiology (25 students)
2010  Biology 375, Exploring Biology Research: Designing Your Career (50
      students)
### Publications

Youngil Lee, Eun-Bum Kang, Insu Kwon, Ludmila Cosio-Lima, **Peter Cavnar**, Gulnaz Javan. 2015. Cardiac Kinetophagy Coincides with Activation of Anabolic Signaling. *Medicine & Science in Sports & Exercise (MSSE)*. **Accepted**.


*both authors contributed equally to the work


Katie Cavnar, Margaret Rhoden, **Peter Cavnar**. 2015. Increasing Human Papillomavirus Sensitivity with Molecular Detection Methods; Recommendations and Guidelines. *LabQ*. No. 1505.


*Indicates undergraduate


* Indicates undergraduate

Highlighted by Journal of Cell Biology - May 2011
Highlighted by Faculty of 1000 as a “must read” (Factor 8) – May 2011

Sa Kan Yoo; Qiang Deng; Peter Cavnar; Yi Wu; Klaus Hahn; Anna Huttenlocher. (2009). Differential regulation of protrusion and polarity by PI(3)K during neutrophil motility in live zebrafish. Dev Cell 18(2),226-36.


Patents


Past and Current Grant Support

2014-present University of West Florida – Division of Academic Affairs
Pace Academic Development Award
“Pilot Study of the UWF-Biology Teaching and Mentoring Program: an effort to increase second year retention rates”
$39,696.00 over 2 years

2014-present UWFWS/Alabama Department of Conservation – Co-PI
“Detection of imperiled and at risk aquatic species in Alabama using environmental DNA (eDNA)”
$39,157

2013-2014 SCAC Faculty Grant
Office of Research, University of West Florida
“Characterization of novel protein interactions that regulate neutrophil chemotaxis”
$2,000

2013 Science Undergraduate Research Grant (SURG)
LiCor Biosciences, Lincoln, NE
Equipment grant
$18,400

Grants Submitted/Pending
<table>
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<tr>
<th>Year</th>
<th>Sponsor</th>
<th>Project Title</th>
<th>Funding Details</th>
<th>Impact Score</th>
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<tbody>
<tr>
<td>2015</td>
<td>Gulf of Mexico Research Initiative (GoMRI)</td>
<td>“Environmental impacts of petroleum/dispersant exposure on comb jellies in the Gulf of Mexico: Integrating cell biology and marine science to develop a novel ctenophore wound healing system as a bioindicator to study ecosystem recovery.”</td>
<td>$450,000 over 3 years</td>
<td>Pending Review</td>
</tr>
<tr>
<td>2014</td>
<td>National Institutes of Health</td>
<td>National Institute of General Medical Sciences (NIGMS)</td>
<td>“Characterization of neutrophil signaling mechanisms”</td>
<td>$407,172.00 over 3 years</td>
</tr>
<tr>
<td>2013</td>
<td>National Institutes of Health</td>
<td>National Institute of General Medical Sciences (NIGMS)</td>
<td>“Characterization of Hax1 and HS1 signaling mechanisms during chemoattractant-induced stimulation of neutrophils”</td>
<td>$415,344.00 over 3 years</td>
</tr>
</tbody>
</table>
CURRICULUM VITAE

Hui-Min Chung, Ph.D.
Department of Biology
University of West Florida
11000 University Parkway
Pensacola FL 32514
TEL: 850-474-2321
E-mail: hchung@uwf.edu

EDUCATION

1982-1984    M. S. (supervisor: W. C. Chang), Institute of Biological Chemistry,
              National Taiwan University, Taipei, Taiwan, R. O. C.
1978-1982    B. S., Dept. Agricultural Chemistry, National Taiwan University,
              Taiwan, R. O. C.

PROFESSIONAL EXPERIENCES

2009-present    Associate Professor, Dept. Biology, University of West Florida
2003-2009    Assistant Professor, Dept. Biology, University of West Florida
2002    Adjunct assistant professor, Dept. Biological Sciences of Hunter College of the City University of New York
1994-2003    Postdoctoral Research Fellow, laboratory of Dr. Gary Struhl, Center for Neurobiology & Behavior, Columbia University, College of Physician & Surgeons, New York
1986-1988    Research Assistant, Young-Ming Medical School, Taipei, Taiwan, R. O. C.
1984-1986    Research Assistant, Institute of Biochemistry, Academia Sinica,
              Taipei, Taiwan, R. O. C.
COURSES TAUGHT

- SEA-PHAGES Project (Fall 2015-present)
- Honors Seminar: Cancer research and its social impact (Fall 2013)
- Research in Biomedical Sciences (Summer 2012)
- Genetics (Fall semesters of 2003-2013; Spring semesters of 2004-2012, 2014-present)

Shell Color Variation* (Summer 2011) (*: this is a group directed study course)

Genetic Engineering (Spring 2004, Spring 2006 and Spring 2010)

Human Genetics (Fall 2006)

Molecular Genetics (Spring 2005 and Spring 2007)

Molecular Genetics laboratory (Spring 2007)

Genome Data Analysis* (Spring 2008) (*: this is a group directed study course)

THESES/DISSERTATIONS DIRECTED

EDUCATION DOCTORAL THESIS

As a chair

1. Amy Compton (2010-2012)

MASTER THESIS

As a chair

1. Joanna Bridges (2010-) The interaction of APH-1 with PSN is required for cell survival determination in Drosophila melanogaster wing discs
3. Amy Compton (2010-2012) Students’ Understanding of the Meaning of Race
4. Emilie Cooper (2004-2006) A lesson from the humble fruit fly: The role of aph-1 in regulating γ-secretase activity

As a committee member

1. Kristina Inman (2015-)
2. Rebecca Varney (2013-)
UNDERGRADUATE THESIS


AWARDS, HONORS AND GRANTS

Awards

** Friend of Diversity Award (as a co-PI of the NSF ADVANCE grant) at the University of West Florida 2015
** CUTLA STEM fellow at the University of West Florida 2014
** Biology Undergraduate Scholarly & Creative Works Presented at the University of West Florida Student Scholar Symposium 2014
** STEM Undergraduate Scholarly & Creative Works Presented at the University of West Florida Student Scholar Symposium 2013
** Guest Editorial, American Biology Teacher 2012
** NSF ADVANCE Scholar at UWF 2012 - present
** Faculty Distinguished Research & Creative Activities Scholar 2011 University of West Florida

External Grants

1. SEA-PHAGES Cohort 8 program (2015) Howard Hughes Medical Institute
2. Co-principal investigator of ADVANCE at UWF (2013-2015) National Science Foundation under Grant Number 1107214
4. Principle investigator of the grant “A genetic model for investigating gamma-National Institute on Aging (Grant #: 2R15AG028448-02, 07/01/2010 -06/30/2015, $364,266)
5. Principle investigator of the grant “A genetic model for investigating gamma-National Institute on Aging (Grant #: 1R15AG028448-01, 08/01/2006 -06/30/2010, $171,188)
**External**

Abstracts in Proceedings


Reports and others

http://www.youtube.com/watch?v=_oL8h47fOuQ

Implementation at the University of West Florida Genomic Education Partnership [http://gep.wustl.edu/](http://gep.wustl.edu/)

**Articles in Referred Journals**


3. **Hui-Min Chung** (2012) ART in the Genetics Classroom American Biology Teacher 74, 603


**ON LIFESCIENCE**

(Note: Asterisks (*) indicate student co-authors.)

**Internal**

Abstracts in Proceedings


** External

Abstracts in Proceedings


Annual Drosophila Research Conference


Reports


Articles in Referred Journals

Muller F Elements Maintain a Distinct Set of Genomic Properties Over 40 Million Years of Evolution G3 vol. 5 no. 5 719-740


Kari B. Clifton

Curriculum Vitae

Lecturer
Biology Department
Bldg. 58A Room 218
University of West Florida
11000 University Parkway
Pensacola, FL 32514
kclifton@uwf.edu
850-474-2111

Education


1988 B.S. in Biology and French, minor in Chemistry. Valparaiso University, Valparaiso, Indiana.

Teaching Experience

2014–present Lecturer, University of West Florida, Pensacola, FL. Lecturer for Biology 1 and Biology 2 for majors, General Biology for non-majors; lab instructor for General Biology for non-majors, Biology I and II for majors; laboratory coordinator for Biology 1 and 2, and General Biology for non-majors.

Spring 2014 Visiting Lecturer, Bridgewater State University, Bridgewater, MA. Lecture and laboratory for Comparative Chordate Anatomy.

2013–2014 Adjunct Professor, Salve Regina University, Newport, RI. Lecture for Physiology and Health, labs for Human Anatomy and Physiology I and II and Animal Physiology.

2012–2013 Adjunct Professor, University of St. Joseph, West Hartford, CT. Taught Introduction to Evolution and Kingdoms and Microbiology laboratories for Biology and Nursing majors.
2012–2013 Adjunct Professor, Quinnipiac University, Hamden, CT. General Biology 1 and 2 laboratories for Health Science majors.

Fall 1999 Adjunct Instructor, Santa Fe College, Gainesville, FL. Lecturer for General Biology.

1998–2001 Teaching Assistant, University of Florida, College of Veterinary Medicine, Gainesville, FL. Taught Veterinary Histology, Veterinary Embryology, and Animal Systems I and II laboratories.

1995–1997 Adjunct Instructor, Hillsborough Community College, Tampa, FL. Taught lecture for Biological Foundations, lecture and laboratory for Human Anatomy & Physiology II.


Related Skills

- Proficient in LMS software such as Blackboard, Canvas, D2L, and Moodle.
- Proficient in use of Biopac systems and PhysioEx software.
- Use of SMARTboard and interactive teaching materials such as SimBio, StudyMate, Camtasia, and Turning Technologies response pads (clickers).

Workshops Attended

- Academic Technology Summer Course Design Workshop. Quinnipiac University, June 3–4, 2013.

Research Experience

June-July 2014 Molecular Technician, Biology Department, Salve Regina University

- Role of Wnt5a in regulating canonical Wnt signaling pathway
- Differential gene expression in chondroclasts and osteoclasts in a mouse fracture model
• Role of relaxin in development of joint laxity and osteoarthritis in the thumb carpo-metacarpal joint

2006–2011 Postdoctoral Fellow, Endocrine Research Unit, Mayo Clinic College of Medicine.
• Novel Anabolic Therapy for Osteoporosis
• Role of PAPP-A in regulating PTH stimulation of bone formation

2001–2005 Graduate Assistant, University of Florida, College of Veterinary Medicine.
Skeletal Biomechanics of the Florida manatee (Trichechus manatus latirostris).

• Conducted research and assessment of marine mammal populations
• Conducted aerial surveys of manatees in Florida, maintained and analyzed aerial survey, mortality and radiotelemetry data sets using statistical and database programs

1992 Biological Scientist I, Florida Department of Environmental Protection.
• Conducted statewide tag-release and sampling program of red drum and striped mullet
• Field sampling, tagging, and data collection in bay systems on east and west coasts of Florida
• Maintained data management system for tag-release studies

Student Mentoring

Summer 2014 Roosa T, KB Clifton, C Thornber, JD Swanson. 2014. Microsatellite Analysis in Ulva rigida and Ulva compressa. 7th Annual RI SURF Conference, University of Rhode Island, Kingston RI, August 1, 2014

Liptak S, R Morrissey, JD Swanson, KB Clifton. 2014. Understanding the Effects of Gallic Acid on Stomach Cancer by Investigating Gene Expression. 7th Annual RI SURF Conference, University of Rhode Island, Kingston RI, August 1, 2014

Beaman G, R Morrissey, M Trzasko, SF Moss, SH Zhang, JD Swanson, KB Clifton. 2014. Gallic Acid As A Nutraceutical Treatment For Gastric Adenocarcinoma MKN28 Cells. 7th Annual RI SURF Conference, University of Rhode Island, Kingston RI, August 1, 2014

Morrissey R., G Beaman., M Trzasko, A Enxuto, SH Zhang, SF Moss, JD Swanson, KB Clifton. 2014. Adenocarcinoma Cell Cycle Arrest After Gallic Acid Treatment. 7th Annual RI SURF Conference, University of Rhode Island, Kingston RI, August 1, 2014
Carragher, EL, JD Swanson, R Morrissey, G Beaman, S Liptak, KB Clifton. 2014. The Effects of Gallic Acid on Proteins Involved in the ATM-Chk2 Kinase Signaling Pathway. 7th Annual RI SURF Conference, University of Rhode Island, Kingston RI, August 1, 2014

2013-2014 Mentoring undergraduate students in research project “Physiological role of plant phenolics in plant and mammalian cell growth” at Salve Regina University.

2005 UF Veterinary student Julia Golden, Senior Research Project. Mechanical properties of subadult manatee bone.

2005 UF Veterinary student Beth Carson, Senior Research Project. Fracture energy measurement of Florida manatee rib bones.


Service
- Admissions Appeal Committee
- Parking and Transportation Advisory Committee
- Bookstore Advisory Committee

Selected Publications


Gomez CR, GJ Knutson, KB Clifton, CA Schreiber, and S Vuk-Pavlović. 2012. Age-dependent


Selected Presentations/Abstracts


Clifton KB and CA Conover. 2010. PAPP-A Regulates PTH-IGF Interactions in Bone. 32nd Annual Meeting of the American Society of Bone and Mineral Research, Toronto, Ontario,
Knowledge/Skills/Abilities

- *in vivo* work with rats and mice, including performing minor surgical procedures; mouse colony management, including breeding and genotyping
- rodent DEXA and pQCT imaging and analysis
- cell culture of bone cells, adipocytes, and fibroblasts; 3D culture and explant culture of cartilage and ligaments
- cell transfections with adenoviruses and plasmids; dual luciferase assays
• DNA, RNA, and protein extraction and quantitation; Westerns; IP and ChIP
• ELISA; RT-PCR and qPCR; primer design and PCR optimization
• bone and cartilage histology, IHC, and histomorphometry; laser capture microdissection
• mechanical properties testing of bone; proficient in operating MTS and Exakt equipment
• Experimental design; univariate, multivariate, and nonparametric statistics; SAS
• Proficient in Microsoft Office products; Adobe Photoshop and Illustrator; Image Pro Plus

Academic Honors and Awards

Undergraduate

• Alpha Phi Omega National Honor Society 1984
• Pi Delta Phi National French Honor Society 1987
• Class Honors Fall 1984, Spring 1986

Graduate

• Tampa Federation of Garden Club Circles $1,500 scholarship
• University of Florida Grinter Fellowship 1998-2001

Postdoctoral

• Diabetes and Metabolism T32 DK07352 NIH Training Grant Fellowship 2006-2009

Professional Affiliations

• American Society for Bone and Mineral Research; The Endocrine Society
• Society for Marine Mammalogy (1994-2010)
• Society for Integrative and Comparative Biology (1990-2010)
• American Society for Ichthyology and Herpetology (1989-2000)
• USF Chapter of Phi Sigma Biological Society, elected vice president ‘90-’91 academic year
**Toby S. Daly-Engel**  
University of West Florida Department of Biology  
11000 University Parkway, Pensacola, FL 32514 USA  
(850) 857-6414 - tdalyengel@uwf.edu

### CURRENT APPOINTMENT
2012  **Assistant Professor** – University of West Florida, Pensacola FL

### EDUCATION

<table>
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<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Specialization</th>
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<tbody>
<tr>
<td>2009</td>
<td>Ph.D. Zoology</td>
<td>University of Hawaii, Honolulu HI</td>
<td>Specializing in Ecology, Evolution, and Conservation Biology</td>
</tr>
<tr>
<td>2007</td>
<td>M.S. Zoology</td>
<td>University of Hawaii, Honolulu HI</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>B.A. Biology</td>
<td>Oberlin College, Oberlin OH</td>
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### PREVIOUS POSITIONS

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<tr>
<th>Year</th>
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<tr>
<td>2009–2012</td>
<td>NIH Postdoctoral Research Fellow</td>
<td>Postdoctoral Excellence in Research and Teaching (PERT) Program, University of Arizona, Tucson AZ</td>
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</tr>
<tr>
<td>2006–2009</td>
<td>Graduate Research Assistant</td>
<td>Dr. Cynthia Hunter, Kaneohe HI</td>
<td></td>
</tr>
<tr>
<td>2007–2008</td>
<td>Science Diver</td>
<td>NOAA Ship Hi’ialakai, Honolulu HI</td>
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<tr>
<td>2003–2008</td>
<td>Graduate Research Assistant</td>
<td>Dr. Kim N. Holland and R. Dean Grubbs, Hawaii Institute of Marine Biology, Kaneohe HI</td>
<td></td>
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<tr>
<td>2000–2002</td>
<td>Research Technician</td>
<td>Dr. Donald A. Harn, Harvard University School of Public Health, Boston MA</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>Research Intern</td>
<td>Dr. Daniel Rittschof, Duke University Marine Lab, Beaufort NC</td>
<td></td>
</tr>
</tbody>
</table>

