AGENDA
THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES
Academic Affairs Committee Meeting
February 21, 2017
University of West Florida Conference Center, Bldg. 22
11000 University Parkway, Pensacola, FL 32514

Call to Order/Roll Call.......................... Ted Fox, Member

Greeting ............................................ Ted Fox

Action Items:
1. Approval of Amendment of UWF/REG 3.017 Student Educational Records
2. Approval of Proposed Revision to UWF REG 3.030 Academic Misconduct
3. Approval of Terminating Suspended Programs
4. Approval of Requests to Offer Three New Degree Programs, Effective Fall 2017

Information Items:
1. Textbook Affordability Update
2. Naming the Linda Evans Educational Pavilion at Museum Plaza
3. Naming the Usha Kundu, MD College of Health

Other Committee Business:

Adjournment
Action Item

UWF Board of Trustees Meeting
Academic Affairs Committee
February 21, 2017

Issue: Amendment of UWF/REG-3.017 Student Educational Records

Proposed action: Approve amendments in form attached of UWF/REG-3.017 Student Educational Records

Background information:

The proposed amendments are requested to ensure consistency across campus by providing for a definition of “in attendance” to clarify when FERPA rights first apply, and to update the designations of what is considered directory information by the University. Directory information is the information available about a student that is not considered harmful or an invasion of privacy if disclosed. While federal and state law protect the privacy of educational records, directory information is not treated as confidential by law and may be disclosed by the University without student consent unless the student has requested a privacy hold.

Regulation Amendment Procedural History:

The notice of proposed amendment to UWF/REG 3.017 was posted to the BOT website on January 11, 2017, and also published in the @UWF Newsletter on January 12, 2017. The required 30-day notice period for the proposed regulation expired February 10, 2017.

Recommendation:

Approve amendments of UWF/REG-3.017 Student Educational Records as set forth in the supporting documentation.

Implementation Plan:

Effective immediately upon BOT action.

Fiscal Implications: None.

Supporting documents:

- BOG Regulation 1.001
- 34 C.F.R. § 99.3 and 34 C.F.R. § 99.31
- UWF/REG 3.017 Regulation Amendment Notice with Proposed Amendments

Prepared by: James H. Felder, Interim General Counsel, Office of the General Counsel, jfelder@uwf.edu, 850/474-3420.

Facilitator/Presentor: Kelly Brundage, University Registrar
(1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors’ regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors’ Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.

(2) Composition of Boards; Membership and Organization.
   (a) Each university shall be administered by a board of trustees, consisting of thirteen members dedicated to the purposes of the State University System. Each university board of trustees includes six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Senate. All trustees are required to attend a Board of Governors orientation session, preferably prior to service on the university board. The chair of the faculty senate, or the equivalent, and the president of Student Government, or the equivalent, are also members. Board of trustee members shall serve staggered terms of five years and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices. All members are public officers subject to the requirements of the Florida Code of Ethics.

   (b) Each board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for two years and may be reselected for one additional consecutive two-year term. Any exception to this term of office must be approved by a two-thirds vote of the board of trustees.

   (c) The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, attesting to actions of the board of trustees, and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal as provided in section 1001.71, Florida Statutes.

   (d) The university president shall serve as the chief executive officer and corporate secretary of the board of trustees and shall be responsible to the board of trustees for all operations of the university and for setting
the agenda for meetings of the board of trustees in consultation with the chair.

(e) Members of the boards of trustees shall receive no compensation but may be reimbursed for travel and per diem expenses as provided in section 112.061, Florida Statutes.

(f) Each board of trustees shall establish the powers and duties of the university president.

(g) Each board of trustees shall be a public body corporate with all the powers of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law and equity, and to give and receive donations. In all suits against the board of trustees, service of process shall be made on the chair of the board of trustees or on a university designee.

(h) Each board of trustees shall be primarily acting as an instrumentality of the state pursuant to section. 768.28, Florida Statutes, for purposes of sovereign immunity.

(i) Each board of trustees is subject to the public records and open meetings requirements set forth in Article I, section 24 of the Florida Constitution and laws implementing that section.

(j) Each board of trustees shall keep and, within two weeks after a board meeting, post prominently on the university’s website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee, as provided in section 1001.71, Florida Statutes.

(3) University Administration and Oversight.

(a) Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university’s mission which shall be otherwise consistent with the mission and purposes of the State University System as defined by the Board of Governors.

(b) Each board of trustees may establish committees of the board to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets.

(c) Each board of trustees shall adopt a strategic plan in alignment with the Board of Governors’ systemwide strategic plan and regulations, and the university’s mission. University strategic plans shall be submitted to the Board of Governors for approval.

(d) Each board of trustees shall prepare a multi-year workplan/report for the Board of Governors that outlines its university’s top priorities, strategic directions, and specific actions and financial plans for
achieving those priorities, as well as performance expectations and outcomes on institutional and systemwide goals. The workplan/report shall reflect the university’s distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

(e) Each board of trustees shall have a policy addressing conflicts of interest for its members.

(f) Each board of trustees shall maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.

(g) Each board of trustees may promulgate regulations and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.

(h) Each board of trustees is authorized to secure comprehensive general liability insurance.

(i) Each board of trustees may provide for payment of the cost of civil actions against officers, employees, or agents of its board.

(j) Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.

(k) Each board of trustees may govern traffic on the grounds of the university and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.

(l) Each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students, and campus visitors.

(m) Each board of trustees is authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.

(4) Academic Programs and Student Affairs.

(a) Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to:

1. authorization and discontinuance of degree programs;
2. articulation and access;
3. admission and enrollment of students;
4. minimum academic performance standards for the award of a degree;
5. student financial assistance;
6. student activities and organizations;
7. student records and reports;
8. antihazing, related penalties, and program for enforcement;
9. reasonable accommodation of religious observances; and
10. uniform student code of conduct and related penalties.
Such regulations or policies shall be consistent with any applicable Board of Governors’ regulations.

(b) Each board of trustees shall establish a committee to periodically review and evaluate the student judicial system. At least one-half of the members of the committee shall be students appointed by the student body president.

(c) Each board of trustees shall approve the internal procedures of student government organizations.

(d) Each board of trustees shall require that institutional control and oversight of its intercollegiate athletics program is in compliance with the rules and regulations of the National Collegiate Athletic Association. The university president is responsible for the administration of all aspects of the intercollegiate athletics program.

(5) Personnel.

(a) Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.

(b) Each board of trustees shall act as the sole public employer with regard to all public employees of its university for the purposes of collective bargaining, and shall serve as the legislative body for the resolution of impasses with regard to collective bargaining matters.

(c) Each board of trustees shall select its university president subject to confirmation of the candidate by the Board of Governors. A presidential search committee shall be appointed to make recommendations to the full board of trustees. The board of trustees shall select a candidate for confirmation by the Board of Governors. Prior to confirmation, the board of trustees shall submit a written description of the selection process and criteria, and the qualifications
of the selected candidate to the Board of Governors for its consideration in confirming the candidate. The candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation of the candidate will be considered. Such meeting will be held as soon as practicable to ensure a timely transition. A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.

(d) In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors. If it is determined by the board of trustees to be in the best interests of the university, the interim president selected by the board may be delegated full authority to serve as the interim president during the period prior to confirmation by the Board of Governors. Continued service as interim president requires confirmation by the Board of Governors, and the candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation will be considered. Such meeting will be held as soon as practicable to ensure a timely transition.

(e) Each board of trustees shall develop guidelines for the annual evaluation of the president.

(f) Each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors’ strategic goals and priorities, and compliance with systemwide regulations.

(6) Financial Management.

(a) Each board of trustees shall be responsible for the financial management of its university and shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.

(b) Each board of trustees shall establish tuition and fees in accordance with regulations established by the Board of Governors.

(c) Each board of trustees shall establish waivers for tuition and fees pursuant to regulations established by the Board of Governors.

(d) Each board of trustees shall engage in sound debt management practices for the issuance of debt by the university and its direct support organizations, and shall comply with the guidelines established by the Board of Governors in connection with the
authorization, issuance and sale of university and direct support organization debt.

(e) Each board of trustees shall account for expenditures of all state, local, federal, and other funds in accordance with guidelines or regulations established by the Board of Governors, and as provided by state or federal law.

(f) Each board of trustees may enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.

(g) Each board of trustees shall establish policies and procedures for the performance of annual internal audits of university finances and operations. All reports generated from such audits must be submitted to the Board of Governors after review and acceptance by the board of trustees, or its designee.

(h) Each board of trustees and each direct support organization shall submit annual financial statements to the Board of Governors.

(7) Property and Purchasing.

(a) Each board of trustees and university direct support organization must obtain prior approval from the Board of Governors before entering into a binding contractual obligation to improve real property that will result in the board or the direct support organization seeking a commitment of state funds for the development, construction, operation, or maintenance of an educational or research facility.

(b) Each board of trustees shall have the authority to acquire real and personal property and contract for the sale and disposal of same, and approve and execute contracts for purchase, sale, lease, license, or acquisition of commodities, goods, equipment, and contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price.

(c) With respect to state-funded real property acquisitions, each board of trustees may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.

1. The board of trustees may secure appraisals and surveys in accordance with the policies and procedures of the Board of Trustees of the Internal Improvement Trust Fund. Whenever the board of trustees finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are
contained on the list of approved appraisers maintained by the
Division of State Lands in the Department of Environmental
Protection.

2. The board of trustees may negotiate and enter into an option
contract before an appraisal is obtained. The option contract
must state that the final purchase price may not exceed the
maximum value allowed by law. The consideration for such an
option contract may not exceed 10 percent of the estimate
obtained by the board of trustees or 10 percent of the value
of the parcel, whichever is greater, unless otherwise authorized
by the board of trustees.

3. Title to property acquired by a university board of trustees prior
to January 7, 2003, and to property acquired thereafter with state
funds shall vest in the Board of Trustees of the Internal
Improvement Trust Fund. With respect to all other real property
acquired by a university, such property shall be titled in the name
of the university board of trustees, or as the trustees of the
university may deem appropriate.

(d) Each board of trustees shall submit to the Board of Governors, for
approval, plans for all new campuses and instructional centers.

(e) Each board of trustees shall administer a program for the maintenance
and construction of facilities.

(f) Each board of trustees may exercise the right of eminent domain
pursuant to the provisions of chapter 1013, Florida Statutes.

(g) Each board of trustees shall be responsible for the use, maintenance,
protection, and control of, and the imposition of charges for,
university-owned or university-controlled buildings and grounds,
property and equipment, name trademarks and other proprietary
marks, and the financial and other resources of the university.

(h) With respect to any funds or real or personal property designated by
will, deed, agreement, or court appointment to be held in trust for the
benefit of the university, or its students, faculty members, officers, or
employees, or otherwise, or for any educational purpose, a university
board of trustees is authorized to act as trustee with full legal capacity
as trustee to administer such trust property and, in such event, the title
thereof shall vest in the board of trustees as trustee. In all such cases,
the university board of trustees shall have the power and capacity to
do and perform all things as fully as any individual trustee or other
competent trustee might do or perform, and with the same rights,
privileges, and duties including the power, capacity, and authority to
convey, transfer, mortgage, or pledge such property held in trust and
to contract and execute all other documents relating to said trust
property which may be required for or appropriate to the
administration of such trust or to accomplish the purposes of any such trust. Nothing herein shall be construed to authorize a board of trustees to contract a debt on behalf of, or in any way to obligate, the state; and the satisfaction of any debt or obligation incurred by the board as trustee under the provisions of this section shall be exclusively from the trust property, mortgaged or encumbered.

(i) Each board of trustees shall prepare and adopt a campus master plan pursuant to section 1013.30, Florida Statutes.

(j) Each board of trustees shall prepare, adopt, and execute a campus development agreement pursuant to section 1013.30, Florida Statutes.

(k) Each board of trustees may authorize the rent or lease of parking facilities, provided that such facilities are funded through parking fees or parking fines imposed by a university. A board of trustees may authorize a university to charge fees for parking at such rented or leased parking facilities and parking fines.

(l) Each board of trustees shall promulgate regulations that establish basic criteria related to the procurement of commodities and contractual services.

(m) Each board of trustees shall be responsible for the fire safety and sanitation of public educational and ancillary plants.

(8) Miscellaneous Powers and Duties.

(a) Each board of trustees is authorized to form such corporate entities as are necessary to establish and maintain faculty practice plans for the collection, distribution, and regulation of fees generated by faculty members engaged in the provision of healthcare services to patients as an integral part of their academic activities and employment as faculty. Each such faculty practice plan must be adopted by the board of trustees in accordance with regulations of the Board of Governors and approved by the Board of Governors.