### GRANTS AND FELLOWSHIPS

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding Source</th>
<th>Title</th>
<th>Details</th>
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<tr>
<td>Pending</td>
<td>$73,612</td>
<td>NOAA-NFA-NFAPO-2014-2003949</td>
<td>Development of new biomonitoring methodologies to assess genotoxic effects of marine pollutants in bottlenose dolphin populations; co-PI with G. Worthy, M. Heithaus, J. Eirin-Lopez, and K. Das</td>
</tr>
<tr>
<td></td>
<td>$441,426</td>
<td>Escambia County Restore Proposal</td>
<td>“A Stewardship Program to Promote Responsible Dolphin Ecotourism in Pensacola” co-PI with C. Toms, S. Shippee, and W. Jeffrey</td>
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<tr>
<td>2015</td>
<td>$30,900</td>
<td>Florida Institute of Oceanography R/V Bellows Ship Time Grant</td>
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<td></td>
<td>$2,000</td>
<td>Faculty Scholarly and Creative Activity Award</td>
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<td></td>
<td>$1,651</td>
<td>University of West Florida CoSEH RAC Faculty Travel Award</td>
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<td></td>
<td>$2,536</td>
<td>University of West Florida Research and Sponsored Programs course release for scholarly development</td>
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<tr>
<td>2014</td>
<td>$30,900</td>
<td>Florida Institute of Oceanography R/V Bellows Ship Time Grant</td>
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<tr>
<td></td>
<td>$2,000</td>
<td>Faculty Scholarly and Creative Activity Award</td>
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<td>$2,136</td>
<td>University of West Florida CAS RAC Faculty Travel Award</td>
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<td>2013</td>
<td>$2,026</td>
<td>University of West Florida NSF Faculty ADVANCE Distinguished Visiting Scholar Grant</td>
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<td>$500</td>
<td>SAHLS Seifert Foundation Grant for Undergraduate Research</td>
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<td>$30,900</td>
<td>Florida Institute of Oceanography R/V Bellows Ship Time Grant</td>
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<td></td>
<td>$1,811</td>
<td>University of West Florida CAS RAC Faculty Travel Award</td>
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<td>$1,259</td>
<td>University of West Florida Research and Sponsored Programs travel award</td>
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<td></td>
<td>$2,500</td>
<td>University of West Florida Research and Sponsored Programs course</td>
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</table>
release for scholarly development

$1,000  Center for Insect Science Travel Award, University of Arizona
2011  $5,000  Achievement Rewards for College Scientists (ARCS) Award, declined
2009  $400  American Elasmobranch Society Student Travel Award
       $1,900  HIMB-PMNM Partnership Travel Award
       $1,500  University of Hawaii Graduate Division Dai Ho Chun Travel Award
       $142,000  Postdoctoral Excellence in Research and Teaching (PERT) Fellowship
2008  $5,300  PADI Foundation Grant
       $20,000  American Association of University Women Dissertation Fellowship
       $1,500  Arts and Sciences Advisory Council Award
       $981   University of Hawaii Graduate Student Organization Travel Award
       $1,500  Sigma Xi Grant-in-Aid of Research
2007  $700   Evolution, Ecology and Conservation Biology Student Research Award
       $500   UH Foundation Shark Education and Research Travel Grant
       $506   University of Hawaii Graduate Student Organization Travel Award
       $1,320  National Science Foundation GK-12 Project Continuation Grant
2006  $1,800  University of Hawaii Graduate Division Dai Ho Chun Travel Award
       $220   Sigma Xi Grant-in-Aid of Research
2005  $900   Evolution, Ecology and Conservation Biology Student Travel Award
2005  $64,000  National Science Foundation GK-12 Fellowship
2004  $800   Evolution, Ecology and Conservation Biology Student Research Award
1999  $1,200  Laura J. Grierson Memorial Scholarship for Independent Study

PUBLICATIONS


Daly-Engel, T.S., J.E. Randall, and B.W. Bowen. Is the Great Barracuda (Sphyraena barracuda) a reef fish or a pelagic fish? The phylogeographic perspective. Marine Biology 159: 975-985


Ebert, D.A., W.T. White, K.J. Goldman, L.J.V. Compagno, T.S. Daly-Engel, and R.D. Ward. Reevaluation and redescription of Squalus suckleyi (Girard, 1854) from the North Pacific, with comments on the Squalus acanthias subgroup (Squaliformes: Squalidae: Squalus). Zootaxa 2612: 22-40


* Undergraduate researcher

TECHNICAL REPORTS


NOAA Fisheries, Highly Migratory Species Division. National Marine Fisheries Service Panama City Laboratory Contribution 15-01

TEACHING POSITIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2016</td>
<td>Instructor of Record</td>
<td>University of West Florida</td>
<td>Pensacola FL</td>
</tr>
<tr>
<td>2010</td>
<td>Adjunct Professor</td>
<td>Pima Community College</td>
<td>Tucson AZ</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Science Education Consultant</td>
<td>University of Hawaii</td>
<td>Honolulu HI</td>
</tr>
<tr>
<td>2004-2006</td>
<td>NSF GK-12 Graduate Teaching Fellow</td>
<td>University of Hawaii</td>
<td>Honolulu H</td>
</tr>
<tr>
<td>2005</td>
<td>Teaching Assistant</td>
<td>Hawaii Institute of Marine Biology</td>
<td>Kaneohe HI</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Teaching Consultant</td>
<td>University of Hawaii Education Department</td>
<td>Honolulu HI</td>
</tr>
<tr>
<td>2002-2004</td>
<td>Teaching Assistant</td>
<td>University of Hawaii Biology</td>
<td>Department, Honolulu HI</td>
</tr>
<tr>
<td>2000</td>
<td>Instructor</td>
<td>Ch’ooshgai Community School</td>
<td>Tohatchi NM</td>
</tr>
</tbody>
</table>

ADVISING

**MS Thesis Committee Chair**
Emily Miller
Mariah Pfleger
Matthew Davis
Cody Nash
Ariel Egan

**MS Thesis Committee Member**
Emma Witherington (2014)
Bethany McAcy (2015)
Melissa Nehmens (Moss Landing Marine Lab)

**Graduate Directed Study**
Sarah Stoler
Bethany McAcy
Ashley Earls

**Undergraduate Directed Study**
Ethan Morris
Heather Schmuki
Amber Koch
Cameron Hitchcock
Erin Pereira
Ambria Johannessen
Katherine Vaccaro
Havilah Sthole
Alyse Markstahler
Sophia Ippolito
Christopher Faison
Rikki Reynolds
Allison Robins-Nessmith
Callum Howard
PROFESSIONAL SERVICE
2015 – 2016 American Elasmobranch Society Board of Directors
2015 – 2016 American Elasmobranch Society Grant Fund Committee Chair
2013 – 2016 UWF Faculty NSF ADVANCE Program Internal Steering Committee
2013 – 2016 Vice President, Association for Women in Science, West Florida Chapter (AWIS-WF)
2013 – 2016 Faculty advisor for the UWF Undergraduate Women in Science (UWIS)
2014 – 2015 UWF Student Affairs Subcommittee Chair, Faculty Research Task Force
2014 – 2015 American Elasmobranch Society Grant Fund Committee
2013 – 2014 American Elasmobranch Society Nominations Committee
2012 – 2014 Curriculum Committee, University of West Florida Department of Biology
2011 PERT Admissions Committee, post-doc representative
2010 Judge and organizer, Albert L. Tester Memorial Symposium, University of Hawaii
2008 – 2010 American Elasmobranch Society (AES) Student Affairs Committee
2007 – 2009 Secretary for the Graduate Women in Science Society’s Alpha Lambda Chapter
2004 Admissions Committee for the University of Hawaii Zoology Department
2003 – 2004 Graduate Representative for the University of Hawaii Zoology Department

FIRST AUTHOR ABSTRACTS AND PRESENTATIONS
2015 Joint Meeting of Ichthyologists and Herpetologists, Reno NV
2014 Joint Meeting of Ichthyologists and Herpetologists, Chattanooga TN
2014 Northeast Pacific Shark Symposium, Seattle WA
2013 Joint Meeting of Ichthyologists and Herpetologists, Albuquerque, NM
2011 6th International Symposium on Molecular Insect Science, Amsterdam, Netherlands
International Marine Conservation Congress, Victoria BC
2010 Joint Meeting of Ichthyologists and Herpetologists, Providence RI
National Institutes of Health IRACDA Conference, Boston MA
2009 Joint Meeting of Ichthyologists and Herpetologists, Portland OR
8th Indo-Pacific Fish Conference, Fremantle, Australia
Albert L. Tester Memorial Symposium, University of Hawaii, Honolulu
2008 Joint Meeting of Ichthyologists and Herpetologists, Montreal, Canada
Albert L. Tester Memorial Symposium, University of Hawaii at Manoa, Honolulu HI
2007 Evolution 2007, Christchurch, New Zealand
2006 Joint meeting of Ichthyologists and Herpetologists, New Orleans LA
Albert L. Tester Memorial Symposium, University of Hawaii, Honolulu HI
2005 Joint meeting of Ichthyologists and Herpetologists, Tampa FL
Albert L. Tester Memorial Symposium, University of Hawaii, Honolulu HI
2004 Albert L. Tester Memorial Symposium, University of Hawaii, Honolulu HI
CURRICULUM VITAE

Philip Charles Darby

Contact Information:

University of West Florida, Department of Biology
darby@uwf.edu
11000 University Parkway
Pensacola, FL  32514-5751
850-474-2647

EDUCATION


M.S., May 1990. Nicholas School of the Environment, Duke University, Durham, NC.

B.S, June 1987. Department of Forestry and Wildlife, Virginia Tech, Blacksburg, VA.

PROFESSIONAL EXPERIENCE (LAST 20 YEARS)

2011- Present  Professor. Dept. of Biology, University of West Florida, Pensacola, FL.

2005- 2011  Associate Professor. Dept. of Biology, University of West Florida, Pensacola, FL.

1999- 2005  Assistant Professor. Dept. of Biology, University of West Florida, Pensacola, FL.

Nine-month contract; teaching, research and service described in sections below.


Responsibe for all aspects of a grant to study the ecology of the Florida apple snail.

PUBLICATIONS (since 2006 out of 26 total; * indicates student author)


Selected Final Technical Reports (out of 34 total)


Grants and Contracts (2010 to 2016 shown; Awarded $1,792,788 since 1995)

- 2015-2016 UWF Faculty Scholarly & Creative Activity Award for Waterfowl Survey $2,000
- 2015 Travel grant to attend GEER meeting, Coral Gables, Florida, funded by UWF College of Science, Engineering and Health, Provost and Biology $2,045
- 2011-2016 Author and P.I. of the proposal Florida apple snail population monitoring funded by the Army Corps of Engineers. $408,000
- 2010-2013 Author and P.I. of the proposal Monitoring apple snail demographic metrics to support information needs for recovery of Everglades fauna funded by the US Fish and Wildlife Service. $264,137
- 2010 P.I. for a project added to a previously awarded USFWS agreement (initiated 2005); Analysis of hydrologic regime on apple snail populations in the Everglades. $24,946

Presentations and Posters (last 5 years shown, out of 61 total* indicates student author)

61. *Coppola, P. M. and P. C. Darby. 2015. Quantifying habitat and apple snail density effects on prey availability to snail kites. Poster presented at the Greater Everglades


46 Darby, P. C. 2011. (Mis)understanding how hydrology influences wetland fauna: the good, the bad, and the ugly'. Presented at the UWF Biology Seminar Series, Pensacola, FL, November 17, 2011.


Courses Taught at UWF

2015-present Ecology w/Lab (PCB 4043 and 4043L). 3 + 1 credit hrs. General ecology course required for undergraduate biology majors.

2016 Avian Science (PCB 4xxx or 5xxx). 3 credit hrs. Course in development for fall 2016. Dual listed undergraduate and graduate level course. Responsible for all aspects of the course. Topics include identification of regional avifauna, waterfowl and secretive marsh bird surveys, mark-recapture, telemetry, distance sampling, point counts. Course split to approximately 1/3 lecture, 1/3 computer lab, 1/3 field exercises.

2005-2014 Quantitative Ecology (PCB 4482 or 5480). 3 credit hrs. University of West Florida. Dual listed undergraduate and graduate level course. Responsible for all aspects of the course. Topics include sampling design, mark-recapture, quadrat sampling, line transect and distance sampling, and survival estimation.

2003 Wetland Plant Identification I. 1 credit hr. University of West Florida. I initiated the development of a new series of field and lab courses that I team-taught with our herbarium curator, Mr. Jim Burkhalter. The series was designed to serve students as well as local professionals that need plant identification skills (i.e., wetlands delineators and natural resource managers).
2000-2015 **Wetlands Ecology with Lab** (PCB 4442/L and PCB 5446/L). 4 credit hrs. University of West Florida. Dual listed undergraduate and graduate level course. Responsible for all aspects of the course. Topics include hydrology, biogeochemistry, plant community development, wetlands wildlife ecology, and wetlands restoration/management.

2000-Present **Animal Behavior** (ZOO 4513/5514). 3 credit hrs. University of West Florida. Dual listed undergraduate and graduate level course. Responsible for all aspects of the course. Topics include research methods in behavior, foraging, habitat selection, migration, communication, mating systems, parental care, and social behaviors.

1999-2014 **General Biology for non-majors** (BSC1005). 3 credit hrs. University of West Florida. Responsible for all aspects of the course. Topics include scientific method, cell structure and function, photosynthesis, metabolism, physiology, population ecology.

1999-2007 **General Biology Lab for non-majors** (BSC1005/L). 1 credit hr. I overhauled the laboratory protocols to compliment the lecture material. We have up to 10 lab sections per semester; in some semesters I also serve as lab coordinator.

1999-Present **Directed Independent Studies** (PCB or ZOO 4905 or 6905). 1-5 credit hrs. I have supervised 50 students for DIS credits at UWF.

**Theses Directed (UWF) (**denotes student awards**)**

**Philip Coppola**, University of West Florida (MS, in progress). Serve as thesis committee chair. Anticipated graduation is December 2015. **$1000 grant from The International Osprey Foundation; $1000 grant from UWF Research and Sponsored Programs; $500 UWF Travel Grant. $250 travel grant from UWF SGA**

**Bethany Wight**, University of West Florida (MS 2013). Served as thesis committee chair. **2012-2013 Outstanding Master’s Thesis Award. $1000 grant from UWF Research and Sponsored Programs.**

**Nancy Glass**, University of West Florida (MS 2007). Served as thesis committee chair.

**Lori Deneke**, University of West Florida (MS 2006). Served as thesis committee chair.

**Laksiri Karunaratne**, University of West Florida (MS 2005). Served as thesis committee chair.

**Norah Corrao**, University of West Florida (MS 2004). Served as Co-chair of thesis committee.
Tom Ostertag, University of West Florida (MS 2004). Served as thesis committee chair. **Teaching Assistant of the Year, Biology Department**

Lori Vance, University of West Florida, (MST 2002). Served as her committee chair for her Masters of Science in Teaching degree in Biology.

Honors Theses and Other Independent Undergraduate Projects Directed (UWF) (**denotes student award**).

Kirsten Anderson, University of West Florida (BS). Assisted with proposal development will oversee Kirsten on her Honor’s Thesis to study bobcat behavior. 2015.

Kristen Dahl, University of West Florida (BS). I co-supervised Kristen on a shell chemistry/natural tagging study and co-authored a poster presented at a regional conference. **Outstanding Student Award at convocation in 2010.**

Dominique Gueringer, University West Florida (BS). Dominique did a study on ‘Cation ration impacts on snail growth’. **$1,000 Honors Research Grant award.** She was accepted to the Tuskegee University School of Veterinary Medicine (Class of 2014).

CJ Carroll, University West Florida (BS). CJ did a study on ‘Effects of substrate on climbing behavior of apple snails’. **$1,000 Honors Research Grant award.**

OPS Field Staff Supervised

<table>
<thead>
<tr>
<th>Michel Therrien (Florida) 2011-present</th>
<th>Jose Mendendez (Florida) 2011-2015</th>
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<tr>
<td>Chris Prevost (Florida) 2014</td>
<td>Jeff Leichty (Massachusetts) 2012</td>
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<td>Miranda Watford (Florida) 2002-2012</td>
<td>Jason O’Conner (Florida) 2011</td>
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<td>Anthony Goggins (Alabama) 2012</td>
<td>Jennifer Schoelen (Florida) 2011-2012</td>
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<td>David Mellow (Delaware) 2002-2009</td>
<td>Donald Napier (Florida) 2003</td>
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<td>Robert Eckert (Wisconsin) 2006</td>
<td>Chris Frey (Washington) 2003</td>
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<td>Nola Meyer (Indiana) 2005</td>
<td>Steven Slack (Tennessee) 2002-2004</td>
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<td>Amy Busch (California) 2004</td>
<td>Jennifer DuPree (Florida) 2002</td>
</tr>
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<td></td>
<td>Jason Liddle (Florida) 2002</td>
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</tbody>
</table>
Service Activities (last 5 years shown)

Service to the Department of Biology at UWF

2014-present  Advisor, Non-thesis Master’s Degree Programs
2006-present  Chair, Biology Tenure and Promotion Committee
2009-2012  Member, Dept. of Biology Chair’s Advisory Committee
2007-2008  Chair, Search Committee for Marine Ecology Faculty Line
2000-2010  Representative for Marine Biology, UWF Open Houses (yearly)

Service to the University of West Florida

2000-Present  Member, General Studies Committee (sub-committee to Faculty Senate)
2006-2007  Member, Trails Usage Committee (subcommittee to ECBC, below)
2005-2008  Member, Environmental Conservation and Beautification Committee

Professional Service

2013-present  Member of the Snail Kite Coordinating Committee, with representatives of research institutions, NGOs, state and federal agencies, who meet periodically to provide updates on the status of the endangered snail kite and their habitats and discuss research and management priorities.
2012  Consultations with Dianne Hall, St Johns River Water Management District, regarding Snail Kite conservation and exotic apple snails.
2012  Consultations with Florida executive director of Audubon, Eric Draper to discuss Snail Kite recovery and conservation
2012-present  Consultations and updates on snail status (outside of a contract that ended in 2012) to US Fish and Wildlife Service regarding water management of WCA3A.
2015  Reviewer for a manuscript submission to North-western J. of Zoology
2015  Reviewer for a manuscript submission to The Wilson J. of Ornithology
2014  Reviewer for a manuscript submission to The Nautilus
2014b  Reviewer for a manuscript submission to the Aquatic Ecology (major revision)
2013a  Reviewer for a manuscript submission to the Aquatic Ecology
2013  Reviewer for a manuscript submission to Hydrobiologia
2013  Reviewer for a manuscript submission to the Journal of Molluscan Studies
2012  Reviewer for a manuscript submission to the Journal of Molluscan Studies
2012  Reviewer for a manuscript submission to Florida Field Naturalist
2011  Reviewer for a manuscript submission to Environmental Management
2011  Reviewer for a manuscript submission to the Aquatic Ecology

Public Service

2015  Interviewed by BBC wildlife magazine (Chelsea Wald), regarding issues with snail kites, to be published summer 2015.
2001- Present  Liaison with NW Florida Blood Bank. Initiated contact with NW Florida Blood Bank to visit my General Biology classes to encourage blood donation.
Curriculum Vitae

THEODORE C. FOX

CONTACT INFORMATION

Department of Biology
University of West Florida
11000 University Parkway
Pensacola, Florida 32514-5751 U.S.A.
Tel: 850.474.2754
Fax: 850.474.2749
Email: tfox@uwf.edu

PERSONAL DATA

Born March 2, 1959, Bellevue, Ohio, U.S.A.
Citizenship: U.S.A.
Marital Status: Single

EDUCATION

University of Maryland, College Park, Maryland, Doctor of Philosophy, Botany, 1992
Dissertation: Energetics and Protein Metabolism in *Echinochloa phyllopogon* L. During Anaerobiosis
Advisor: Robert A. Kennedy, Ph.D.