(b) Each board of trustees is authorized to establish direct support organizations and university health services support organizations and certify them to use university property, facilities, and services.

(c) Each board of trustees may establish educational research centers for child development.

(d) Each board of trustees is authorized to protect, develop, and transfer the work products of university personnel and other university agents and contractors, which authority shall include but not be limited to licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks on such products. Each board of trustees shall have policies and procedures concerning the work products of university personnel that facilitate technology development and
transfer for the public benefit. Such policies must include, without limitation, provisions that take into account the contributions of university personnel in the development of work products and that require any proceeds from such work products be used to support the research and sponsored training programs of the university.

(e) Each board of trustees is responsible for compliance with all applicable laws, rules, regulations, and requirements.

(f) Each board of trustees shall perform such other duties as provided by the Board of Governors, or as each board of trustees may determine are necessary or appropriate for the administration of the university so long as the trustees comply with any applicable laws and Board of Governors’ regulations and policies.

Authority: Section 7(c), Art. IX, Fla. Const.; History: Resolution 1-07-03, New 3-26-09, Amended 09-16-10, Amended 9-22-16.
§ 99.3 What definitions apply to these regulations?

Effective: January 3, 2012

The following definitions apply to this part:


(Authority: 20 U.S.C. 1232g)

Attendance includes, but is not limited to--

(a) Attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and

(b) The period during which a person is working under a work-study program.

(Authority: 20 U.S.C. 1232g)

Authorized representative means any entity or individual designated by a State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) to conduct--with respect to Federal- or State-supported education programs--any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

(Authority: 20 U.S.C. 1232g(b)(1)(C), (b)(3), and (b)(5))

Biometric record, as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting.

(Authority: 20 U.S.C. 1232g)

Dates of attendance.
§ 99.3 What definitions apply to these regulations?, 34 C.F.R. § 99.3

(a) The term means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter.

(b) The term does not include specific daily records of a student's attendance at an educational agency or institution.

(Authority: 20 U.S.C. 1232g(a)(5)(A))

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

(a) Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.

(b) Directory information does not include a student's--

1. Social security number; or

2. Student identification (ID) number, except as provided in paragraph (c) of this definition.

(c) In accordance with paragraphs (a) and (b) of this definition, directory information includes--

1. A student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and

2. A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

(Authority: 20 U.S.C. 1232g(a)(5)(A))

Disciplinary action or proceeding means the investigation, adjudication, or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of the internal rules of conduct applicable to students of the agency or institution.

Disclosure means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

(Authority: 20 U.S.C. 1232g(b)(1) and (b)(2))

Early childhood education program means--
§ 99.3 What definitions apply to these regulations?, 34 C.F.R. § 99.3

(a) A Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding;

(b) A State licensed or regulated child care program; or

(c) A program that--

(1) Serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and

(2) Is--

(i) A State prekindergarten program;

(ii) A program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or

(iii) A program operated by a local educational agency.

Educational agency or institution means any public or private agency or institution to which this part applies under § 99.1(a).

(Authority: 20 U.S.C. 1232g(a)(3))

Education program means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

(Authority: 20 U.S.C. 1232g(b)(3), (b)(5))

Education records.

(a) The term means those records that are:

(1) Directly related to a student; and

(2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

(1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

(2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of § 99.8.

(3)(i) Records relating to an individual who is employed by an educational agency or institution, that:
(A) Are made and maintained in the normal course of business;

(B) Relate exclusively to the individual in that individual's capacity as an employee; and

(C) Are not available for use for any other purpose.

(ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.

(4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

(i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

(ii) Made, maintained, or used only in connection with treatment of the student; and

(iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and

(5) Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.

(6) Grades on peer-graded papers before they are collected and recorded by a teacher.

(Authority: 20 U.S.C. 1232g(a)(4))

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

(Authority: 20 U.S.C. 1232g(d))

Institution of postsecondary education means an institution that provides education to students beyond the secondary school level; “secondary school level” means the educational level (not beyond grade 12) at which secondary education is provided as determined under State law.

(Authority: 20 U.S.C. 1232g(d))

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

(Authority: 20 U.S.C. 1232g)

Party means an individual, agency, institution, or organization.
§ 99.3 What definitions apply to these regulations?, 34 C.F.R. § 99.3

(Personally Identifiable Information)

The term includes, but is not limited to--

(a) The student's name;

(b) The name of the student's parent or other family members;

(c) The address of the student or student's family;

(d) A personal identifier, such as the student's social security number, student number, or biometric record;

(e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;

(f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

(g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

(Record means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.)

(Secretary means the Secretary of the U.S. Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority.)

(Student, except as otherwise specifically provided in this part, means any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records.)

(Credits
SOURCE: 53 FR 11943, April 11, 1988; 58 FR 3188, Jan. 7, 1993, unless otherwise noted.

AUTHORITY: 20 U.S.C. 1232g, unless otherwise noted.

Notes of Decisions (47)

Current through February 9, 2017; 82 FR 9977.
34 C.F.R. § 99.31

§ 99.31 Under what conditions is prior consent not required to disclose information?

Effective: January 3, 2012

Currentness

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions:

(1)(i)(A) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

(B) A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party—

(1) Performs an institutional service or function for which the agency or institution would otherwise use employees;

(2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and

(3) Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

(ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement in paragraph (a)(1)(i)(A) of this section.

(2) The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
Note: Section 4155(b) of the No Child Left Behind Act of 2001, 20 U.S.C. 7165(b), requires each State to assure the Secretary of Education that it has a procedure in place to facilitate the transfer of disciplinary records with respect to a suspension or expulsion of a student by a local educational agency to any private or public elementary or secondary school in which the student is subsequently enrolled or seeks, intends, or is instructed to enroll.

(3) The disclosure is, subject to the requirements of §99.35, to authorized representatives of—

(i) The Comptroller General of the United States;

(ii) The Attorney General of the United States;

(iii) The Secretary; or

(iv) State and local educational authorities.

(4)(i) The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(A) Determine eligibility for the aid;

(B) Determine the amount of the aid;

(C) Determine the conditions for the aid; or

(D) Enforce the terms and conditions of the aid.

(ii) As used in paragraph (a)(4)(i) of this section, financial aid means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.

(Authority: 20 U.S.C. 1232g(b)(1)(D))

(5)(i) The disclosure is to State and local officials or authorities to whom this information is specifically—

(A) Allowed to be reported or disclosed pursuant to State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or
(B) Allowed to be reported or disclosed pursuant to State statute adopted after November 19, 1974, subject to the requirements of § 99.38.

(ii) Paragraph (a)(5)(i) of this section does not prevent a State from further limiting the number or type of State or local officials to whom disclosures may be made under that paragraph.

(6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

(A) Develop, validate, or administer predictive tests;

(B) Administer student aid programs; or

(C) Improve instruction.

(ii) Nothing in the Act or this part prevents a State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section from entering into agreements with organizations conducting studies under paragraph (a)(6)(i) of this section and redisclosing personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to the State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section in accordance with the requirements of § 99.33(b).

(iii) An educational agency or institution may disclose personally identifiable information under paragraph (a)(6) (i) of this section, and a State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section may redisclose personally identifiable information under paragraph (a)(6)(i) and (a)(6)(ii) of this section, only if—

(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information;

(B) The information is destroyed when no longer needed for the purposes for which the study was conducted; and

(C) The educational agency or institution or the State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section enters into a written agreement with the organization that—

(1) Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;

(2) Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;
(3) Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests;

and

(4) Requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.

(iv) An educational agency or institution or State or local educational authority or Federal agency headed by an official listed in paragraph (a)(3) of this section is not required to initiate a study or agree with or endorse the conclusions or results of the study.

(v) For the purposes of paragraph (a)(6) of this section, the term organization includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

(7) The disclosure is to accrediting organizations to carry out their accrediting functions.

(8) The disclosure is to parents, as defined in § 99.3, of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.

(9)(i) The disclosure is to comply with a judicial order or lawfully issued subpoena.

(ii) The educational agency or institution may disclose information under paragraph (a)(9)(i) of this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with—

(A) A Federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

(C) An ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.
§ 99.31 Under what conditions is prior consent not required to..., 34 C.F.R. § 99.31

(iii)(A) If an educational agency or institution initiates legal action against a parent or student, the educational agency or institution may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the educational agency or institution to proceed with the legal action as plaintiff.

(B) If a parent or eligible student initiates legal action against an educational agency or institution, the educational agency or institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the educational agency or institution to defend itself.

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in § 99.36.

(11) The disclosure is information the educational agency or institution has designated as “directory information”, under the conditions described in § 99.37.

(12) The disclosure is to the parent of a student who is not an eligible student or to the student.

(13) The disclosure, subject to the requirements in § 99.39, is to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed.

(14)(i) The disclosure, subject to the requirements in § 99.39, is in connection with a disciplinary proceeding at an institution of postsecondary education. The institution must not disclose the final results of the disciplinary proceeding unless it determines that—

(A) The student is an alleged perpetrator of a crime of violence or non-forcible sex offense; and

(B) With respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies.

(ii) The institution may not disclose the name of any other student, including a victim or witness, without the prior written consent of the other student.

(iii) This section applies only to disciplinary proceedings in which the final results were reached on or after October 7, 1998.

(15)(i) The disclosure is to a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance if—
(A) The institution determines that the student has committed a disciplinary violation with respect to that use or possession; and

(B) The student is under the age of 21 at the time of the disclosure to the parent.

(ii) Paragraph (a)(15) of this section does not supersede any provision of State law that prohibits an institution of postsecondary education from disclosing information.

(16) The disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable Federal guidelines.

(b)(1) De-identified records and information. An educational agency or institution, or a party that has received education records or information from education records under this part, may release the records or information without the consent required by § 99.30 after the removal of all personally identifiable information provided that the educational agency or institution or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

(2) An educational agency or institution, or a party that has received education records or information from education records under this part, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that—

(i) An educational agency or institution or other party that releases de-identified data under paragraph (b)(2) of this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;

(ii) The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and

(iii) The record code is not based on a student's social security number or other personal information.

(c) An educational agency or institution must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom the agency or institution discloses personally identifiable information from education records.

(d) Paragraphs (a) and (b) of this section do not require an educational agency or institution or any other party to disclose education records or information from education records to any party except for parties under paragraph (a)(12) of this section.

(Authority: 20 U.S.C. 1232g(a)(5)(A), (b), (h), (i), and (j)).
§ 99.31 Under what conditions is prior consent not required to..., 34 C.F.R. § 99.31

Credits

SOURCE: 53 FR 11943, April 11, 1988; 58 FR 3188, Jan. 7, 1993, unless otherwise noted.

AUTHORITY: 20 U.S.C. 1232g, unless otherwise noted.

Notes of Decisions (51)

Current through February 9, 2017; 82 FR 9977.
UNIVERSITY OF WEST FLORIDA
NOTICE OF PROPOSED AMENDMENT TO REGULATION

REGULATION TITLE: UWF/REG-3.017 Student Educational Records

SUMMARY: The regulation amendments outlined below are requested to ensure consistency across campus by providing for a definition of “in attendance” to clarify when FERPA rights may apply, and to update the designations of what is considered directory information by the University. Directory information is the information available about a student that is not considered harmful or an invasion of privacy if disclosed. While federal and state law protect the privacy of educational records, directory information is not treated as confidential by law and may be disclosed by the University without student consent unless the student has requested a privacy hold.

AUTHORITY: Board of Governors Regulation 1.001; Section 1002.225 Florida Statutes; 20 U.S.C. 1232g; 34 C.F.R. § 99.31.

NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT:
Kelly Brundage, University Registrar

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS: James Felder, Associate General Counsel, jfelder@uwf.edu, Phone (850) 474-3420; FAX (850) 857-6058; Bld. 10, 11000 University Parkway; Pensacola, FL 32514-5750. Comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before January 25, 2016 to receive full consideration.

THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES WEBSITE: January 11, 2017

THE DATE AN AMENDMENT NOTICE WAS PUBLISHED IN “@UWF”: January 12, 2017

THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:
University of West Florida Regulations
UWF/REG-3.017 Student Educational Records.

(1) Section 1002.225, Florida Statutes, requires state educational institutions to comply with the Family Educational Rights and Privacy Act (“FERPA”) codified at 20 U.S.C. s 1232g, and the federal regulations issued pursuant thereto at 34 C.F.R. Part 99. FERPA provides certain rights to university students concerning their student educational records. Those rights are more fully described in FERPA and in the related federal regulations, and are summarized in section (3) of this regulation.