University of Dayton, Dayton, Ohio, Master of Science, Biology 1983
Thesis: Effects of Low CO$_2$ Concentration on Carbohydrate Content in Source Leaves of *Beta vulgaris* L.
Advisor: Donald R. Geiger, Ph.D.

University of Dayton, Dayton, Ohio, Bachelor of Science, Biology, 1981
Advisor: P. Kelly Williams, Ph.D.

TEACHING AND RESEARCH POSITIONS

University of West Florida, Department of Biology, Associate Professor, 2007 - present
University of West Florida, Department of Biology, Assistant Professor, 2001 - 2007
Texas A&M University, Dept. of Horticultural Sciences, Postdoctoral Research Associate, 1992-2001
Texas A&M University, Faculty of Plant Physiology & Plant Biotechnology, Associate Member, 1993-2001
Texas A&M University, Dept. of Horticultural Sciences, Shared Use Laboratory Manager, 1997-2001
University of Maryland, Department of Botany, Graduate Research Associate, 1989-1992
University of Maryland, Department of Botany, Faculty Research Assistant I, 1989
The Ohio State University, Department of Horticulture, Graduate Research Associate, 1987-1989
The Ohio State University, Department of Horticulture, Research Associate I B/H, 1985-1987
University of Dayton, Biology Department, Graduate Research Assistant, 1982
University of Dayton, Biology Department, Graduate Teaching Assistant, 1981-1983

Grant Awards

Merck/AAAS Undergraduate Research Program, 2009-2011, $120,000
Project: Merck/AAAS—Explorations in Biological Chemistry
Co-Principal Investigators: M.T. Huggins, A.T. Royappa, P.E. Ryals, V. Sharma, D. Martin,
W. Jeffrey, P. Vaughn
Includes matching funds provided by UWF: $60,000

Merck/AAAS Undergraduate Research Program, 2004-2009, $120,000
Project: Merck/AAAS—Explorations in Biological Chemistry
Co-Principal Investigators: M.T. Huggins, A.T. Royappa, P.E. Ryals, V. Sharma, T.M. Sirvent
Includes matching funds provided by UWF: $60,000

University of West Florida, College of Arts and Sciences Faculty Activity Award, 2002, $5,000
Project: Generation of Molecular Probes to Plant Hexokinases to Study Anaerobic Gene Expression

University of West Florida, Office of Graduate Studies, Faculty Small Grant Award, 2002, $2,000
Project: Generation of Molecular Probes to Plant Hexokinases to Study Anaerobic Gene Expression

Multi-Institutional Plant Protein Phosphorylation Group, Travel Grant, 1996, $300
Presentation: Phosphorylation of plant enolase in vivo

University of Dayton Graduate Student Research Fellowship, 1983, $4,800
Project: Effect of Low CO₂ Concentrations on Carbohydrate Levels in Sugar Beet
Source Leaves

National Science Foundation Undergraduate Research Participant, 1980, $1,300
Project: Effect of Potassium on Carbohydrate Partitioning and Translocation in Sugar Beet

**TEACHING ACTIVITIES (UNIVERSITY OF WEST FLORIDA)**

**BOT 2010** General Botany, 3 credit hours
  Summer 2005, Summer 2006, Summer 2007, Summer 2008, Fall 2009, Spring 2010,
  Summer 2010, Fall 2010, Spring 2011, Summer 2011, Fall 2011, Spring 2012,
  Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014,
  Summer 2014, Spring 2015, Spring 2016

**BOT 2010L** General Botany Laboratory, 1 credit hour
  Spring 2004 (2 sections), Summer 2005 (2 sections), Summer 2006 (2 sections)
  Spring 2008, Fall 2008, Spring 2009, Spring 2010, Summer 2010 (2 sections),
  Summer 2011 (2 sections), Spring 2012, Summer 2012 (2 sections),
  Summer 2014 (2 sections), Spring 2014, Spring 2016

**BOT 4503** Plant Physiology, 3 credit hours
  Fall 2001, Fall 2002, Fall 2003, Fall 2005, Fall 2007, Fall 2009, Fall 2011, Fall 2013

**BOT 4503L** Plant Physiology Laboratory, 1 credit hour
  Fall 2001, Fall 2002, Fall 2005, Fall 2007, Fall 2009, Fall 2011, Fall 2013

**BOT 4734** Plant Biotechnology, 3 credit hours
  Spring 2002, Spring 2003, Fall 2004, Fall 2006, Fall 2008, Fall 2010, Fall 2012,
  Fall 2014

**BOT 4734L** Plant Biotechnology Laboratory, 1 credit hour
  Spring 2002, Spring 2003, Fall 2004, Fall 2006, Fall 2008, Fall 2010, Fall 2012,
  Fall 2014

**BOT 4374** Plant Developmental Biology, 3 credit hours
  Fall 2003, Spring 2005, Spring 2007, Spring 2009, Spring 2011, Spring 2013,
  Spring 2015

**BOT 4374L** Plant Developmental Biology Laboratory, 1 credit hour
  Fall 2003, Spring 2005, Spring 2007, Spring 2009, Spring 2011, Spring 2013,
  Spring 2015

**BOT 4850** Medicinal Botany, 3 credit hours

**BOT 5376** Plant Developmental Biology, 3 credit hours

BOT 5376L Plant Developmental Biology Laboratory, 1 credit hour
Fall 2003, Spring 2005, Spring 2007, Spring 2009, Spring 2011, Spring 2013,

Spring 2014

BOT 5506 Plant Physiology, 3 credit hours
Fall 2005, Fall 2007, Fall 2009, Fall 2011, Fall 2013

BOT 5506L Plant Physiology Laboratory, 1 credit hour
Fall 2005, Fall 2007, Fall 2009, Fall 2013

BOT 5735 Plant Biotechnology, 3 credit hours
Spring 2002, Spring 2003, Fall 2004, Fall 2006, Fall 2008, Fall 2010, Fall 2012,

Fall 2014

BOT 5735L Plant Biotechnology Laboratory, 1 credit hour
Spring 2002, Spring 2003, Fall 2004, Fall 2006, Fall 2008, Fall 2010, Fall 2012,

Fall 2014

BOT 5852 Medicinal Botany, 3 credit hours

BSC 2011 Biology I, 3 credit hours
Fall 2015

BSC 2011 Biology II, 3 credit hours
Fall 2014

BSC 3401C Introduction to Forensic Biology, 3 credit hours
Fall 2004 (2 sections), Spring 2005 (2 sections), Fall 2005, Spring 2006 (2 sections), Fall 2006, Spring 2007, Fall 2007, Spring 2008

BSC 6002L Contemporary Lab Skills, 4 credit hours
Summer 2004, Summer 2010

BSC 6018 Instructional Methods in Biology, 1 credit hour
Summer 2008, Fall 2009, Spring 2009, Fall 2009, Spring 2010

PCB 3063 Genetics, 3 credit hours

PCB 3063L Genetics Laboratory, 1 credit hour
Summer 2003

Directed Independent Study: 78 students

Honors Thesis Advisor: 2 students

Graduate Student Advisory Committee: 26 students
SERVICE ACTIVITIES (UNIVERSITY OF WEST FLORIDA)

University Committees
- Faculty Senate, 2007-2008 (ex officio), 2009-present
- Faculty Senate Executive Committee, 2011-present
- Academic Council
  - Chair, 2011-present
  - Member, 2009-present
- Graduate Council, 2011-present (ex officio)
- General Studies Committee, 2011-present (ex-officio)
- Strategic Planning Task Force, Priority 1.2, Enrollment Planning, 2012-2013
- Graduate Studies Committee, 2005-2007
- UPC Space Utilization Committee, 2006-2009
- Property Survey Board, 2003-2004
- Property/Surplus Committee, 2004
- Extended Deans Council, 2007-2008

College of Arts and Sciences Committees
- CAS Council
  - Chair, 2007-2008
  - Secretary, 2004-2005
  - Member, 2002-2005, 2006-2009
- CAS Curriculum and Planning Committee
  - Member, 2002-2003, 2008-2009
- CAS Governance Committee, 2003
- CAS Leadership Group, 2007-2008
- Dean’s Committee on Biochemistry, 2004

Biology Department Committees
- Graduate Admissions Committee, 2004-2005 (Alternate Member), 2007-present
- Tenure and Promotion Committee, 2008-present
- Immunologist Faculty Search Committee, 2010-present
- Departmental Liaison to Responsible Conduct of Research Task Force, 2009-2013
- Chair’s Advisory Committee, 2002-2013
- Biology Emergency Response Team, 2005-2013
- Graduate Program Assessment Coordinator, 2007-2013
Aquatic Botanist Faculty Search Committee, 2007-2008 (suspended)
Anatomy and Physiology Instructor Search Committee, 2004
Instrument Maker/Designer Search Committee, 2003
Geneticist Faculty Search Committee, 2002-2003
Biochemist Faculty Search Committee, 2001-2002

**Inter-Departmental Committees**

Biology - Chemistry - CEDB Safety Committee,
   Chair, 2010-2013
   Vice-Chair, 2008-2010
Working Group in Biological Chemistry, 2003-2013
Organic Chemist Faculty Search Committee, Chemistry Department, 2009-2010
Faculty Mentoring Committee for Dr. Dean Martin, Chemistry Department, 2008-2010
Biological Anthropology Faculty Search Committee, Anthropology Department, 2006-2007
Stockroom Manager Search Committee, Chemistry/Biology Departments, 2010-present
Laboratory Technician Search Committee, Chemistry/Biology Departments, 2010-persent
Laboratory Technician Search Committee, Chemistry/Biology Departments, 2009
Laboratory Technician Search Committee, Chemistry/Biology Departments, 2007
Laboratory Technician Search Committee, Chemistry/Biology Departments, 2004
Laboratory Technician Search Committee, Chemistry/Biology Departments, 2003
Senior Storekeeper/Receiving Clerk Search Committee, Chemistry/Biology Departments, 2002
Senior Storekeeper/Receiving Clerk Search Committee, Chemistry/Biology Departments, 2001

**Student Advising and Recruitment Activities**

Botanical Society, Academic Advisor, 2013-present
Ed.D. Science Specialty in Biology, Academic Advisor, 2007-present
Health Sciences Advisory Committee, 2006-present
MST in Biology Program, Academic Advisor, 2007-2013
Alpha Epsilon Delta Pre-Medical Honor Society, Academic Advisor, 2009-2013
New Student Orientation, July 2009
New Student Open-House Recruitment, May 2003, November 2003

**Professional Affiliations**

American Association for the Advancement of Science
American Chemical Society
   Pensacola Section, Chair, 2006
Pensacola Section, Chair-Elect, 2005
Pensacola Section, Program Chair, 2005
Pensacola Section, Hospitality Chair, 2002-present
American Society of Plant Biologists
*Beta Beta Beta* Biological Society
*Gamma Sigma Delta* Honor Society of Agriculture
International Society for Plant Anaerobiosis
Ohio Academy of Science
*Phi Sigma* Biological Honor Society
*Gamma Omicron* Chapter, University of West Florida, Faculty Co-Sponsor, 2002-present
*Sigma Xi*, The Scientific Research Society

**Publications**


**Published Abstracts/Meeting Proceedings/Poster Presentations**


37. Kennedy, R.A. and T.C. Fox. Metabolic characteristics of mitochondria isolated from aerobically (O₂) and anaerobically (N₂) germinated *Echinochloa crus-galli* var. *oryzicola*. *Plant Physiology* 75:S-140.


**Invited Presentations**


17. Multi-Institutional Plant Protein Phosphorylation Group, Breckenridge Workshop, Breckenridge, Colorado, U.S.A. *Protein phosphorylation in aerobically and anaerobically


19. The Ohio State University, Columbus, Ohio, U.S.A. *Effects of low CO₂ levels on carbohydrate metabolism in sugar beet source leaves.* March 15, 1987.


CURRENT POSITION
Assistant Professor, Department of Biology, University of West Florida

RESEARCH INTERESTS
Evolutionary history and phylogeography of marine invertebrates; environmental DNA; marine conservation; evolution of Antarctic invertebrates.

EDUCATION
Ph.D. Biology, 2012, Auburn University, Auburn, AL
Dissertation: Seeing Stars: A Molecular and Morphological Investigation of Odontasteridae (Asteroidea)
Committee: Ken Halanych, Jon Armbruster, Scott Santos

B.S. Marine Biology, 2005, Auburn University, Auburn, AL

TEACHING EXPERIENCE
Lecturer, University of West Florida:
- Concepts of Oceanography and Marine Biology
- Biology of Coral Reefs
- Introduction to Oceanography and Marine Biology & Laboratory
- Fundamentals of Ecology, Quality Matters National Certification
- Marine Mammalogy
- Marine Field Studies

Instructor, Auburn University:
- Principles of Biology (BIOL 2010): Fall 2009, Spring 2010
  Developed and delivered lecture component of course to 200 students

Graduate Teaching Assistant, Auburn University:
- Organismal Biology: Summer 2010
- Human Anatomy and Physiology (BIOL 2050): Summer 2009
- Genetics (BIOL 3000): Spring 2009
- Ichthyology (BIOL 6380): Fall 2005, Fall 2006, Fall 2007, Fall 2008

Lab Instructor, Auburn University Montgomery:
- Principles of Biology: Fall 2009

PUBLICATIONS


**REPORTS**


**GRANTS & AWARDS**

**Current:**

**Pending:**
2015 (PI) Molecular and stable isotope approaches to characterize food web structure in support of ecosystem based fisheries management in the Northern Gulf of Mexico. NOAA Saltonstall-Kennedy. Janosik, A.M. & Patterson, W.F. $298,944

2015- (Co-PI) Environmental impacts of petroleum/dispersant exposure on Comb jellies in the Gulf of Mexico: integrating Cell Biology and Marine Biology to develop a novel ctenophore wound healing system as a bioindicator to study ecosystem recovery, Gulf of
Mexico Research Initiative. Cavnar, P.J., Janosik, A.M., Jeffrey, W.H., $467,798

Previous:
2015- (PI) Florida Institute of Oceanography, Florida Keys Marine Laboratory small boat support for Biology of Coral Reefs class trip. $5,150
2010- Scientific Committee on Antarctic Research, National Science Foundation Office of Polar Programs Travel Grant, $1500.
2010- Competitive Research Grant, Auburn University, $3000.
2009- Birmingham, AL Audubon Society (BAS), Walter F. Coxe Research Fund Award, $700.
2007- College of Sciences and Mathematics, Auburn University, Outstanding Graduate Teaching Assistant Award, $250.
2006- College of Sciences and Mathematics, Auburn University, Student Travel Program Award, $250.

Student awards:
2015- Office of Undergraduate Research, Sheridan Wilkinson, $650
2013- Office of Undergraduate Research, University of West Florida, Honor’s Thesis project: Katherine McCarthy, $1050.

Professional Meetings

Oral Presentations:


Janosik, A.M. and Johnston, C.E. “Phylogeography of the Rock Darter species complex in the


**POSTERS:**


**Research Experience**

**Antarctic Research Trip, Echinoderm Specialist,** October 15, 2011- November 2011, aboard the *RRS James Clark Ross* and research stay at South Georgia. British Antarctic Survey (NERC) South Georgia Marine Biodiversity (Darwin Initiative).