(2) Student educational records comprise any written information or recorded data maintained by the University, or by an entity acting on behalf of the University, which is directly related to a student who is or has been in attendance at the University. A student is deemed to be "in attendance" at UWF when she or he registers for classes the first time. Thereafter, a student is deemed to be "in attendance" during all periods of enrollment, including between semesters, University holidays, and during periods of suspension. These designations of “in attendance” are for the limited purposes of the application of FERPA rights at the University of West Florida only.

(a) The following is a non-exhaustive list of categories of educational records along with the University custodian who maintains the records:

1. Academic Records (Departmental) – Faculty Chairpersons and Deans.
4. Disciplinary Records – Vice President for Student Affairs.
5. Financial Aid Records – Director, Student Financial Aid.
6. Housing Records – Director, University Housing.
7. Student Activities (including Athletics) -Vice President for Student Affairs

(b) The following are some categories of records which FERPA defines as not constituting student educational records (for a complete list see 20 U.S.C. s 1232g). These categories of records are not subject to this regulation:

1. Records maintained by individual University personnel which are solely in their possession and are not revealed to others.
2. Records maintained by University police which are for law enforcement purposes.
3. Records maintained by University employees which relate solely to the student as an employee and are not available for any other purpose.
4. Records maintained by University medical or psychological personnel which are solely for treatment and/or counseling purposes.
5. Records maintained by University personnel which contain only information relating to persons after they are no longer students.

(3) The rights provided by FERPA can be summarized into three categories. A student has a right:

(a) of privacy in his or her student educational records, subject to exemptions provided by law.

(b) of access to his or her student educational records.
Students who are or have been in attendance are permitted to inspect and review their student educational records.

(c) to challenge the content of his or her student educational record. Students may challenge the accuracy of their educational records and request the University to amend them. If the request is refused, students will be so informed and advised of the right to a hearing. Students may place in their educational records a statement commenting upon the contents of the records.

(4) Section 1006.52, Florida Statutes, makes student educational records, as defined by FERPA and the federal regulations issued pursuant thereto, and applicant records, confidential and exempt from disclosure under Chapter 119, the Florida public records law.

(5) Although students have a right of privacy in their student educational records, FERPA permits the University to disclose to the general public any information from student educational records which is designated as “directory information.”

(a) The following student information data is defined at UWF is designated as University directory information by the University and may be released by the University without consent:

1. Name (legal and preferred);
2. Local Address (local and permanent);
3. Permanent Address Enrollment Status (e.g. undergraduate or graduate, full-time or part-time);
4. University assigned E-mail Address;
5. Current Telephone number (local and permanent);
6. Major field of study;
7. Participation in officially recognized activities and sports, including the birthdate, place of birth, weight and height of members of University athletic teams;
8. Dates of attendance at UWF;
9. Degree(s) earned at UWF;
10. University recognized Degrees, Certificates, Thesis/Dissertation Titles, Awards and Honors received (including Dean’s List and President’s List);
11. Grade classification (Freshman, Sophomore, Junior, Senior or Graduate Student);
12) Most recent previous educational agency or institution attended.

(b) Opt Out Provision: Students may refuse to permit the designation of their information as directory information. Once this is done in writing or on-line through the Registrar’s office, this information will no longer be released as directory information and will only be released with the student’s consent, through an applicable FERPA exemption, or if the opt out provision is revoked by the student.

(6) FERPA also permits the University to release a student’s educational records (in addition to those which are designated as directory information) under certain other circumstances.

(a) These are set forth in 20 U.S.C. s 1232g and include, but are not limited to:

1. Written consent by the student
2. In a health or safety emergency
3. Upon subpoena or court order
4. To school officials with legitimate educational interests in the records
(b) Legitimate educational interest. In accordance with FERPA, the University may disclose personally identifiable information from the education records of a student without written consent by the student to appropriate University officials, including faculty and staff, who have been determined to have a legitimate educational interest in viewing such records.

1. A University official is a person employed by the University in an administrative, supervisor, academic or research or support staff position (including law enforcement personnel, health staff and student workers); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance committee), or an individual assisting another official in performing his or her tasks.

2. A Legitimate Educational Interest exists if a University official needs to review a student educational record in order to fulfill his or her professional responsibilities for the University. The following criteria shall be taken into account in determining the legitimacy of a University official’s access to student records:
   
a. The official is seeking the information within the context of the responsibilities that he or she has been assigned;
   
b. The information sought will be used within the context of official University business and not for purposes extraneous to the official’s area of responsibility or to the University;
   
c. The information requested is relevant and necessary to the accomplishment of some task or to making a determination within the scope of University operations;
   
d. The task is determined to be consistent with the purposes for which the data are maintained.

(7) Students may file complaints concerning an alleged failure by the University to comply with the requirements of FERPA with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-5920.

Authority: Florida Board of Governors Regulation 1.001; Section 1002.225 FS; 20 U.S.C. 1232g
Amended 8/10/09; 6/7/11; 6/13/14; __________.
Agenda Recommendation: UWF/REG-3.030


Background Information:
Per UWF regulation, UWF/REG-3.030 Academic Misconduct [Code] shall be reviewed every three years under the direction of the Provost, by a committee composed of at least 50 percent students.

Committee:
Faculty
Dr. Kimberly McCorkle, (CEPS)
Dr. Justin Davis (COB)
Dr. Kristina Killgrove (CASSH)
Dr. Ron Belter (HM-COES/COH)
Dr. Brandy Strahan (COH)

Students
Daniel McBuney (Undergraduate Student)
Jake Herbert (Undergraduate Student)
William Brock (Undergraduate Student)
Jasmine Rucker (Graduate Student)
Corelle Rogers (Graduate Student)
Matthew Leight (Graduate Student)
Marissa Wisniewski (Graduate Student)

Staff/Administration (liaisons)
Dr. Brandon Frye (Dean of Students Office)
Mr. Evan Springer (Office of Student Rights and Responsibilities)
Ms. Anita Schonberger, Esq. (Office of the General Counsel)

Methods:
The committee met over a period of approximately 9 months to review, update, and revise UWF/REG-3.030.
During the process, the committee reviewed best practices related to academic misconduct codes.
- Utilized BOG Regulation 6.0105 Student Conduct and Discipline
- Reviewed SUS Codes