**R/V Cape Hatteras Research Cruise,** May 19-24, 2013. Wormnet: Evolutionary


**Field Research Assistant**, March 2009, Le Selva Biological Station, Costa Rica

**Field Research Assistant**, May- August 2008, Alabama State Lands Project

**Asteroidea Taxonomy Training**, July 8-22, 2007, Smithsonian Institution, Washington, D. C., Dr. Chris Mah: taxonomy sorting and identification, photo documentation, data matrix creation


**Undergraduate Researcher**, Fall 2005, Dr. Kenneth Halanych: Marine Antarctic Genetic Inventory

**Workshops & Professional Development**

NSF UWF Faculty ADVANCE Scholar-Women in Science Program

**Completed Coursework**, Academic Technology Center, UWF:
- Designing a Quality Online Course, Summer 2014
- Teaching a Quality Online Course, Summer 2014

ArcGIS Basics training workshop, UWF, February 17, 2015

CSEH New Faculty Program Luncheon, UWF, *invited panelist*, January 30, 2015

Mentoring and Engaging Students in STEM Workshop, UWF, January 23, 2015

Faculty ADVANCE Professional and Leadership Development Workshop,
- UWF, January 24, 2014; February 6, 2014

STEM Retention Workshop, UWF, February 28, 2014

Southern Ocean Benthic Evolution Resources Workshop, British Antarctic Survey (NERC). Cambridge, United Kingdom, October 18-21, 2011

**Graduate & Postdoc Committees**

Postdoctoral Advisor:
- Justine Whitaker

Master’s Thesis Advisor UWF:
- Amy Brower
- Katherine Vaccaro

Master’s Thesis Committee Member UWF:
- Ashley Earls, Marine Biology, *graduated*
- Nick Honeycutt, Marine Biology, *graduated*
- Jaclyn Nora, Marine Biology, *graduated*
- Katherine McCarthy, Marine Biology
Mariah Pfleger, Marine Biology
Emily Stein, Marine Biology, graduated
Peter Tereszkieiwicz, Environmental Science
Emma Witherington, Marine Biology, graduated
Rebecca Varney, Marine Biology

B.S. Honor’s Thesis Advisor UWF:
Katherine McCarthy
Rikki Rogers

Undergraduate Directed Independent Study Students UWF:
Taylor Beck
Amy Brower
Brianna Davis
Elba De La Torre
Juliana Giraldo
Rebecca Ivey
Laurel Manor
Alex Olson
Joseph Peebles
Erin Smith
Lucy Taylor
Travis Theriault
Katherine Vaccaro
Nichelle Vantassel
Sheridan Wilkinson

Service
Marine Biology Degree Program Advisor, UWF- 205 students
Marine Biology prospective student campus tours, UWF- 66 students from 2013-2014
Marine Facility Faculty Advisor, UWF, oversight of 15 student volunteers
Marine Ecology Research Society, UWF Advisor
Association for Women in Science, UWF Faculty treasurer & chapter development
Graduate Women in Science, UWF Advisor
Keep Pensacola Beautiful, Board member, Summer 2014-present
Judge, UWF Student Scholars Symposium, April 2013, 2014
Science Olympiad Event Coordinator, 2014, 2015
Session chair, Southeastern Fishes Council, 2012
Committee member:
Biology Skills course development, 2012-present
Biology Faculty Search committee, Spring 2014
SEA PHAGES Project committee, Fall 2014
Physics Faculty Search committee, Spring 2015
Invited research seminar:
Undergraduate Women in Science (UWIS) 2013, 2014
Marine Ecology Research Society 2015
Proposal Referee for NSF, NERC
Journal Referee for Conservation Genetics Resources, Invertebrate Biology, Marine Biology, Polar Biology, Polish Polar Research

SOCIETY MEMBERSHIPS
Association of Women in science 2007- present
Biological Sciences Graduate Student Association, AU, Vice President, 2009- 2011
Sustain US (www.sustainus.org), Tech Board member, 2007-2008
Society for Integrative and Comparative Biology
Southeastern Fishes Council
Alabama Fisheries Association

ADDITIONAL QUALIFICATIONS
Mentored Auburn High School student, 2007-2008
Volunteer for Auburn AUExplore for middle school students from Alabama
Volunteer for Alabama and South’s BEST (Boosting Engineering, Science, and Technology) annual robotics competition for middle and high school students.
Outreach at Auburn Early Education Center for kindergarten students
Outreach at Ogle Tree Elementary School for first grade students
Organized fundraiser to help save local business, Auburn, AL, March 2009, raised $10,000
Antarctic Briefing Conference- First aid and field training, September 13-19, 2009
Invited speaker, Science Café Talk at the Gnu’s Room Coffee House, Auburn, AL March 2010
Wade H. Jeffrey  
Center for Environmental Diagnostics and Bioremediation  
University of West Florida  
11000 University Parkway  
Pensacola, FL 32514  
(850) 474-3130 (FAX)  (850) 474-2472  wjeffrey@uwf.edu

EDUCATION

B.S.  Biology. Virginia Polytechnic Institute and State University, Blacksburg, VA, 1981.  
  Thesis Title: *The activity of attached and free-living estuarine bacteria*  
  Thesis Advisor: John H. Paul  
  Dissertation Title: *Validation of[^3]H[thymidine incorporation and its application to detecting natural transformation in the environment*  
  Dissertation Advisor: John H. Paul

HONORS AND AWARDS

Distinguished Research and Creative Activity Award, University of West Florida (2000; 2007); National Research Council Post Doctoral Fellowship (1989); John B. Lake Fellowship In Marine Science, awarded to the outstanding graduate student in the Marine Science Department (1987); Gulf Oceanographic Development Foundation Fellowship (1985)

RESEARCH INTERESTS

Effects of ultraviolet radiation on marine ecosystems and induction of bacterial DNA damage repair systems; Ecological impact of stress; Microbial biodiversity; Oil Spill Microbiology

EMPLOYMENT HISTORY

2015 –Present. Director, Center for Environmental Diagnostics and Bioremediation, University of West Florida, Pensacola, FL.  
2006 –Present. Professor, Center for Environmental Diagnostics and Bioremediation and Department of Biology. University of West Florida, Pensacola, FL.  
2000-2006. Associate Professor, Center for Environmental Diagnostics and Bioremediation and Department of Biology. University of West Florida, Pensacola, FL.  
1997-2000. Assistant Professor, Center for Environmental Diagnostics and Bioremediation and Department of Biology. University of West Florida, Pensacola, FL.  
1991-97. Research Assistant Professor, Center for Environmental Diagnostics and Bioremediation. University of West Florida, Pensacola, FL.


**GRANTS AND CONTRACTS – AWARDED (Last Five Years)**


Centro de Instruccion y Capacitacion Maritima de Chile. *Acoplamiento de las propiedades bio-ópticas y la historia fotobiológica en la productividad microbiana (Eubacteria, Arquea y pico-fitoplancton) desde el continente hacia del Giro del Pacifico sur*. Co-Investigator. 10/1/15-9/30/16. ~$20,000.

Gulf of Mexico Research Initiative. *Center for integrated Modeling and Analysis of the Gulf Ecosystem (C-IMAGE)*. Co-principal Investigator. 1/1/2015 – 12/31/2017. $231,000 (Total project budget $22,200,000).

Clough Family Foundation. *Photobiology of Atacama Desert Microbial Communities*. Principal Investigator. 2014. $5000.


University of West Florida. Faculty Scholarly and Creative Activity Award. *Development of research projects in the Atacama Desert, Chile*. Principal Investigator. 2013. $2000.


Gulf of Mexico Research Initiative. *Deep-C: Deep sea to coast connectivity in the eastern Gulf of Mexico*. Co-Investigator. 10/1/2011 – 12/30/2015. $1,081,531. (Total project budget $21,000,000).

Gulf of Mexico Research Initiative. *Center for integrated Modeling and Analysis of the Gulf Ecosystem (C-IMAGE)*. Co-principal Investigator. 10/1/2011 – 9/30/2015. $506,000 (Total project budget $11,000,000).

Florida Institute of Oceanography. *Introduction to Oceanography 3008.* Principal Investigator. Shiptime Award. 2011. $21,600.


Florida Institute of Oceanography. *Introduction to Oceanography 3008.* Principal Investigator. Shiptime Award. 2010. $21,600.

Université Paris VI. Observatoire Océanologique de Banyuls, Banyuls-sur-Mer, France. Visiting Professorship. 2010. $5000.

**PUBLICATIONS – (Last Five Years)**


**INVITED TALKS AND SEMINARS** (Last Five Years)

Jeffrey, W.H., J.D. Pakulski, R.A. Snyder, and J.A. Moss. 2015. Latitudinal Patterns of Bacterioplankton Diversity in Pacific Ocean Surface Waters from the Arctic to Antarctica. Congreso de Microbiologia de Chile. La Sarena, Chile. December 1 – 4.


Jeffrey, W.H. 2013. Shedding some light on the effects of the Deepwater Horizon Oil Spill on Microbial Production: There’s more to it than Biodegradation. The University of Southern Mississippi, Stennis Space Center, MS. April 12.


Jeffrey, W.H. 2013. The effects of the Deepwater Horizon Oil Spill on Microbial
Production: there’s more to it than biodegradation. The University of Georgia, Athens, GA. January 10.


Jeffrey, W.H. 2012. The oil spill and microbes – it ain’t all just biodegradation. The University of West Florida, March 16.


ABSTRACTS – (Last Five Years)


Jeffrey, W.H., T. Morrison, P.P. Vaughan, M. Ederington- Jeffrey, W.H., J.D. Pakulski, R.A. Snyder, and J.A. Moss. 2015. Latitudinal Patterns of Bacterioplankton Diversity in Pacific Ocean Surface Waters from the Arctic to Antarctica. Congreso de Microbiologia de Chile. La Sarena, Chile. December 1 – 4.


microalgae *Ostreococcus tauri* assessed by a luminescent biosensor approach. Gulf of Mexico Oil Spill & Ecosystem Science Conference. Houston, TX. Feb. 16-19.


Houghton, K., J. Hutcheson, J.A. Moss, C. Reisenfeld, R.A. Snyder, and **W.H. Jeffrey**. 2014. Effects of Oil and Dispersants on Bacterioplankton Community Structure and Function using


McCurry, C., J. A. Moss, S. Tominack, W.H. Jeffrey, R. A. Snyder. 2014. Benthic foraminifera diversity and distribution in the Gulf of Mexico. Gulf of Mexico deep-sea sediments impacted by the Deepwater Horizon oil spill. Gulf of Mexico Oil Spill & Ecosystem Science


Bacterioplankton Community Response to UV Radiation in the Northeastern Gulf of Mexico. University of West Florida Student Scholars Symposium. Pensacola, FL. April 25. (Awarded Outstanding Graduate STEM Poster)


gradients in degradation of marine dissolved organic carbon. American Society of Limnology 
and Oceanography Summer Meeting. Santa Fe, NM. June 6 – 11.

RESEARCH CRUISE EXPERIENCE – (Last Five Years)

2014    RV BELLOWS, 2 days. NW FL Shelf. Oil Spill. R.A. Snyder, Chief Scientist
2013    RV BELLOWS, 2 days. NW FL Shelf. Oil Spill. W.H.Jeffrey, Chief Scientist
2013    RV BELLOWS, 3 days. NW FL Shelf. Oil Spill. W.H.Jeffrey, Chief Scientist
2013    RV WEATHERBIRD II, 8 days. N. Gulf of Mex. Oil Spill. S. Murowski, Chief Scientist
2013    RV BELLOWS, 5 days. West FL Shelf. Oil Spill. H. Broadbent, Chief Scientist
2013    RV BELLOWS, 3 days. NW FL Shelf. Oil Spill. W.H.Jeffrey, Chief Scientist
2012    RV BELLOWS, 3 days. NW FL Shelf. Oil Spill. W.H.Jeffrey, Chief Scientist
2012    RV BELLOWS, 3 days. NW FL Shelf. Oil Spill. R.A. Snyder, Chief Scientist
2012    RV WEATHERBIRD II, 4 days. N. Gulf of Mex. Oil Spill. J. Chanton, Chief Scientist
2012    RV BELLOWS, 3 days. NW FL Shelf. Oil Spill. R.A. Snyder, Chief Scientist
2012    RV BELLOWS, 3 days. NW FL Shelf. Oil Spill. R.A. Snyder, Chief Scientist
2012    RV WEATHERBIRD II, 4 days. NW FL Shelf. Oil Spill. W.H. Jeffrey, Chief Scientist
2011    RV WEATHERBIRD II, 4 days. NW FL Shelf. Oil Spill. W.H. Jeffrey, Chief Scientist
2011    RV WEATHERBIRD II, 4 days. NW FL Shelf. Oil Spill. W.H. Jeffrey, Chief Scientist
2011    RV WEATHERBIRD II, 4 days. NW FL Shelf. Oil Spill. R.A. Snyder, Chief Scientist
2011    RV WEATHERBIRD II, 5 days. N. Gulf of Mex. Oil Spill. J. Cherrier, Chief Scientist
2011    RV BELLOWS, 4 days. NW FL Shelf. Oil Spill Effects. R.A. Snyder, Chief Scientist
2011    RV BELLOWS, 4 days. Oceanography Teaching Cruise. W.H. Jeffrey, Chief Scientist
2010    RV BELLOWS, 4 days. Oceanography Teaching Cruise. W.H. Jeffrey, Chief Scientist

TEACHING - University of West Florida – (Last Five Years)

*Genetics Laboratory* (PCB3063L); *Biological Oceanography* (BSC4263 3); *Oceanography* (OCE 3001) 
*Biology Seminar* (PCB3930/4990/5990); *Global Climate Change* (OCP4550)

STUDENT SUPERVISION AND TRAINING – (Last Five Years)

*Graduate Student Supervision*

Melissa Overton (MS – 2013)
Erin Hunter (MS - 2014)
Josette Hutcheson (MS – 2015)
Katelyn Houghton (MS – 2014)
Katelyn Knight (MS-Current)
Nine Henrickson, University of West Florida (MS – current)

*Graduate Committee Member*

Amy Macaluso, Temple University (PhD – 2010)
Elizabeth Kennedy, Univ. West Florida (MS – 2011)
Joseph Tarnecki, University of West Florida (MS – 2014)
Joshua Neese, University of West Florida (MS – 2014)
Bryan Davis, University of West Florida (MS – 2014)
Sarah Tominack, University of West Florida (MS – 2014)
Jennifer Chastain, University of West Florida (MS – current)
Tiffany Baskerville, Florida A & M University (PhD- current)
Marthe Covell, University of West Florida (MS – current)
Philip Coppola, University of West Florida (MS – current)
Angel Rain Franco, Universidad de Concepcion, Concepcion, Chile (MS-Current)
Gary Blain, University of West Florida (MS - current)

**UNIVERSITY SERVICE** – (Last Five Years)

- Member, Search Committee, Director of Florida Institute of Oceanography (2015- present)
- Member, Search Committee, Director of Sponsored Research, University of West Florida (2015-present)
- Member, Strategic Plan Committee, Florida Institute of Oceanography (2015- present)
- Chair, Provost’s Task Force to Improve and Enhance Research at the University (2014-2015)
- University representative to Florida Institute of Oceanography Advisory Committee (1996-present)
- Chair, Florida Institute of Oceanography Advisory Committee (1998- 2004); (2011- 2015)
- Member, University Radiation Safety Committee (2001-present)
- Member, SCUBA Diving Safety Control Board (2001-present)
- Member, review committee, Office of Undergraduate Research Summer Academy (2011- present)
- Member, Biology Department Chair’s Advisory Committee (2005 – 2013)
- Member, Library Committee (2010 – 2012)
- Member, Department of Biology 5 year planning committee (2002 – 2012)
- Guest Lecturer. Climate Change Effects. Leisure Learning Society, University of West Florida, 2010

**PROFESSIONAL SERVICE** – (Last Five Years)

- Proposal Review Panels
  - 2011. Panel Chair, Exobiology and Evolution Program. NASA.
  - 2012. Member, NASA Astrobiology Institute (NAI)
  - 2013. Panel Chair, Exobiology and Evolution Program. NASA.
  - 2014. Panel Chair, Exobiology and Evolution Program. NASA.
- 2004–present. Associate Editor, *Limnology and Oceanography*
- 2013 - Member, American Association for the Advancement of Science (AAAS) review panel of the National Science Foundation’s Experimental Program to Stimulate Competitive Research (EPSCoR) for the state of Rhode Island.
- 2011 - 2015. Chair, Florida Institute of Oceanography Advisory Committee

**Manuscript Peer Review:**
- *Applied and Environmental Microbiology*
- *Aquatic Microbial Ecology*
- *Artic, Antarctic, and Alpine Research*
- *Biogeosciences*

**Proposal Peer Review:**
- Department of Energy
- Florida Sea Grant
- Georgia Sea Grant
- National Science Foundation
COMMUNITY SERVICE – (Last Five Years)

• Guest speaker, Navarre Beach Marine Science Station, Santa Rosa County Schools (2014)
• Mentor and supervisor of two International Baccalaureate Senior Extended Essay projects (2013)
• Member Technical Advising Group to Escambia County RESTORE Act Committee (2013).
• Instructor and facilitator, Biology Institute and Online Support: Collaborative Opportunities to Promote Excellence in Science (BIOSCOPES), a Next Generation Science Partnership of the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM) at Florida State University and Escambia County School Districts to improve science education for 6-12 teachers (2013).
• Supervision and assistance for one high school science fair project; Regional Winner, Three additional merit and special recognition awards, State finalist (2013)
• Supervision and assistance for two high school science fair projects (2011-13) One was a winner of numerous merit and special recognition awards, 3rd place State Science Fair middle school, State Finalist as a High School Freshman
• Mentor and supervisor of two International Baccalaureate Senior Extended Essay projects (2011)
• Volunteer, Gulf Islands National Seashore, Fort Pickens National Park.
• Judge, Environmental Sciences section, The Annual West Panhandle Regional Science and Engineering Fair
• Supervision and assistance for three middle school science fair projects (2010-13) – one project a regional winner and state finalist

PROFESSIONAL MEMBERSHIPS

American Society for Microbiology, American Society of Limnology and Oceanography, American Society for Photobiology, The Oceanography Society

EXHIBITIONS – (Last Five Years)

Ph.D., Microbiology/Biochemistry, The University of Texas, Austin, Texas, 1979
Dissertation: Nitrogen and Ammonia Assimilation in Azotobacter vinelandii

M.S., Microbiology/Biology, Pittsburg State University, Pittsburg, Kansas, 1971
Thesis: A Study of Respiration in Epicoccum nigrum Link

B.S., Biology, Pittsburg State University, Pittsburg, Kansas, 1969

PROFESSIONAL EXPERIENCE:

Professor; (2009 – present); Department of Biology and Center for Environmental Diagnostics and Bioremediation (CEDB)

Visiting Professor (2014 - present); Hunan Agricultural University, Changsha, Hunan Province, People’s Republic of China

Associate Professor; (2001 – 2009); Department of Biology and Center for Environmental Diagnostics and Bioremediation (CEDB)

Research Assistant Professor (1991 – 2001; (CEDB)

Director, CEDB Wetlands Research Laboratory (2001 – present)

Acting Director, Institute for Coastal and Estuarine Research, and Wetlands Research Laboratory (1997 – 1999)

THE UNIVERSITY OF MISSISSIPPI, University, Mississippi (1990-1991)
Visiting Research Scientist. Department of Biology

Senior Research Scientist, Microbiology/Microbial Physiology

THE UNIVERSITY OF MISSISSIPPI, University, Mississippi (1980-1987)
Assistant Professor of Microbiology, Department of Biology (tenured 1987)

ALLIED CORPORATION, Syracuse Research Laboratory, Solvay, New York (1984)
Visiting Scientist, Crop Science

UNIVERSITY OF HELSINKI, Department of Microbiology, Helsinki, Finland (1983)
Organization for Economic Cooperative Development, Research Grantee

Fulbright Fellow, Senior Research
OREGON STATE UNIVERSITY, Corvallis, Oregon (1979-1980)
Postdoctoral Research Associate, Laboratory for Nitrogen Fixation
Research, (Dr. Harold J. Evans, Director)

THE UNIVERSITY OF TEXAS, Austin, Texas (1973-1979)
Assistant Instructor (1977-1979); Research Assistant (1973-1977)
Department of Microbiology (Laboratories of Drs. Orville Wyss and F.
Robert Tabita)

MISSOURI WESTERN STATE UNIVERSITY, St. Joseph, Missouri (1969-
1972)
Assistant Professor, Department of Biology

PROFESSIONAL AFFILIATIONS: American Society for Microbiology, National and Southeastern United States Branch

AFFILIATIONS: American Association for the Advancement of Science
American Phytopathological Society
World Aquaculture Society
Florida Association of Environmental Professionals, Northwest Chapter


Fulbright Fellow, Senior Research, 1983, University of Helsinki, Finland

University of West Florida Research and Creative Activities Award, 2005,
Selected as Top Researcher by University of West Florida’s Scholarly and Creative Activities Committee

Million Dollar Research Club, 2006, University of West Florida Sponsored Research Programs

University of West Florida Research and Creative Activities Award, 2009,
Selected as Top Researcher by University of West Florida’s Scholarly and Creative Activities Committee

Five-Million Dollar Research Club, 2011, University of West Florida Office of Sponsored Research Programs

Sabbatical Leave: Fall 2011, 2011, University of West Florida College of Arts and Science; scholarly work in China and USA; multiple academic and industrial institutions

INTERESTS AND HOBBIES: Writing, music, audio, home theater, guitar, literature, language, philosophy, running, snow skiing, swimming, bicycling, microcomputer applications, Chinese language, culture, history
TEACHING at University of West Florida

Courses Taught at University of West Florida

- Microbiology, MCB3020; Summer 1996 through Spring 2016
- Microbial Physiology, PCB6990, Spring 1996 and Fall 1996
- Microbial Ecology, MCB5605, Spring 2000
- Symbiosis, PCB6991, Spring 1999
- Mycology, BSC 4990/BSC5990, Fall 1999
- Mycology Laboratory, BSC5990L, Fall 1999
- Biology Seminar Series: Fall 2001 through Fall 2015
- Pathogenic Microbiology, MCB4990 / MCB5990, Spring 2012
- Microbiology Laboratory, MCB3020L; Fall 2012, 2013, 2014

Recent Individual Directed Independent Studies

- Many at all levels, e.g., Spring 2008 though present: PCB3905, PCB4905, PCB6905

Graduate Student Supervision and Training

Recent Thesis Hours

- Fall 2010, BSC6971 variable cr. hour, 2 students
- Spring 2011, BSC6971 variable cr. hour, 2 students
- Summer 2011, BSC6971 variable cr. hour, 1 student
- Fall 2013, BSC6971 variable cr. hour, 1 student
- Spring 2014, BSC6971 variable cr. hour, 1 student
- Fall 2014, BSC6971 variable cr. hour, 2 students
- Spring 2015, BSC6971 variable cr. hour, 1 student
- Summer 2015, BSC6971 variable cr. hour, 1 student
- Fall 2015, BSC6971 variable cr. hour, 1 student

Master of Science students as thesis director (University of West Florida only)

- Candace L. Zuleger; MS 1996
  “Characterization of Biosurfactant-Producing Environmental Isolates and Biosurfactant-Negative Mutants of Pseudomonas aeruginosa”

- Katherine Ruopp-Edwards; MS, 1997
  “An Ecotoxicological Comparison of Biosurfactants and Synthetic Surfactants to Two Marine Species”

- Valerie Walker; MS, 1999
  “Biosurfactant Production and Surfactant-Active Properties of Two Marine Bacteria”

- Lori L. Phillips; MS, 2005
  “Fungal Epiphytic Community Dynamics on Leaves of Crops, as Revealed by Length Heterogeneity PCR and Quantitative PCR”

- Rachel A. Brooks-Barry; MS, 2005
  “Leaf-Epiphytic Communities of Domain Bacteria Elucidated by Quantitative PCR and Terminal Restriction Fragment Length Polymorphism Analysis: Sentinel Diagnostics for Plant Stress, Disease and Crop Agroterrorism”

- Kristen Nicole Hellein; MS, spring 2009
Leaf-Epiphytic Pseudomonads as Diagnostic Indicators of Disease and Stress in Cotton (*Gossypium* spp.)

- **Abidemi Ajidahun, MS, spring 2011**
  “Potential Zoonotic Reservoirs for *Helicobacter pylori*” **University of West Florida Outstanding Thesis Award**

- **Elizabeth M. Kennedy, MS, summer 2011**
  “Persistence of Molecular Indicators for Fecal Pollution in Environmental Waters, Demonstrated in Mesocosms using a Method that Distinguishes Live from Dead Microorganisms”

- **Bryan David Davis, MS, summer 2014**
  “Taxonomic and metabolic characterization of bacteria isolated from Gulf of Mexico sediments affected by the deep water horizon oil spill. **University of West Florida Outstanding Thesis Award**

**MS Thesis Committees**
- Multiple through Alexander Penabade; MS, completed summer 2014
- Katelyn Houghton; MS, completed fall 2014
- Rachel Capps; anticipated completion fall 2016

**Current graduate students and thesis progress**
- MS Thesis Major Professor for Christopher Maxwell; re-admitted to grad school, summer 2013; anticipated graduation fall 2015; graduation in doubt
- MS Thesis Major Professor for Daniel Dees; admitted to grad school, summer 2013; to arrive fall 2013; anticipated graduation fall 2015
- MS Thesis Major Professor for Caitlin Wallace; admitted to grad school, fall 2013; anticipated graduation fall 2015; has withdrawn from UWF

**Mentorship of Undergraduate Science Students in my lab**
These are selected Stars (UWF, recent only; all are co-authors on scientific publications).
- **Rachel Brooks-Barry**
  - Went on to graduate school in my lab, co-author on several publications, awarded Master of Science, employed in Secondary Education science, Escambia County, Florida

- **Lori Louisa Phillips**
  - Went on to graduate school in my lab, co-author on several publications, awarded Master of Science, employed in biotechnology research on proteomics and genomics, Phoenix, Arizona

- **Abidemi Ajidahun**
  - Went on to graduate school in my lab, co-author on several publications, awarded Master of Science, employed at Moffitt Cancer Research Center, Tampa, Florida; Outstanding Thesis 2012; applying to Ph.D. programs

- **Kristen N. Hellein**
  - Went on to graduate school in my lab, co-author and lead author on several peer-reviewed publications from work in my lab; awarded Master of Science, employed at UWF as adjunct faculty teaching various microbiology courses

- **Elizabeth M. Kennedy**
  - Went on to graduate school in my lab, co-author and lead author on peer-reviewed publications from work in my lab; awarded Master of Science;
accepted into Ph.D. program on statistical molecular genetics, Emory University, fall 2012

- **Karen C. Cravero**
  - Awarded UWF Office of Undergraduate Research Summer Fellowship (2011) with me as faculty mentor/sponsor
  - President of the UWF American Society for Microbiology Student Branch, the Number One Academic club on campus
  - Multiple award recognitions, including **Award Winning Poster** Presentation to University of West Florida Student Scholars Symposium Spring 2012
  - Accepted into Ph.D. biomedical program at Johns Hopkins University Fall 2012

- **Megan Hames**: on to NIH fellowship, in graduate school for Ph.D. in pharmacology

- **Robert W. Cross**: on to graduate school for Ph.D., Tulane University, New Orleans

- **Eric Tauchman**: on to graduate school for Ph.D., Colorado State University, Fort Collins

- **Autumn Brawley**: on to science education

- **Casey Richards**: on to Escambia Country Department of Health; entering Master of Public Health program at University of West Florida

- **Kathleen Porter, Crystal Spencer, Amanda Morrow, Karl Mereus, Claudia Campuzano, Ariel Launder**: on to professional endeavors directly related to experience acquired in my laboratory.

- **Christina Goff, Danielle Bedsworth, David Rawson, Kimberly Giles**:
  - All involved in grant-supported research on “Response of Microbial Communities in Gulf-Coastal Environments in the Aftermath of BP Deepwater Horizon” and all on to further professional endeavors related to the experience gained in my laboratory

**RESEARCH**

**Intramural Support from UWF**

- *Multiple* Scholarly and Creative Activity Award; from Summer 2001 $7500, multiple years, through $2000 awards in more recent years.

**Extramural Support**

*Regional*: Highly selected from dozens, some of which resulted in major policy decisions. E.g.:

- *Fecal Source Tracking in Environmental Waters*: Escambia County Health Department; Pensacola, Florida, 1 July 2002 – 30 June 2003; $130,000, Co-PIs: Richard A. Snyder, Wade Jeffrey
• Water Quality Monitoring in Escambia County Bathing Places; Escambia County Health Department; Pensacola, Florida; 1 July 2006 – 30 June 2007; $41,000

National (highly selected)
• Efficacy of Biosurfactants in Remediation of Oil Spills. Petroleum Environmental Research Forum (through Amoco Oil Company) and Marine Spills Response Corporation. $130,000 (1993 – 1995)
• Early Detection and Diagnosis of Phytopathogens as Agents of Bioterrorism: Department of Defense; Department of the Army, Research Development Engineering Command (RDECOM), $1,389,500 (2001 – 2006)
• Microbial Biofilms as Indicators of Estuarine Ecosystem Condition, component project within: Estuarine Indicators Centers proposal; Microbial Indicators component, U. S. EPA: $1,563,111 (2001 – 2007); Co-PI: Richard A. Snyder
• Agricultural Runoff Impacts on Total Maximum Daily Loads and Water Quality, US Department of Agriculture: $532,000 (2001 – 2005); Co-PI: Richard A. Snyder
• Assessment of Environmental Impacts of Toxic Pollutants in Bayou Texar. Task 4 of PERCH project; U. S. EPA. $168,389 (2003 – 2004); Co-PIs: Carl Mohrherr and Johan Liebens
• Assessment of Environmental Pollution in Bayou Chico and Sanders Beach. PERCH subproject; U. S. EPA. $225,638 (2004 – 2006); Co-PIs: Johan Liebens and Carl Mohrherr
• Microbial Source Tracking and its Application to the Northern Gulf of Mexico, $875,907 (2007 – 2010); U.S. Environmental Protection Agency Gulf of Mexico Program; Co-PIs at University of South Florida (Valerie Harwood) and University of Southern Mississippi (R.D. Ellender)
• Validation and Field Testing of Microbial Source Tracking Methodologies in the Gulf of Mexico; National Oceanographic and Atmospheric Administration; $75,000 (2007 – 2008); Co-PIs at University of South Florida (Valerie Harwood) and University of Southern Mississippi (R.D. Ellender)
• Diagnostics for Intentionally Released Human Pathogens in Surface- and Drinking-Waters; Department of Defense; Department of the Army, Research Development Engineering Command (RDECOM); $218,125 (2008 – 2010); Co-PI at University of North Florida (Cynthia Nyquist-Battie)
• Developing and testing environmentally safe biocides for bio-defense, biomedical and environmental use. Defense Threat Reduction Agency (DTRA); Subcontract $50,000 (July 2009 – February 2011); Lead-PI Jose Barreto at Florida Gulf Coast University
• Studies of Microbial Communities Affected by the Deepwater Horizon Spill. PI Omar Oyarzabal, $60,000 total; subcontract with Alabama State University, Montgomery. Approx. $15,000.

SELECTED INVITED LECTURES
• "A Renaissance of Nitrogen Fixation Research." Granting Agency Conference at the Department of Microbiology, University of Helsinki, Helsinki, Finland. December 1983.

• "Assessing Safety and Effectiveness of Oil Spill Bioremediation Strategies.” Special Seminar: Presented to visiting Japanese scientists from the University of Tokyo and from Mitsubishi at the Gulf Ecology Division of U. S. EPA; Gulf Breeze, Florida; 13 November 1996.
• "Alternative Endpoints for Assessing Bioremediation Success: Special Considerations for Wetlands Ecosystems.” Presented at the “Oil Spills in Coastal Marsh Ecosystems” workshop. Sponsored by the Louisiana Environmental Research Center, McNeese State University; 6 - 7 June 1996, Lake Charles, Louisiana.
• "Effectiveness and Relative Toxicity of Biosurfactants.” Presented at the “Oil Spills in Coastal Marsh Ecosystems” workshop. Sponsored by the Louisiana Environmental Research Center, McNeese State University; 6 - 7 June 1996, Lake Charles, Louisiana.
• “Unconventional Patterns in the Biodegradation of Crude Oil by Indigenous Microbial Flora” presented to the Florida Association of Environmental Professionals, Northwest Chapter. 12 November 1999.
• “Microbial Biofilms as Indicators of Estuarine Ecosystem Condition.” Presented at the University of Mississippi, Department of Biology, Oxford, Mississippi. 31 October 2003.
• "Sentinel Molecular Diagnostics for Crop Agroterrorism.” Presented at the Pennsylvania State University, Department of Biology; York, Pennsylvania. 24 April 2007.
• “Biological Research at the University of West Florida, Pensacola, Florida” 18 December 2007; Seminar to multiple Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.

• “The University of West Florida’s Center for Environmental Diagnostics and Bioremediation” 14 May 2008; Seminar to China Centers for Disease Control and Prevention, Nanjing, China.

• “Molecular Assessment of Estuarine Microbial Biofilm Community Response to Environmental Conditions” (18 May 2008, Hangzhou, China).

• “Bioscience, Scientific Research and Study in China”; 26 September 2008; Presentation to Department of Biology, Fall 2008 Seminar series. University of West Florida.

• “Microbial Biosurfactants: No More Blue Mondays”; 19 December 2008; Departmental Seminar presentation to students and faculty within the Department of Energy and Resources Engineering and the College of Engineering, Peking University, Beijing, China.

• “Research and Study Opportunities at the University of West Florida”; 22 December 2008; Keynote presentation to 2nd International Student Conference on Advanced Science and Technology; sponsored by 0 University College of Engineering (Beijing, China) and Kumamoto University College of Science and Technology (Kumamoto, Japan).

• “Round-Robin-2: The Sequel! Culture-Independent Microbial Source Tracking; 20 March 2009; Seminar to Department of Biology, University of West Florida, Pensacola.

• “Travel and Research in China”; 14 April 2009; Presentation to China-Florida Linkage students, faculty and interested parties, International Center, University of West Florida, Pensacola.

• “Research and Study Opportunities at the University of West Florida”; 5 January 2010; Seminar to multiple Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.

• “Round-Robin-2: The Sequel! Culture-Independent Microbial Source Tracking; 20 March 2009; Seminar to Department of Biology, University of West Florida, Pensacola.

• “Biodegradation of Crude-Oil Hydrocarbons: Cows in the Water, Cows on the Beach, All Totally Nude”; 17 June 2010; Invited Seminar to Pensacola Post of the Society of American Military Engineers.

• “Fate of Crude-Oil in Environmental Oil Spills: Cows in the Water, Cows on the Beach, All Totally Nude”; 13 July 2010 Invited Seminar to Pensacola Chamber of Commerce; Pensacola, Florida.

• “Fate of Crude-Oil in the Aftermath of Anthropogenic Spills: Cows in the Water!, Cows on the Beach!! All Totally Nude!!!”; 24 September 2010, Seminar to Department of Biology, University of West Florida, Pensacola.

• “Microbial Ecology and Role of Prokaryotes in Biodegradation of Hydrophobic Organic Pollutants: Microbial Biosurfactants and Microbial Catabolic Capability”; 5 November 2010 to The Southeastern Branch of the American Society for Microbiology; Montgomery, Alabama.

• “Research and Study Opportunities at the University of West Florida: 2012 and Beyond” 24 November 2011; Seminar to multiple Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.

• “There’s a Fungus Among Us! Renaissance of Mycology” 30 November 2012, Seminar to Department of Biology, University of West Florida, Pensacola.
• “Research and Study Opportunities at the University of West Florida: 2013 and Beyond” 20 December 2012; Seminar to multiple Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.

• “Molecular-DNA Approaches to Culture-Independent Tracking of Environmental Microorganisms” 21 December 2012; Technical research presentation to faculty and graduate students from multiple Colleges, Schools and Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.

• “Research and Study Opportunities at the University of West Florida: 2013 and Beyond” 11 July 2013; Overview research presentation to Jiangsu Provincial Centers for Disease Control and Prevention scientists from faculty and graduate students from multiple Colleges, Jiangsu Provincial Centers for Disease Control and Prevention, Nanjing, Jiangsu Province, China.

• “qPCR and Fungal Automated rDNA Intergenic Spacer Analysis (F-ARISA) Characterizes Phyllosphere Fungal Communities of Crops: Diagnostics for Plant-Pathogens or –Stress” 30 July 2013; Invited presentation to BIT’s 3rd Annual Congress of Microbiology (Chair of Mycology session), Wuhan, China.

• “There’s a Fungus Among Us! Renaissance of Mycology” 5 August 2013; Presentation to faculty and graduate students from multiple Colleges, Schools and Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.

• “Experience of an Old China Hand: Travel, Research and Study in The Middle Kingdom.” Presentation to the International Program 21 November 2013, University of West Florida.