Stakeholder/Shared Governance Review:
- Provost’s Office review conducted by Dr. George Ellenberg on 9/2/2016 and Dr. Jay Clune on 9/7/2016
- Approved unanimously by the Academic Council of the Faculty Senate on 10/28/2016
- Approved unanimously by the Faculty Senate on 11/18/2016
- Approved by Provost’s Cabinet on 12/6/2016
- Office of the General Counsel review conducted by Anita Schonberger, Esq. (throughout the review process)

Major Revisions/Changes:
- Changed the name of the Regulation from Academic Misconduct to the Student Code of Academic Conduct
- Added the UWF Honor Code to provide a philosophical foundation to the regulation
- Changed standard of proof from clear and convincing to preponderance of the evidence to be consistent with BOG Policy 6.0105
- Added a definition section to provide clarity
- Added an Educational Conference [Process] (formerly an informal resolution meeting) to the process to enhance transparency and due process
- To improve efficiency and move to more electronic process, an on-line incident report form was created, which eliminated the form A and form B
- Formalized a non-disciplinary record option for case resolution
- The process now allows for non-hearing resolutions to occur for most cases under certain criteria
- The academic misconduct hearing section has been formalized and more closely mirrors the process outlined in UWF/REG 3.010 Student Code of Conduct
- Clarified and expanded the Sanction section
- Clarified and expanded the Records section
- Grouped the following items into one section: course withdrawal, student withdrawal, grade forgiveness, student status, student standing, and holds

The revisions are documented in the attached notice and proposed UWF Regulation 3.030 Student Code of Academic Conduct.

Implementation Plan:
- After BOT approval, revisions to UWF/ UWF/REG-3.030 Student Code of Academic Conduct will go into effect 8/8/2017.
Fiscal Implications:
- Not applicable

Supporting documents:
- Proposed UWF/REG-3.030 Student Code of Academic Conduct, with notice and proposed revisions to text

Prepared by:
- Dr. Brandon A. Frye, Assistant Vice President and Dean of Students

Facilitator/Presenter:
- Dr. Brandon A. Frye, Assistant Vice President and Dean of Students, bfrye@uwf.edu, 850-474-2384
- Dr. Kimberly McCorkle, Professor and Administrative Fellow, Office of the Provost, Chair, Department of Legal Studies, Public Administration, & Sport Management, KMcCorkle@uwf.edu, 850-857-6198
- Mr. Evan Springer, Assistant Dean of Students for the Office of Student Rights and Responsibilities, espringer@uwf.edu, 850-474-2384
THE UNIVERSITY OF WEST FLORIDA
NOTICE OF PROPOSED REGULATION AMENDMENT

REGULATION TITLE: UWF/REG-3.030 Student Code of Academic Conduct

SUMMARY: The proposed amendments to this regulation are as follows:

The following changes were made throughout the entire document: numbering and lettering changes to make formatting consistent; redundancies were removed or clarified, titles were added and remanded, language was clarified and content was updated. Additional changes to each article are set forth below.

**Regulation 3.030** title was changed to “Student Code of Academic Conduct”

In **Article I**, Delegation of authority was clarified to reflect that the Provost may further delegate responsibilities related to the Student Code of Academic Conduct.

**Article II**, “University of West Florida (UWF) Honor Code,” was added. The inclusion of the UWF Honor Code was to the Student Code of Academic Conduct.

**Article III**, “Definitions,” was added and the following terms were defined: Academic Misconduct Committee, Academic Misconduct Hearing Board, Charged Student, Charging Party, Dean of Students, Dean of Students Office, Department Chair, Faculty Member, May, More Likely than Not, Shall, Student, University, University Official, and University Premises.

**Article IV**, the title, “Violations of the Student Code of Academic Conduct” was added;

In **Article V** (previously Article II), the following changes were made:

- The process for reporting Academic Misconduct was modified; faculty will now submit an incident report electronically to the OSRR.
- Language was added to address how to withdraw charges.
- Language was added to address how an individual other than a faculty member (student, university official, other instructor) can report academic misconduct.

**Article VI**, “Academic Misconduct Educational Conference,” was added as a new section to enhance transparency and process to the regulation. The following language was added:

- The “Purpose” section was added to address the function of the “education conference.”
- The “Process” section was added to provide a guide to complete the “education conference.”
- Language was added to state that the “educational conference” is not a hearing and that it will be held by the charging party/faculty member.
- Language was added to the “education conference” section addressing the steps that the charging party/faculty member should follow to conduct a successful “education conference.”
• The “Non-Disciplinary Record Option” section was added. Under certain conditions, the “Non-Disciplinary Record Option” allows the charging party to have an incident of academic misconduct not be part of a charged student’s disciplinary record.
• The “Non-Hearing Resolution Option” section was added. This section provides the guidelines for a case to be resolved without a hearing.
• A section describing the notification process after the educational conference has been completed was added.

Article VII, “Academic Misconduct Hearing,” was added as a revised section (previously Article II. Section B.) to clarify the hearing resolution process.

• A section more clearly defining the hearing notification time, date, and location was added.
• A section stating that the charging party will be notified was added.
• A section clarifying pre-hearing information was revised (previously Article IV Section 2.). This section provides guidance for the charged student and charging party regarding record and witness information and deadlines for submission and requesting case records before the hearing.
• A section was added addressing the participation of the charging party.
• The “Charged Student’s Advisor” section was revised (previously Article IV Section 6.). This section clarifies the role of the student advisor.
• The “Closed Hearings” section was amended (previously Article IV Section 12.). It was clarified that all hearings would be closed.
• The “Role of the Academic Misconduct Hearing Board Chair” section was expanded and clarified.
• A section concerning self-incriminating statements was added.
• In the Witness section, changes were made to reflect that witness statements must have a notarized signature.
• A section was added addressing a charged student’s past academic misconduct.
• The word “Record” was clarified to specifically reflect “audio recording of hearing” and the timing of when the request for the record can be made was clarified.
• The standard of proof section was modified to reflect the BOG Regulation 6.0105.
• The “Decisions of “Responsible” or “Not Responsible” on the Charge(s)” section was separated into the “Determination of Responsibility” and “Determination of Sanctions” (previously Article IV Section 13.).
• The time period for decision notification was modified from five business days to ten business days.

Article VIII, “Appeal to the Office of the Provost,” was modified to clarify that if the final decision is a sanction of suspension or expulsion a charged student may seek external judicial review.