• “There’s a Fungus Among Us! Renaissance of Mycology” 4 January 2014; Presentation as Saturday morning seminar for faculty and 15 graduate students from the School of Food Science at the Hunan Agricultural University, Changsha, Hunan Province, China.

• “Microbiology, Microbial Physiology, Metabolic Mechanisms and Biochemistry of Alcoholic Fermentation. Why DO microorganisms make your beer, vodka, whiskey and tequila? SURPRISE: It’s not because they like you!” 5 March 2014. Presented to Honors Brewing Arts and Science, University of West Florida.

• “Adventures of an Old China Hand: Culture, Travel, Teaching and Research in The Middle Kingdom. Metabolic Limits on Nitrogen Utilization Efficiency of Winter Rape.” Presentation to Department of Biology, 6 February 2015, Spring Biology Seminar series. University of West Florida.

• “Microbiology, Microbial Physiology, Metabolic Mechanisms and Biochemistry of Alcoholic Fermentation. Why DO microorganisms make your beer, wine, bai jiu, tuba and tequila? SURPRISE: It’s not because they like you!” Presentation to Department of Biology, 13 February 2015, Spring Biology Seminar series. University of West Florida.

• “Adventures of an Old China Hand: Culture, Travel, Teaching and Research in The Middle Kingdom.” Presentation to the International Program and Faculty Internationalization Grant program 13 April 2015, University of West Florida.

• “Microbiology, Microbial Physiology, Metabolic Mechanisms and Biochemistry of Alcoholic Fermentation. Why DO microorganisms make your beer, wine, bai jiu, tuba and tequila? SURPRISE: It’s not because they like you!” 24 June 2015. Presentation to faculty and graduate and undergraduate students from multiple Colleges, Schools and Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.

• “Taxonomic and metabolic characterization of bacteria isolated from Gulf of Mexico sediments affected by the deep water horizon oil spill.” 4 January 2014; Presentation as research seminar. Faculty and graduate students from the School of Food Science and the
College of Environment and Technology at the Hunan Agricultural University, Changsha, Hunan Province, China.

- "Taxonomic and metabolic characterization of bacteria isolated from Gulf of Mexico sediments affected by the deep water horizon oil spill." 3 July 2015; Presentation as research seminar. Faculty and graduate students from the College of Environment and Technology at the Hunan Agricultural University, Changsha, Hunan Province, China.

PUBLICATIONS AND RESEARCH PRESENTATIONS

Books and Book Chapters

Peer-Reviewed Journal Publications


Nocker, A., J. E. Lepo, L. L. Martin, R. A. Snyder. 2007. Response of Estuarine Biofilm Microbial Community Development to Changes in Dissolved Oxygen and Nutrient Concentrations Microbial Ecol. Published online DOI: 10.1007/s00248-007-9236-z


Han, Yongliang, Qiang Liu, Jidong Gu, Jiming Gong, Chunyun Guan, Joe Eugene Lepo, Xiangmin Rong, Haixing Song, and Zhenhua Zhang. 2015. V-ATPase and V-PPase at the Tonoplast Affect NO3- Content in Brassica napus by Controlling Distribution of NO3-between the Cytoplasm and Vacuole. J. Plant Growth Regulation. 34:24-34. Published online July 2014. DOI 10.1007/s00344-014-9439-8

Han, Yongliang, Qiong Liao, Yin Yu, Haixing Song, Qiang Liu, Xiangmin Rong, Jidong Gu, Joe Eugene Lepo, Chunyun Guan, and Zhenhua Zhang. 2015. Nitrate reutilization
mechanisms in the tonoplast of two *Brassica napus* genotypes with different nitrogen use efficiency. Acta Physiol. Plant. 37:42-54. Published online 5 February 2015. DOI 10.1007/s11738-014-1744-0

Han, Yong-Liang, Hai-Xing Song, Qiong Liao, Yin Yu, Shao-Fen Jian, Joe Eugene Lepo, Quiang Liu, Xiang-Min Rong, Chang Tian, Jing Zeng, Chun-Yun Guan, Abdelbagi M. Ismail, and Zhen-Hua Zhang. 2016. Nitrogen use efficiency is mediated by vacuolar nitrate sequestration capacity in roots of *Brassica napus*. Plant Physiology. First published online 12 January 2016. DOI http://dx.doi.org/10.1104/pp.1501377.

**Presentations at Scientific Meetings (highly selected from 100s at UWF)**


Kennedy, E.M., K. Cravero, K. N. Hellein, and J. E. Lepo. 2011. Comparative Efficiency of Light Sources for PMA Activation to Distinguish Live vs. Dead Cells using qPCR. Poster


**Lepo, Joe Eugene**, Lori Phillips, Kendall Martin. 2013. qPCR and Fungal Automated rRNA Intergenic Spacer Analysis (F-ARISA) Characterizes Phyllosphere Fungal Communities of Crops: Diagnostics for Plant-Pathogens or –Stress 30 July 2013; Invited presentation to BIT’s 3rd Annual Congress of Microbiology (Chair of Mycology session), Wuhan, China.


**Technical Reports**


**Selected Media Presentations**

- **Will The Gulf Ever Be Oil-Free?** No. But bacteria ate most of BP's spilled oil months ago. SLATE (Washington Post) phone and email interview over several days in late December 2010 of Joe Lepo and Terry Hazen (Lawrence Berkeley National Laboratory); Posted on SLATE, 4 January 2011 By Brian Palmer [http://www.slate.com/id/2279401/](http://www.slate.com/id/2279401/)

- **Dr. Joe Lepo - Gulf Crisis Oil Spill** UWF Marketing interview at Pensacola Beach, Florida [http://www.youtube.com/watch?v=eB0yCLrxvg0](http://www.youtube.com/watch?v=eB0yCLrxvg0)

- **UWF Microbial Physiologist Discusses Biodegradation of Crude Oil Hydrocarbons** [http://www.youtube.com/watch?v=Q2HrIQyEC7M](http://www.youtube.com/watch?v=Q2HrIQyEC7M)

**SERVICE**

**Community and Regional**

- **Member, Environmental Advisory Board, City of Pensacola;** February 2002 to present.; renewed January 2012.
- **Member, Escambia County Citizens Environmental Committee;** 1997 to 2006.
- **Assisted development of Trinity DNA** (small business in Santa Rosa County) by UWF alumna
• Three Rivers RC & D Council; collaborative grant activity on management of agricultural runoff

• Natural Resources Conservation Service, US Department of Agriculture (Escambia County Extension); collaborative grant activity on agricultural runoff

• Institute of Food and Agricultural Science, University of Florida, collaborative research on agricultural best management practices

• Bay Area Resource Committee (BARC), member and participant

• BARC Technical Advisory Council; former member of Subcommittee on Water Quality

• Participant in Escambia Soil and Water Conservation Board

• Consultant for several environmental groups concerning impacts of sewage disposal systems; assisting Escambia County Department of Health (Environmental) to develop a proposal to study the issue

• Continuing Collaborator with Escambia County Department of Health (Environmental) to study microbial source tracking of fecal pollution in environmental waters

• Active in a number of environmental initiatives supported by the Escambia County Neighborhood and Environmental Services Department

Undergraduate, Elementary-, Middle- and High-School Teachers:

• Science education for teachers. Impact of Fluoridation of the Municipal Drinking Water Supply: Field and Laboratory Water Quality Study. (summer of 2000) research experience for two high-school science teachers

• National Science Foundation Florida Collaborative for Excellence in Teacher Preparation (summers of 1999, 2000). NW Florida regional middle school and high school science teachers were provided environmental laboratory experience in a collaborative program with Florida State University.

• Numerous tours and workshops for regional high-school and middle-school students and teachers of the Wetlands Research Laboratories and CEDB facilities

U.S. Department of Agriculture Grant-Supported Education Activity (with Carol Briscoe, Johan Liebens, Richard Snyder)

• Phase I — Lead Teacher Education (summer 2002). Seven teachers from Escambia and Santa Rosa Counties in Florida studied agricultural Best Management Practices (BMPs) at a catfish aquaculture pond in Molino, Florida; monitored water quality, and had hands-on training in sampling and analyses for water quality assessment. Each teacher developed lessons on the relationship between agricultural BMPs and water quality.

• Phase II — Summer Workshops for Teachers/Students (summer 2003). Seven teachers and six students participated in summer workshop. Field trips to agricultural BMPs in aquaculture and in pasture management. The teachers met with the research team and graduate students on the project to discuss data collection and analytical procedures that were in operation; teachers and students worked individually with UWF graduate students in the laboratories. Some participated in microbial counts on soils and waters learning microbiological analyses. Some learned nutrient analysis (Hach® kits) of field samples.

• Phase III — Development of Instructional Modules. Using their experiences in the laboratory these teachers developed additional lesson plans for their classroom, which have been posted on the project website and are available to all teachers in the program
for testing and evaluation. Each teacher was provided with Hach kits for nutrient analysis through funding from the grant to facilitate testing activities in their classrooms.

- **Phase IV — Summer Camps for High School Students/Middle School Students.**
  During the June of 2004, a 1-week summer day camp was held at UWF, which will be a prototype for future summer camps that study water quality issues. Selected teachers, trained as part of this grant served as instructors. Students will visit the research sites and participate in laboratory experiences that model the actual data collection and analysis activities.

- **GPS workshops** (6 teachers in 2002; 7 teachers, 5 students in 2003; 4 teachers, 20 students, 2004) were offered at UWF to cover GPS use in research and how it can enhance the science and geography curricula.

**Regional and Community Leadership**

- **Member (2000 – 2002),** Northwest Florida Legislative Natural Resources Advisory Committee to provide environmental expertise for the Northwest Florida Legislative delegation
- **Leadership and participant; Envision EscaRosa initiative:**
  - Environmental representative on the **Envision EscaRosa Benchmarks Task Force**
  - Member of the **Environmental Action Team** for Envision EscaRosa and is a Facilitator for the Envision EscaRosa Strategies: Air- and Water- Quality, Hazardous Waste, and Environmental Code Enforcement
- **Northwest Florida Water Management District;** collaborative grant activity
- **Emerald Coast (Escambia County) Utility Authority;** public health and environmental impact of sewage; effects of water supply fluoridation; contracted research on impact of fluoridation
- **Institute of Food and Agricultural Science, University of Florida,** collaborative research on agricultural best management practices
- **Participant, Escambia Soil and Water Conservation Board**
- **Northwest Florida Water Management District;** collaborative grant activity

**Federal and State Environmental Regulatory Agencies**

- **Member (18 months during 2000 – 2001), Technical Advisory Committee with the Florida Department of Environmental Protection for the Allocation of Total Maximum Daily Loads (TMDL)** Anonymous. 2001. **A Report to the Governor and the Legislature on the Allocation of Total Maximum Daily Loads in Florida.** [http://www.dep.state.fl.us/water/division/tmdl/alloc.htm](http://www.dep.state.fl.us/water/division/tmdl/alloc.htm)
- **Florida Department of Community Affairs;** stormwater runoff issues
Florida Department of Agricultural and Consumer Services; validation of Best Management Practices for control of agricultural runoff; stormwater runoff issues

Natural Resources Conservation Service, US Department of Agriculture (Escambia County Extension); collaborative grant activity on agricultural runoff

Participant in the National Science Foundation Florida Collaborative for Excellence in Teacher Preparation program to provide environmental laboratory experience for regional high-school teachers in cooperation with Florida State University

University Service

University of West Florida Faculty Senate, (fall 2003 – 2006); Governance Committee Facilities Coordinator: CEDB / Biology greenhouse; (2001 – present)


Technical Director of the Wetlands Research Laboratory (2001 – present), the analytical arm of the Center for Environmental Diagnostics and Bioremediation


Search Committee for Microbiologist, Wetlands Research Laboratory, Center for Environmental Diagnostics and Bioremediation

Search Committee for Director of Environmental Health and Safety, University of West Florida

Search Committee for Microbiologist, Department of Biology 2010

Marine Biology Program Review Committee, Department of Biology 2011-2012

UWF Student Scholars Symposium 2011. Award for Best Collaborative Graduate Paper

Advisor and Mentor recognition for University of West Florida-American Society for Microbiology http://uwf.collegiatelink.net/organization/asm

Recommendation letters to numerous UWF students and colleagues

Institutional Animal Care and Use Committee (IACUC): Fall 2015 – Fall 2018.

UWF Library Academic Program Review: Spring 2016

Professional / Disciplinary Service

Faculty Sponsor and Advisor for the University of West Florida Branch of the American Society for Microbiology (2007 – present). This Honor Society has consistently ranked at the very top of UWF academic clubs. It is sanctioned all the way to the Washington, D.C. ASM Headquarters, which manages the largest single-discipline scientific organization in the world.

Gulf of Mexico Alliance (GOMA) Team Leader for several tasks, e.g., Pathogens in Water, Gulf of Mexico Microbiological water quality


Biological Surfactants Session Co-Chair at the International Industrial Biotechnology Conference (iBio) in Hangzhou, China 18 (May 2008)

Memorandum of Understanding between the Hunan Agricultural University (Changsha, Hunan Province, P.R. CHINA) and the Center for
Environmental Diagnostics and Bioremediation at the University of West Florida, Pensacola, Florida, USA; January 2010

Editorial Board membership

- *Journal of Applied Microbiology* (Microbial Source Tracking; microbial diagnostics)
- *Plant Pathology Journal* (resigned 2010)
- *Journal of Environmental Detection*, an on-line international peer-reviewed journal dedicated to the detection and amelioration of sources of pollution in the environment

Peer reviewer for grant proposals submitted to the federal funding agencies:

* Peer Review Panel Member; National Science Foundation* (March 2002; Washington D.C.)
* Invited external reviewer for DHS of candidate Center, on site at Kansas State University, Manhattan (24 – 26 March 2004).
* Peer Review Panel Member; U.S. Environmental Protection Agency, for Line Item Proposals, March – April 2006; reviews handled via conference calls.

Peer Reviewer of book chapters and manuscripts for professional journals (examples below)

- *Applied and Environmental Microbiology*: 12 manuscripts reviewed (2000 – present)
- *Association for Marine Oil Pollution*: 5 manuscripts reviewed (1995 to present)
- *Trends in Biotechnology (TIBTECH)*: 2 manuscripts reviewed (2003 – present)
- *Environmental Science and Technology*: 6 manuscripts reviewed (1999 – present)
- *Environmental Technology*: 5 manuscripts reviewed (2002 – present)
- *Bioremediation Journal*: 2 manuscripts reviewed (2004 – present)
- *Journal of Applied Microbiology*: 13 manuscripts reviewed (2004 – present)
- *Journal of Water and Health*: 5 manuscripts reviewed (2009 – present)
- *Science of the Total Environment* (SOTEN) 2012—present
- *Environmental Monitoring and Assessment* 2013—present
- *PLOS One*: 3 manuscripts reviewed 2014—present
GLOBAL COLLABORATIONS
Twelve visits to China and Philippines of over one month each, beginning December 2007 (most recent 13 December 2015 through 4 January 2016).

CHINA
- Institutions:
  - Peking University, College of Engineering, Beijing
  - Jiangsu Centers for Disease Control and Prevention, Nanjing
  - Hunan Agricultural University, Hunan Province, Changsha
  - Biological Surfactants Session Co-Chair at the International Industrial Biotechnology Conference (iBio) in Hangzhou, China 18 (May 2008)
- Milestones for collaboration with HAU
  - Four peer-reviewed publications in top-tier peer-reviewed journals
  - Additional two publications submitted and under review
  - Two publications in process for submittal
  - Memorandum of Understanding between University of West Florida, Center for Environmental Diagnostics and Hunan Agricultural University, Hunan Province, Changsha, China
  - Memorandum of Agreement at Institutional level between University of West Florida and Hunan Agricultural University, in process
  - Visiting Professor Status granted to Dr. Lepo

  - Sabbatical Leave: Fall 2011, 2011, University of West Florida College of Arts and Science; scholarly work in China and USA; multiple academic and industrial institutions

  - Visitors to University of West Florida from Hunan Agricultural University (6 months each)
    - Professor and Dean Li Zongjun, Ph.D.
    - Associate Professor Wei Xiangdong, Ph.D.
    - Chen Zhili (Michael); HAU International Office Head Administrator
    - Six Professors visit UWF May 2016

  - Presentations at UWF by Professor Li Zongjun
    - Fuzhuan/Brick Tea and relative microbiomes—History, Present and Future; University of West Florida Branch of the American Society for Microbiology, 12 February 2013
    - Fuzhuan/Brick Tea and its relevant microbiomes UWF Biology Department Seminar—History, Present and Future, 22 February 2013

  - Presentations (selected from approx. 18) about China connection by Lepo to UWF
    - Study and Travel in China. ” Presented 20 November 2012 to the International Program, University of West Florida.
    - “Adventures of an Old China Hand:  Culture, Travel, Teaching and Research in The Middle Kingdom. Metabolic Limits on Nitrogen Utilization Efficiency of Winter Rape. ” Presentation to Department of Biology, 6 February 2015, Spring Biology Seminar series. University of West Florida.
“Adventures of an Old China Hand: Culture, Travel, Teaching and Research in The Middle Kingdom.” Presentation to the International Program and Faculty Internationalization Grant program 13 April 2015, University of West Florida.