Article IX, “Sanctions” was amended (previously Article VII) and expanded to include definitions of a non-exhaustive list of sanctions that are typically issued by the hearing board.

Article X, “Withdrawal, Grade Forgiveness, Student Status, Student Standing, Holds,” (previously Article VI) was updated to include Hold and Student Standing language.
Article XI, “Records,” (previously Article VIII), was amended to include a list of disciplinary records.

AUTHORITY: Board of Governors Regulation 6.0105, Student Conduct and Discipline

NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT: Dr. Kevin Bailey, Vice President for Student Affairs

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS: Anita Schonberger, Deputy General Counsel, aschonberger@uwf.edu, Phone (850) 474-3420; Bld. 10/Rm 114, 11000 University Parkway; Pensacola, FL 32514-5750. Any comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before February 21, 2017.

THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES WEBSITE: February 6, 2017; DATE THIS NOTICE WAS PUBLISHED IN @UWF: February 6, 2017.

THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:
Article I. General Policy and Philosophy

ACADEMIC MISCONDUCT PROCESS

The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. Therefore, the University believes that the severity of an academic infraction is best evaluated by the faculty of the institution. The University seeks to offer students an opportunity to respond to allegations of academic misconduct before a decision is rendered. This regulation seeks to provide faculty and students with a fair process for addressing allegations of academic misconduct.

Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct.

The University of West Florida President delegates portions of the administrative functions of the Student Code of Academic Conduct to the Provost, who delegates portions of the administration of the Student Code of Academic Conduct to the Dean of Students, who may further delegate these responsibilities to other appropriate staff. All references to the Provost or Dean of Students in this Code also refer to his or her designee(s).

Any question of interpretation or application of the Student Code of Academic Conduct shall be referred to the Provost.

Article II. University of West Florida (UWF) Honor Code

The University of West Florida’s Student Code of Academic Conduct is guided by the following Honor Code:

As Argonauts, we act with integrity. We do not lie, cheat, steal or tolerate those who do.

Article III. Definitions

1. **Academic Misconduct Committee**: A committee consisting of students, faculty, and Dean’s representatives. Undergraduate and graduate student representatives shall be appointed to a one (1) year term by the Student Government Association. Student representatives may be appointed to an unlimited number of one (1) year terms. Faculty representatives shall be appointed by the Faculty Council in each college to three (3) year terms. Dean’s representatives shall be appointed by the dean of each academic college to a three (3) year term. Faculty representatives and Deans’ representatives may serve no more than two (2) consecutive three (3) year terms.

2. **Academic Misconduct Hearing Board**: Members of the Academic Misconduct Committee are assigned on a case-by-case basis to administer academic misconduct hearings, to determine if the Student Code of Academic Conduct has been violated, and to determine applicable sanctions. The Academic Misconduct Hearing Board assigned to adjudicate a particular case must consist of at least 50 percent students. The chair of the
Academic Misconduct Hearing Board will be the Dean’s Representative or in the event that the Dean’s Representative is unavailable the Faculty Representative will serve as the Board Chair.

3. **Charged Student**: Any student alleged to have violated the Student Code of Academic Conduct who has been issued a written charge notification letter by the Dean of Students Office.

4. **Charging Party**: The individual(s) alleging that the Student Code of Academic Conduct has been violated.

5. **Dean of Students**: The individual designated by the Provost with responsibility for facilitating the administration of the Student Code of Academic Conduct.

6. **Dean of Students Office**: The department designated by the Provost with responsibility for facilitating the administration of the Student Code of Academic Conduct. The Office of Student Rights and Responsibilities (OSRR) is included within the Dean of Students Office.

7. **Department Chair**: the head of an academic department who typically reports to a Dean of an academic college. For the purposes of this code the term “department chair” may include program directors.

8. **Faculty Member**: Any person hired by the University to conduct classroom or teaching activities or who is otherwise considered by the University to be a member of its faculty. For the purposes of this policy a faculty member may also be referred to as an instructor.

9. **May**: The term “may” is used in the permissive sense.

10. **More Likely than Not**: Refers to the standard of proof used in academic misconduct conduct hearings. In a hearing, the Academic Misconduct Hearing Board will determine student responsibility by a preponderance of the evidence, or a determination of whether it is more likely than not that the charged student violated the Student Code of Academic Conduct.

11. **Shall**: The term “shall” is used in the imperative sense.

12. **Student**: Includes all persons enrolled at the University of West Florida, either full-time or part-time, degree seeking or non-degree seeking, and persons who are not officially registered for courses for a particular term but who are expected to have a continuing relationship with the University, including students admitted but not yet enrolled at the University.

13. **University**: Means all locations of the University of West Florida including the on-line campus.

14. **University Official**: Includes any person employed by the University performing assigned administrative or professional responsibilities.

15. **University Premises**: For the purposes of this policy, includes all land, facilities, and other property in the possession of, owned, or controlled by the University (including adjacent streets and sidewalks), including property at which University-sponsored events are held, for the duration of the event.

I. Academic Misconduct, Article IV. Violations of the Student Code of Academic Conduct

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional assistance, attempt to assist, or planning to assist or facilitate another student to engage in an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or
1. **Cheating**: Using or attempting to use material or information where such use is not expressly permitted by the instructor. Some examples include but are not limited to:
   a. Exams or quizzes
   b. Homework/Assignments
   c. Discussion board posts
   d. Lab activities or reports

2. **Academic Theft**: Obtaining examinations, quizzes, or other academic materials without authorization.

3. **Plagiarism**: Representing the words, data, works, ideas, computer program or output, or anything not self-generated as one's own. Some examples of plagiarism include but not limited to:
   a. Copying phrases, sentences, sections, paragraphs or graphics from a source and not giving credit by properly quoting or citing the source.
   b. Having another person write an assignment (for pay or for free) and submitting it as one's own.
   c. Modifying or paraphrasing another's ideas or writings and submitting them as one's own.

4. **Resubmission of Work**: Resubmitting a paper, assignment, or portion thereof that the student originally created for another assignment or course constitutes academic misconduct unless:
   a. Both instructors in concurrent courses expressly agree to accept the same work; or
   b. An instructor expressly agrees to accept previously submitted work.

5. **Fabrication**: Presenting, as genuine, any invented, falsified, or inaccurate citation, data, or material.

6. **Bribery**: The offering, giving, receiving or soliciting of anything of value to influence a grade or other academic evaluation.