- **Selected presentations by Lepo in China (selected from approx. 16; 2007 to present year)**
  - “Microbial Biosurfactants: No More Blue Mondays”; 19 December 2008; Departmental Seminar presentation to students and faculty within the Department of Energy and Resources Engineering and the College of Engineering, Peking University, Beijing, China.
  - “Research and Study Opportunities at the University of West Florida”; 22 December 2008; Keynote presentation to 2nd International Student Conference on Advanced Science and Technology; sponsored by 0 University College of Engineering (Beijing, China) and Kumamoto University College of Science and Technology (Kumamoto, Japan).
  - “Research and Study Opportunities at the University of West Florida: 2013 and Beyond” 20 December 2012; Seminar to multiple Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.
  - “Molecular-DNA Approaches to Culture-Independent Tracking of Environmental Microorganisms” 21 December 2012; Technical research presentation to faculty and graduate students from multiple Colleges, Schools and Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.
  - “Research and Study Opportunities at the University of West Florida: 2013 and Beyond” 11 July 2013; Overview research presentation to Jiangsu Provincial Centers for Disease Control and Prevention scientists from faculty and graduate students from multiple Colleges, Jiangsu Provincial Centers for Disease Control and Prevention, Nanjing, Jiangsu Province, China.
  - “qPCR and Fungal Automated rRNA Intergenic Spacer Analysis (F-ARISA) Characterizes Phyllosphere Fungal Communities of Crops: Diagnostics for Plant-Pathogens or –Stress” 30 July 2013; Invited presentation to BIT’s 3rd Annual Congress of Microbiology (Chair of Mycology session), Wuhan, China.
  - “There’s a Fungus Among Us! Renaissance of Mycology” 4 January 2014; Presentation as Saturday morning seminar for faculty and 15 graduate students from the School of Food Science at the Hunan Agricultural University, Changsha, Hunan Province, China.
  - “Microbiology, Microbial Physiology, Metabolic Mechanisms and Biochemistry of Alcoholic Fermentation. Why DO microorganisms make your beer, wine, bai jiu, tuba and tequila? SURPRISE: It’s not because they like you!” 24 June 2015. Presentation to faculty and graduate and undergraduate students from multiple Colleges, Schools and Departments of the Hunan Agricultural University, Changsha, Hunan Province, China.
  - “Taxonomic and metabolic characterization of bacteria isolated from Gulf of Mexico sediments affected by the deep water horizon oil spill.” 3 July 2015; Presentation as research seminar. Faculty and graduate students the College of Environment and Technology at the Hunan Agricultural University, Changsha, Hunan Province, China.
PHILIPPINE ISLANDS
- International Rice Research Institute (IRRI; affiliated with University of Philippines; visit www.irri.org), Los Banos (Laguna Province near Manila)

Philippine Islands
- Contact initiated December 2012 via collaborators in China
- Tour of IRRI, 18 July 2013
- Collaboration with IRRI formally established, March 2014
- Return to IRRI June 2014 to present UWF initiative of NSF grant proposal
- Return to IRRI December 2014 to write grant proposals
- Planned visit to IRRI summer of 2016: UWF, China, IRRI collaborative proposal to U.S. National Science Foundation.
Abbreviated Curriculum Vitae

Christopher M. Pomory, Ph.D. 01/2016

Current Affiliation

Professor & Chair
Department of Biology
University of West Florida

Academic Degrees

M.S. Zoology, 1990. Texas A&M University, College Station, Texas.

Professional Experience

Interim Chair (2014-present), Professor (2013-present), Associate Professor (2007-2012), Assistant Professor (2000-2006). Department of Biology, University of West Florida, Pensacola, Florida: 2000 - present.

Education Officer. Wrigley Institute for Environmental Studies, University of Southern California, Avalon, California: 1999.
Courses: Directing undergraduate independent studies associated with a senior-level seminar course.

Adjunct Assistant Professor. Department of Biology, University of South Florida, Tampa, Florida: 1997 - 1998.
Courses: 1) Human Anatomy & Physiology; 2) Introductory Biology I, Cellular Processes; 3) Animal Behavior; 4) Animal Physiology; 5) Environmental Science; 6) Food: Personal and Global Perspectives; 7) Anatomy & Physiology sections of an MCAT review course.

Publications

(*undergraduate coauthors underlined, ^ graduate coauthors double underlined)

Peer-Reviewed Journals


**Peer-Reviewed Conference Proceedings**


Conference Presentations/Posters
(*undergraduate coauthors underlined, ^ graduate coauthors double underlined)

   b) Poster at the Gulf Estuarine Research Society 2012 meeting.
*19a & 19b. Lawrence JM, Pomory CM, Trowbridge G 2011.
   a) Presentation at the 6th North American Echinoderm Conference.
   b) Presentation at the 1st Congreso Latinoamericano de Equinodermos.
12a & 12b. Lawrence JM, Pomory CM 2008.
   a) Poster at the 5th North American Echinoderm Conference.
   b) Poster at the 4th workshop of German and Austrian Echinoderm Research.

Grants

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Grants & Contracts

Ship Time Awards

Other Academic Activities

Student Advising
M.S. Thesis Committee Chair - 13.
M.S. Thesis Committee Member - 23.
Ed.D. Dissertation Committee Member - 1.
B.S. Honor’s Thesis Advisor - 1.
High School Directed Studies - 1.
Undergraduate Directed Studies - 53.
Graduate Directed Studies - 24.

Referee for Journals
Bulletin of Marine Science; Journal of Experimental Marine Biology and Ecology; Journal of Coastal Research; Animal Behaviour; Marine Ecology Progress Series; Marine Biology; Limnology & Oceanography; Behavioral Ecology and Sociobiology; Gulf of Mexico Science; Florida Scientist; Journal of Current Zoology; Marine Biodiversity Records; Biological Bulletin; Journal of the Marine Biological Association of the United Kingdom; International Journal of Fisheries and Aquaculture; ACTA Oecologica; Aquacultural Research; Ecological Applications; Molluscan Research; International Aquatic Research; Revista de Biologia Tropical.

Referee for Agencies

Reviewer for Publishing Houses

Workshops/Seminars/Conferences

Institutional Service (current)
University level – University of West Florida (UWF)
6. ALP/ALC Policy Committee: member, fall 2015-present.
5. Technical Coordination Committee (TCC) for the Gulf of Mexico Marine Fisheries Enhancement Center: UWF member, spring 2015-present.
3. CORE University Retention Committee: member, summer 2012-present.
2. Strategic Enrollment Planning Committee: member, spring 2014-present.
1. Diving Control Board: member, fall 2001-present.

Department level – Department of Biology, CoSE, UWF
Library Allocation Representative: fall 2001-present.

Institutional Service (past)
University level – University of West Florida (UWF)
17. Search Committee Assistant Vice President for Research: member, spring 2014.
16. SACSCOC Reaffirmation, CCT Content Reviewer: member, fall 2013-summer 2014.
   Faculty Team: principles 3.4.10, 3.7.2, 3.7.4, 3.7.5.
15. Undergraduate Admissions Decision Committee: member, fall 2012-summer 2013.
   Governance & Administration Team: principles 3.2.6, 3.2.8, 3.2.14.
   Faculty Team: principles 3.4.10, 3.7.2, 3.7.4, 3.7.5.
13. Faculty Senate President: fall 2011-summer 2013.
   Board of Trustees (BoT) UWF: member.
   BoT Academic Affairs Subcommittee: member.
   Executive Committee: chair.
   Administration/Executive Committee: chair.
   Governance Committee: member.
   Sponsored Research Advisory Committee: ex-officio member.
   Student Assessment of Teaching and Learning (SATL) Revision committee: chair.
10. Search Committee Assistant Vice President for Enrollment Affairs: member, spring 2013.
8. Search Committee Director of Institutional Research and Effectiveness: member, summer 2012-fall 2012.
7. Search Committee Provost: member, summer 2012-fall 2012.
6. Faculty Senate Member: fall 2008-summer 2011.
   Executive Committee: member, fall 2010-summer 2011.
   Administration/Executive Committee: member, fall 2010-summer 2011.
   Graduate Council: ex-officio member, fall 2010-summer 2011.
   Nominating Committee: member, summer 2011.
3. Search Committee Vice President of Student Affairs, second search: member (Faculty Senate Representative), spring 2010.
2. Search Committee Vice President of Student Affairs, first search: member (Faculty Senate Representative), summer 2009.
1. Animal Care and Use Committee: member, fall 2001-spring 2003; chair, fall 2003-spring
College level – College of Science, Engineering and Health (CoSEH), UWF
2. Faculty Personnel Committee: member, fall 2006-fall 2011; chair, fall 2008 & fall 2011.  

Department level – Department of Biology, CoSEH, UWF
8. Search Committee Marine Vertebrate Zoologist Assistant Professor: co-chair, summer 2011-fall 2011.  
7. Search Committee Marine Ecologist Assistant Professor: member, fall 2007-spring 2008.  
5. Search Committee Marine Vertebrate Zoologist Assistant Professor: member, fall 2003-spring 2004.  
4. 5-Year Development Plan Committee: member, fall 2001-spring 2004.  

Community Service
CURRICULUM VITAE

Molly Karen Pritchard, Ph.D.

Current Position: Instructor of Biology, University of West Florida

Address: 3063 Raines Street
Pensacola, FL 32514
(850) 477-9991
Kpritchard@uwf.edu

Education:
1985-1989 Bachelor of Science, Department of Biology, Erskine College, Due West, SC
Major: Biology
Minor: Mathematics
Magna Cum Laude

1989-1995 Doctor of Philosophy, School of Forest Resources, University of Georgia, Athens, GA

Dissertation Title Use and evaluation of three fish health assessment methods as indicators of contaminant exposure: necropsy-based, macrophage aggregate analysis, and histopathology

Professional Experience:
2004 – Present Instructor of Biology, University of West Florida

Courses Instructed:
Anatomy and Physiology I and laboratory
Anatomy and Physiology II and laboratory
Human Physiology
Cell Biology Laboratory
Genetics
Zoology and Laboratory
Introduction to Ecology
Introduction to Oceanography and Marine Biology
General Biology – Non Majors and Laboratory
Tropical Ecology
Fundamentals of Ecology
Introduction to Human Anatomy and Laboratory
Concepts in Human Physiology and Laboratory

2014 Facilitator – Appalachian Community Health Service Project

2012 – 2013 Bioscopes Facilitator, Florida State University
Seminars Taught:
Bay County, FL: Climate Change Biology
Panhandle Area Educational Consortium: Human Biology
Escambia County, FL: Human Biology, Genetics

2003–2004 Adjunct Instructor, Biology
Courses Instructed:
  Zoology Lecture and Laboratory
  Introduction to Environmental Science
  Introduction to Biology for Non-majors
  Introduction to Ecology
  Genetics

2000-2003 MIS Director, Skyline Steel Corporation

1999 Adjunct Assistant Professor, The University of West Florida
Courses Instructed:
  Vertebrate Marine Zoology
  Vertebrate Marine Zoology Laboratory

1997-1999 Adjunct Instructor, Pensacola Junior College
Courses Instructed:
  Anatomy and Physiology I Laboratory
  Anatomy and Physiology II Laboratory
  Integrated Principles of Biology
  Integrated Principles of Biology Laboratory
  Introduction to Environmental Science
  Biological Principles for Non-majors
  Biological Principles for Non-majors Laboratory
  Introduction to Botany Laboratory
  Introduction to Zoology
  Introduction to Zoology Laboratory

1998 Adjunct Assistant Professor, Jefferson Davis Community College
Courses Instructed:
  Introduction to Biology I Lecture and Lab
  Introduction to Biology II (Zoology) Lecture and Lab

1995-1997 Postdoctoral Research Associate, National Research Council
Gulf Ecology Division, USEPA, Gulf Breeze, FL

1993-1994 Lecturer, Fish Disease Section, Aquaculture, School of Forest Resources, University of Georgia, Athens, GA

1992-1993 Laboratory Assistant, Aquaculture, School of Forest Resources, University of Georgia, Athens, GA

1988 Summer Intern, Environmental Services Inc., Jacksonville, FL

1987-1989 Laboratory Teaching Assistant; Animal Physiology, Introduction to Biology, Erskine College, Due West, SC
CONDENSED CURRICULUM VITAE

PHILLIP E. RYALS, Ph.D.

DEPARTMENT OF BIOLOGY
UNIVERSITY OF WEST FLORIDA
11000 UNIVERSITY PARKWAY
PENSACOLA, FL  32514

PERSONAL DATA

Local Address: 950 Shadow Ridge Dr.
Pensacola, FL  32514
Home Telephone: (850) 748-0242
Office Telephone: (850) 474-2751
FAX: (850) 474-2749
E-mail: pryals@uwf.edu
        per1@cox.net

EDUCATION

BS  Biology/Physical Science, Troy University (formerly Troy State University), Troy, Alabama, June, 1977
MS  Biological Sciences, The University of Alabama, Tuscaloosa, Alabama, May, 1980
Ph.D. Biological Sciences (emphasis in Cell Biology), The University of Alabama, Tuscaloosa, Alabama, August, 1985

PROFESSIONAL EXPERIENCE

4/10 – present  Professor, Department of Biology, University of West Florida, Pensacola, FL 32514
8/02 – 4/10  Associate Professor, Department of Biology, University of West Florida, Pensacola, FL 32514
7/97 – 7/02  Associate Professor, Department of Biochemistry and Molecular Biology, Mississippi State University, Mississippi State, MS 39762
2/91 - 6/97  Assistant Professor, Department of Biochemistry and Molecular Biology, Mississippi State University, Mississippi State, MS 39762
9/89 - 12/90  Postdoctoral Scholar, Department of Biochemistry, Chandler Medical Center, University of Kentucky, Lexington, KY
8/85 - 8/89  National Cancer Institute Postdoctoral Trainee, Robert A. Welch Foundation Postdoctoral Fellow, and Postdoctoral Research Associate, Department of Botany, The University of Texas, Austin, TX

Predoctoral

1984 - 1985  Research Assistant, Department of Biology, The University of Alabama
1981 - 1984  Teaching/Research Assistant, Electron Microscopy Laboratory, The University of Alabama
1979 - 1981  Instructor, Department of Biology, Troy State University
1977 - 1979  **Teaching Assistant**, Department of Biology, The University of Alabama

**FELLOWSHIPS, SCHOLARSHIPS, HONORS AND AWARDS**

- 1982 - 1983  Graduate Student Research Award
- 1983     University of Alabama Student Research Grant
- 1984 - 1985  Stewart J. Lloyd Scholarship
- 1985     Association of Southeastern Biologists Research Award
- 1985 – 1989  Robert A. Welch Foundation Postdoctoral Fellow
- 2005     Nominated for SGA Distinguished Teaching Award – Semi-finalist
- 2008     Nominated for SGA Distinguished Teaching Award
- 2010     Nominated for SGA Distinguished Teaching Award – Semi-finalist
- 2011     Nominated for SGA Distinguished Teaching Award

**CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

International Society of Protistologists
Florida Academy of Sciences

**PAST MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Chemical Society
American Society for Microbiology
American Society for Biochemistry and Molecular Biology
Beta Beta Beta, Biological Honor Society
Gamma Beta Phi, Undergraduate Honor Society
Gamma Sigma Delta, Agricultural Science Honor Society
Sigma Xi

**CURRENT INTRAMURAL SERVICE**

- 2016  Member, Departmental Tenure and Promotion Committee
- 2016  Member, Interdisciplinary Biological Chemistry Working Group
- 2016  Member, Departmental Emergency Response Team
- 2016  Member, Mentoring Committee for Dr. Peter Cavnar
- 2016  Member, Departmental Graduate Admissions Committee
- 2016  Member, Departmental Assessment Committee (Graduate Assessment)
- 2016  Member, Environmental Health and Occupational Safety Committee
- 2016  Chair, Biology Search Committee, Immunologist Position

**CURRENT EXTRAMURAL SERVICE**

- 2016  Member of the Board of Reviewers of The Journal of Eukaryotic Microbiology, an International Journal.
CURRENT COURSES TAUGHT

Fall Semesters: BCH 3033, Biochemistry I
                PCB 4523/5527, Molecular Biology
                PCB 4523L/5527L, Molecular Biology Lab

Spring Semesters: BCH 3033, Biochemistry I
                  BCH 3033L, Biochemistry I Lab
                  BCH 3034, Biochemistry II

Summer Term: BCH 3033, Biochemistry I

GRADUATE COMMITTEES

Served on 45 graduate committees

Directed 16 Masters/Doctoral Students as Major Professor

UNDERGRADUATE RESEARCHERS SUPERVISED

80 Undergraduate Research Projects Supervised

Undergraduate Honors Thesis Students

An Lam, Fall 2007 – Spring 2008
Calcium-binding and iron-binding proteins in Tetrahymena.

PAST AND CURRENT GRANT SUPPORT

$344,271 in external grant funding, including NIH and Lilly Pharmaceuticals

PUBLICATIONS IN PEER REVIEWED JOURNALS

33 publications in peer reviewed journals

PUBLISHED ABSTRACTS OF PAPERS READ AND POSTERS PRESENTED

53 published abstracts

Full Curriculum Vitae available upon request.
Erica W. Taylor  
11000 University Parkway, Pensacola, FL 32514  
Office phone number: 850-474-2169;  
Email address: etaylor4@uwf.edu

Work Experience

Aug 2014-Present  
Visiting Assistant Professor-Biology Department; University of West Florida, Pensacola, FL

Aug 2013-July 2014  
Adjunct Faculty Instructor-Biology department, Division of Natural Sciences and Mathematics; Miles College, Birmingham, AL

Education and Qualifications

2006-2013  
Doctorate in Cellular and Molecular Physiology; University of Alabama at Birmingham, Birmingham, AL; Department of Cellular, Developmental and Integrative Biology, Laboratories of John C. Chatham, D.Phil and Lori L. McMahon, Ph.D

2005-2006  
SMART PREP Apprentice; Baylor College of Medicine, Houston, TX  
Mentor: Dr. Gayle Slaughter

2001-2005  
Bachelor’s of Science in Biology; Prairie View A&M University, Prairie View, TX  
Mentor: Dr. Harriette Howard Lee-Block

Honors and Awards

2015  
University of West Florida Student Government Association Distinguished Teaching Award Recipient for College of Science, Engineering and Health, University of West Florida

2010-2012  
Ruth L. Kirschstein National Research Service Award for Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research

Teaching Experience

Jan 2016-Present  
Biology I for Majors. University of West Florida

May 2015-Present  
General Biology for Non-majors Lecture and Lab Online. University of West Florida

Jan 2015-Present  
General Biology for Non-majors Lecture. University of West Florida

Aug 2014-Present  
Anatomy and Physiology Lecture and Lab Courses. University of West Florida

May 2014-July 2014  
General Biology II Lecture and Lab Courses. Miles College

May 2014-July 2014  
Biochemistry II Lecture and Lab Courses. Miles College

Jan 2014-May 2014  
Senior Seminar Course. Miles College
Jan 2014-May 2014  Genetics Lecture and Lab Courses. Miles College
Jan 2014-May 2014  Biochemistry I Lecture and Lab Courses. Miles College
Jan 2014-May 2014  Human Physiology Lecture and Lab Courses. Miles College
Aug 2013-July 2014  General Biology I Lecture and Lab. Miles College
Appendix E

University of West Florida Undergraduate Admissions and Graduation Requirements
Freshmen Admissions

The following outlines the general processing of all First Time in College students to the University of West Florida (UWF Regulation 3.001).

General Provisions

- 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").
- 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 3.001(1), since graduating from high school, as evaluated by UWF.
- Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as a FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.
- UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.

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:

1. 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.)

2. 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:
   a. four (4) units of English–three of which must have included substantial writing requirements;
b. four (4) units of mathematics—at the algebra I level and above;

c. three (3) units of natural science—two of which must have included substantial laboratory requirements;

d. three (3) units of social science—history, civics, political science, economics, sociology, psychology or geography;

e. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

f. two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.

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

i. four (4) units of English—three of which must have included substantial writing requirements;

ii. three (3) units of mathematics—at the algebra I level and above;

iii. three (3) units of natural science—two of which must have included substantial laboratory requirements;

iv. three (3) units of social science—history, civics, political science, economics, sociology, psychology or geography;

v. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

vi. three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.

3. An official SAT Reasoning Test (all three sections) or ACT Plus Writing Test; and

4. High school grades that meet either sub-paragraph a. or b.
   a. At least a "B" average (3.0 on a 4.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science, foreign language and electives; or

   b. At least a 2.5 grade point average (on a 4.0 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:

      i. SAT—Critical Reading ≥ 460; or ACT—Reading ≥ 19

      ii. SAT—Mathematics ≥ 460; or ACT—Mathematics ≥ 19

      iii. SAT—Writing ≥ 440; or ACT—English/Writing ≥ 18
5. 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 (critical reading, math and writing). 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 Test, or an overall combined test score of 1450 on the SAT Reasoning Test (critical reading, math and writing).

6. 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 4. (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 Test, or an overall combined test score of 1450 on the SAT Reasoning Test (critical reading, math and writing).

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

- 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").
- "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.
  1. Transfer applicants with fewer than 60 semester hours of transferable college credit must meet the transfer admission requirements set forth below under Transfer Student Admission, and these applicants must also meet the First Time In College ("FTIC") student admission requirements located in UWF Regulation 3.001.
  2. Transfer applicants with 60 or more semester hours of transferable college credits must meet the transfer admission requirements set forth below under Transfer Student Admission.
- 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.
• 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;
• 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 community college, 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)

1. 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, 3.032, 3.033 and 3.042, Florida Board of Governors (BOG) Regulations 6.001, 6.002, 6.003, 6.004, and 6.009, and the requirements herein.
2. 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.
3. 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.

4. Applicants must meet the following criteria and submit the required documentation to receive consideration for admission to the University:
   - 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).

   - 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.)

1. Undergraduate applicants must have a 2.5 GPA on a 4.0 scale as calculated by UWF Office of Undergraduate Admissions.

2. 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).

3. Applicants must submit a non-refundable application fee payable in U.S. dollars.
4. Applicants must complete and submit the following medical information:
   
a. 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.

   b. Documentation of MMR (measles, mumps and rubella) immunization, and

   c. Proof of immunization for meningitis and hepatitis B, or a signed waiver indicating the applicant’s informed decision not to be vaccinated.

5. 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.

6. 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.

7. For transfer students: A completed transfer clearance form is required for F-1 applicants to verify their eligibility to transfer in F-1 status.

8. 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.

9. 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 above.

10. 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.
Graduation and General Degree Requirements
(http://catalog.uwf.edu/undergraduate/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:

- 120 semester hours in an approved program
- 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)
- 48 semester hours in upper-level course work
- 25% of degree program credits must be earned at UWF
- The last 30 semester hours of credit for a degree must be earned at UWF
- 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
- Fulfillment of Gordon Rule
- Completion of all General Education requirements
- Completion of all program specific lower division common prerequisites
- Completion of admissions foreign language requirement
- Completion of multicultural requirement
- Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
- A degree will not be awarded for a student on academic probation or suspension
- 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
- 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.

**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.
UWF Board of Trustees Meeting  
Academic Affairs Committee  
March 1, 2016

**Agenda Recommendation:** Approval of Naming the Hal Marcus College of Science and Engineering

**Proposed Action:** Approval

**Background Information:**
During the week of January 19, 2016, Harold E. Marcus, Jr. made a $5-million-dollar gift to the University of West Florida in support of the College of Science and Engineering (CSE). In keeping with the University Of West Florida Board Of Trustees Policy (BOT-08.02-05/14) a gift of $5 million makes possible the naming of a college. Approval is sought to name the Hal Marcus College of Science and Engineering.

For more than 25 years, Mr. Marcus has supported UWF with his first major gift made for scholarship support in Archaeology during the time Dr. Judy Bense served as Department Chair. Additionally, he served on the UWF Foundation, Inc. Board from 1989 to 1998 and is a member of the UWF Heritage Club in recognition of his naming UWF in his estate plan.

Mr. Marcus’s generous gift will be 80% endowed and 20% non-endowed with the goal of the entire gift to help enliven academic excellence in the study of science and engineering at UWF. This gift will provide extraordinary opportunities for students to experience and participate in undergraduate research, competitions teams, national and international study and research, conference travel, scholarships, exposure to high-profile speakers and a host of other high impact and experiential learning opportunities. Additionally, the gift will provide for the purchase and upkeep of state-of-the art equipment and instrumentation used in the college and will also provide opportunities for academic excellence and professional development for faculty.

**Implementation Plan:** Immediately

**Fiscal Implications:** No funding required

**Supporting documents:** BOT Policy -08.02-05/14–Policy Concerning Naming Opportunities

**Prepared by:** Martha Lee Blodgett, Associate VP for University Advancement

**Facilitator/Presenter:** Dr. Brendan Kelly, Vice President for University Advancement
Policy Title: Policy Concerning Naming Opportunities

Originator: The University of West Florida Board of Trustees

Responsible Office: University Advancement

Reason for Policy/Purpose:

It is the intention of the University of West Florida (the “University”) to honor and recognize outstanding support of the University through the naming of facilities, scholarships, fellowships, and other funds that support the mission of the University. Naming recognition may be extended to individuals, families or appropriate organizations. Accordingly, the Board of Trustees of the University of West Florida (the “Board of Trustees”) has adopted this policy to set forth guidelines for naming opportunities for the University.

Upon recommendation of the University President, it is the responsibility of the Board of Trustees to approve any naming recommendations as outlined in this document. Information will be provided to the Board of Directors of The University of West Florida Foundation, Inc. (the “Foundation”) regarding naming in recognition of financial support.

Policy Statement:

Guidelines

I. Naming Campus Facilities

Relationship to Florida Statutes

- The naming of a building, road, bridge, park, recreational complex, or other similar facility of the University shall be in accordance with the provisions of Florida Law. Accordingly, no building, road, bridge, park, recreational complex, or other similar facility of the University shall be named for any living person except in accordance with law and applicable rules or regulations of the Board of Governors of the State University System.

General Policies

- Facilities may be named in recognition of outstanding service to the University and/or in recognition of significant financial support of the University (based on current gift requirements for naming a facility).
- The naming of any building, facility, or wing, must be recommended by the President and approved by the Board of Trustees as a noticed, non-consent agenda item.
- Buildings and facilities cannot be named for an active State University System member, including staff, faculty, students, or trustees.
• Gift-related naming of buildings or facilities for an individual, corporation or organization requires a gift of 25% or more of the total construction cost of the building or facility.
• Non-gift related naming should be reserved for individuals who have made a significant contribution to the field of education, government, science or human betterment and who are of recognized accomplishment and character.

Naming in Recognition of Outstanding Service

• Prior to recommending the naming of a campus classroom, laboratory, conference room, reception area, or similar space based on outstanding service to the University, the President will seek the advice of the Honorary Awards and Recognition Committee in considering nominations for naming a space in recognition of outstanding service.

Naming in Recognition of Financial Support

• The naming of a campus building, facility, or wing based on financial support requires recommendation of the President and the approval of the Board of Trustees as set forth above. The naming of a campus classroom, laboratory, conference room, reception area, or similar space based on financial support requires only approval of the President.
• In the case of facilities costing $1 million or greater, the Foundation shall be required to certify that a charitable gift of sufficient magnitude has been received by the Foundation.
• A facility will be named in recognition of financial support only after the gift required for the naming is completed (a pledge is not sufficient). This does not apply to the naming of interior spaces, such as a classroom, laboratory, conference room, reception area or similar space.
• The Board of Trustees reserves the right to deny the naming of a facility even when a sufficient charitable gift has been received.

II. Naming Major Campus Units

• Naming opportunities for major units of the University will be established by the Board of Trustees. These opportunities shall include but not be limited to the naming of Colleges, Schools, Centers, and Departments.
• Approval by the Board of Trustees upon the recommendation of the University President is required for the naming of any major unit. The President may (but is not required to) seek the advice of the Honorary Awards and Recognition Committee on these matters.
• A major campus unit will be named in recognition of financial support only after the gift required for the naming is completed (a pledge is not sufficient).
• The Board of Trustees reserves the right to deny the naming of a major campus unit even when a sufficient charitable gift has been received.

III. Additional Naming Opportunities
• Additional naming opportunities may be approved by the President. These opportunities shall include but not be limited to the naming of scholarships, fellowships, chairs, professorships, assistantships, and lectures. Prior to approving such an opportunity, the President may (but is not required to) seek the advice of the Honorary Awards and Recognition Committee.

• At the discretion of the President or designee, a named fund may be established in response to the initial gift toward a good faith pledge.

• The President reserves the right to deny the naming of a scholarship, professorship, fellowship, chair, lectureship or other naming opportunity even when a sufficient charitable gift has been received.

• Additional minor naming opportunities (e.g. name on a brick walkway, donor recognition plaque, nameplate on a theatre seat, etc.) may be developed and implemented by staff with the approval of the President or designee.

IV. Renaming Policies

At the University of West Florida, every name assigned to a facility, activity or program is intended to be enduring. However, it is foreseeable that situations may arise where the disassociation of a name from a University facility, activity, or program may be warranted and in the best interest of the University. A recommendation to change or alter in any way the name of a previously named facility, activity or program must be initiated by the President and approved by the Board of Trustees. As naming authority lies with the Board of Trustees, so does the authority and responsibility to remove/change a name.

Circumstances that may lead to consideration of a name removal/change may include, but shall not be limited to such items as:

• Significant renovation or addition to a previously named space -- the replaced or renovated structure may be renamed in recognition of another donor. Appropriate recognition of earlier donors and honorees shall be included in or adjacent to new and renovated facilities, as well as in redeveloped areas.

• Actions by an honored person and/or company that are no longer in alignment with the University’s mission and fundamental values and/or brings discredit to the university,

• Failure of an honored person and/or company to fulfill agreed upon obligations,

• The demolition of a facility or the discontinuation of a program or activity, or

• A corporate or individual has a name change.

When a facility, activity or program is proposed for renaming, University representatives will make all reasonable efforts to inform in advance the original donor/ honoree and/or their immediate families.

BOT-08.02-05/14 Policy Concerning Naming Opportunities 5.19.2014

3
V. University Archives

The University’s Division of Advancement will work with the Foundation to ensure that naming related actions will be copied to University Archives for proper retention and preservation for archival and research purposes.

APPROVED:  
Dr. Judith A. Bense, President

Date:  
5/27/14

History:  
Amended May 2014; adopted June 2011.
<table>
<thead>
<tr>
<th>NAMING OPPORTUNITY</th>
<th>MINIMUM GIFT FROM DONOR (MATCH DOES NOT COUNT TOWARD MINIMUM)</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMPUS FACILITIES</td>
<td></td>
<td>REQUIRES BOARD OF TRUSTEES APPROVAL</td>
</tr>
<tr>
<td>Facility, Buildings, or Wings</td>
<td>25% of replacement cost (which must represent at least $25,000 from donor)</td>
<td>For existing facility, gift may be unrestricted (e.g. to support overall University needs) or go to endowment to support associated programs within the facility. For new facility, gift may be unrestricted, go to endowment to support associated programs within facility, or be designated to construction costs. The same guidelines apply to athletic facilities.</td>
</tr>
<tr>
<td>MAJOR UNITS (NON-FACILITIES)</td>
<td></td>
<td>REQUIRES BOARD OF TRUSTEES APPROVAL</td>
</tr>
<tr>
<td>Colleges</td>
<td>$5 million</td>
<td>At least 75% of gift must go to endowment to support College</td>
</tr>
<tr>
<td>Schools</td>
<td>$1 million</td>
<td>At least 75% of gift must go to endowment to support School</td>
</tr>
<tr>
<td>Departments</td>
<td>$1 million</td>
<td>At least 75% of gift must go to endowment to support Department</td>
</tr>
<tr>
<td>Centers</td>
<td>$1 million</td>
<td>At least 75% of gift must go to endowment to support Center</td>
</tr>
<tr>
<td>Institutes</td>
<td>$500,000</td>
<td>At least 75% of gift must go to endowment to support Institute</td>
</tr>
<tr>
<td>Programs (curricular or co-curricular)</td>
<td>$250,000</td>
<td>At least 75% of gift must go to support Program</td>
</tr>
<tr>
<td>OTHER CAMPUS SPACES</td>
<td></td>
<td>REQUIRES PRESIDENT APPROVAL</td>
</tr>
<tr>
<td>Classrooms, Laboratories, Seminar Rooms, Conference Rooms, Offices, and Similar Spaces</td>
<td>25% of replacement cost (which must represent at least $25,000 from donor)</td>
<td>For existing facility, gift may be unrestricted or go to endowment to support associated programs within the facility For new facility, gift may be unrestricted, go to endowment to support associated programs within facility, or be designated to construction costs.</td>
</tr>
<tr>
<td>OTHER NAMING OPPORTUNITIES</td>
<td></td>
<td>REQUIRES PRESIDENT OR DESIGNEE APPROVAL</td>
</tr>
<tr>
<td>Distinguished Endowed Chair</td>
<td>$2 million</td>
<td>Endowment for projected full salary/support of Chair</td>
</tr>
<tr>
<td>Endowed Chair</td>
<td>$1 million</td>
<td>Endowment for salary/support of Chair</td>
</tr>
<tr>
<td>Endowed Professorship</td>
<td>$300,000</td>
<td>Endowment for salary supplement/support of Professor</td>
</tr>
<tr>
<td>Term Professorship</td>
<td>$200 K at $40 K/year for 5 years</td>
<td>Term support for salary supplement/support of Professor</td>
</tr>
<tr>
<td>Endowed Lectureship</td>
<td>$100,000</td>
<td>Endowment to support lectureship</td>
</tr>
<tr>
<td>Endowed Library Fund</td>
<td>$50,000</td>
<td>Endowment to support Library</td>
</tr>
<tr>
<td>Endowed Assistantship/Fellowship</td>
<td>$100,000</td>
<td>Endowment to support salary supplement for research, teaching, etc.</td>
</tr>
<tr>
<td>Endowed Scholarship</td>
<td>$25,000</td>
<td>Endowment to support student scholarship</td>
</tr>
<tr>
<td>Term Scholarship</td>
<td>$5,000 at $1,000/yr. for five years</td>
<td>Term support for student scholarship</td>
</tr>
</tbody>
</table>
UWF Board of Trustees Meeting  
Academic Affairs Committee  
March 1, 2016

**Agenda Recommendation:** University College Reorganization Update  

**Proposed Action:** Informational

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**Background Information:**  
University College at UWF is focused on establishing relationships with incoming students to help them build a firm academic foundation and offer academic and social support as they make the journey to graduation.

As of January 2016, Dr. Kim LeDuff assumed the role of Dean and Associate Vice Provost for University College.

There are 4 primary areas in University College:  
- Advising & Retention  
- Equity & Diversity  
- High Impact Learning  
- General Education

There are plans in place for Fall 2016:  
- First Year Advisors assigned to Academic Colleges  
- Academic Foundations Courses for Each College  
- An Exploratory program for undecided students

Introduction of Assistant Deans – Rachel Errington and Dr. Doug Thompson

**Implementation Plan:** Fall 2016

**Fiscal Implications:** None

**Supporting documents:**  
*What’s University College*  

**Prepared by:** Dr. Kim M. LeDuff, Dean, Associate Vice Provost University College, 850-474-2600, kleduff@uwf.edu

**Facilitator/Presenter:** Dr. Kim M. LeDuff, Dean, Associate Vice Provost University College, 850-474-2600, kleduff@uwf.edu
Advisors are your lifeguards!

Your advisor will help you navigate course options and keep on track to graduate in four years.

Make an appointment with your personal lifeguard at uwf.edu/advising

Explore new shores!

Achieve inclusive excellence!

You can develop your cross-cultural competency skills through specialized programming, events and initiatives. At UWF Awareness, Acceptance and Respect are a way of life.

Get involved in diversity and inclusion at uwf.edu/diversity!

Take the helm of your college experience!

College is your time to shine!

Make your resume stand out by engaging in a high impact learning experience. Whether it’s participating in the Kugelman Honors Program, studying abroad or an internship graduate with something extra.

Learn more at uwf.edu/highimpact.

Let general education be your guide!

Get started in the right direction!

General Education equips you with a broad knowledge base and variety of skills to be successful in any major.

Find out more at uwf.edu/gened.