7. **Misrepresentation**: Any act or omission taken with intent to deceive an instructor or the University so as to affect a grade, a student’s academic performance or to gain admission to a program or course.

8. **Facilitation**: Knowingly contributing, assisting, or planning with others to engage in Academic Misconduct, or failing to inform the proper authorities when a violation has occurred regardless of one’s participation.

9. **Violation of professional standards or ethics as defined by the academic program**.

A. **Cheating** — Using or attempting to use material or information where such use is not expressly permitted by the instructor. Some examples include but are not limited to:

   1. Exam or quiz answers
   2.Homework
   3. Discussion board posts
   4. Lab reports

B. **Academic Theft** — Obtaining examinations, quizzes, or other academic materials without authorization.
C. **Plagiarism** — Representing the words, data, works, ideas, computer program or output, or anything not self-generated as one's own. Some examples of plagiarism include:

1. Copying phrases, sentences, sections, paragraphs or graphics from a source and not giving credit by properly quoting or citing the source.
2. Having another person write an assignment (for pay or for free) and submitting it as one's own.
3. Modifying or paraphrasing another's ideas or writings and submitting them as one's own.

For further clarification of plagiarism, see the UWF library tutorial at: http://library.uwf.edu/Research/OnlineTutorials/Plagiarism

D. **Resubmission of Work** — Resubmitting a paper, assignment, or portion thereof that the student originally created for another assignment or course constitutes academic misconduct unless:

1. both instructors in concurrent courses expressly agree to accept the same work,
or
2. an instructor expressly agrees to accept previously submitted work.

E. **Fabrication** — Presenting, as genuine, any invented or falsified citation, data or material.

F. **Bribery** — The offering, giving, receiving or soliciting of anything of value to influence a grade or other academic evaluation.

G. **Misrepresentation** — Any act or omission taken with intent to deceive an instructor or the University so as to affect a grade, a student’s academic performance or to gain admission to a program or course.

H. **Facilitating Academic Dishonesty** — Knowingly contributing to another's violation of the University's regulation/rule on academic misconduct or planning with others to engage in academic misconduct or failing to inform the proper authorities (as outlined in Article II of this Code) when a violation has occurred regardless of one’s participation.

I. **Violation of professional standards or ethics as defined by the academic program.**

H. **Academic Misconduct Process Article V. Procedures for Determining Charges**

1. If the charging party believes that a violation has been committed by a student, the charging party must complete the online Academic Misconduct Incident Report:


2. The online Academic Misconduct Incident Report will automatically be sent to the Office of Student Rights and Responsibilities (OSRR). The OSRR will notify the charging party via email if the student to be charged has any reported or previous academic misconduct violations.
3. If at any time during the Student Code of Academic Conduct process the charging party determines that either the charges are not warranted or that insufficient evidence exists to continue, the charging party will inform the Office of Student Rights and Responsibilities to withdraw the charges. The Office of Student Rights and Responsibilities will concurrently notify the charged student and charging party of the withdrawal.

4. If an individual other than a faculty member (student, university official, other instructor) believes that a violation of the Student Code of Academic Conduct may have occurred, that individual should report the suspected violation to the applicable faculty member, department chair, college Dean, or the Office of the Provost. If a person other than a course instructor (student, staff member, other instructor) believes that a violation may have occurred, that person should report the suspected violation to the course instructor, relevant program director, or the Office of Student Rights and Responsibilities, who would then proceed with the academic misconduct process.

If an instructor or program director concludes that a violation has been committed, that person must contact the Office of Student Rights and Responsibilities to ascertain whether the student has a history of previous academic violations and to obtain the appropriate Academic Misconduct Procedure Form. The Academic Misconduct Procedure Form should then be completed by the instructor or program director. Depending on the student’s history, academic status, and/or the severity of the alleged violation, an informal resolution or a formal resolution will be implemented according to Sections A or B below:

Article VI. Academic Misconduct Educational Conference

1. Purpose.
The purpose of the Academic Misconduct Educational Conference is for the charging party to review information and options with the charged student. The Academic Misconduct Educational Conference is not a hearing.

2. Notice of Charges
   a. Once the charging party has completed the online Academic Misconduct Incident Report, the Office of Student Rights and Responsibilities shall:
      i. Notify the charged student and charging party via email of the allegations and charge(s).
      ii. Notify the charged student and charging party via email that the next step in the process is for the student to attend an Academic Misconduct Educational Conference to be scheduled by the charging party.
      iii. Generate the Academic Misconduct Educational Conference Form to be presented to the charged student during the Academic Misconduct Educational Conference by the charging party.

   a. The charging party will schedule the Educational Conference with the charged student to review the Academic Misconduct Educational Conference Form. During the Educational Conference the charging party shall:
      i. Provide the charged student with a copy of the Academic Misconduct Educational Conference Form.
      ii. Review the charged student’s rights.
      iii. Describe the allegations.
iv. Review the supporting information that led the charging party to conclude that a violation has more likely than not been committed.
v. Provide the charged student with an option to respond to the allegations, if he or she wishes to.
vi. Answer questions regarding the Student Code of Academic Conduct; and
vii. Explain the proposed sanctions to the charged student.

4. **Non-disciplinary Record Option.**
   a. The charging party may, at his or her discretion, allow the charged student’s conduct not to result in a disciplinary record. This option may only be used once during the charged student’s academic career.
   b. In order for the charging party to utilize the non-disciplinary record option, the following criteria must be met:
      i. the charged student must not have been previously found “responsible” for violating the Student Code of Academic Conduct (to be confirmed by the OSRR); and
      ii. the charged student must not have any unresolved allegations of violating the Student Code of Academic Conduct (to be confirmed by the OSRR); and
      iii. the charged student must not be a graduate student alleged to have engaged in academic misconduct on a thesis or dissertation; and
      iv. the charging party must not believe that the allegation warrants suspension or expulsion from the University.

5. **Non-Hearing Resolution Option.**
   a. Allegations of Student Code of Academic Conduct violations may be resolved without a hearing through an Academic Misconduct Educational Conference Resolution. If all of the following conditions exist:
      i. the charged student must participate in the Academic Misconduct Educational Conference; and
      ii. the charged student must not be a graduate student alleged to have engaged in academic misconduct on a thesis or dissertation; and
      iii. the charged student must sign and complete the Charged Student Options and Signature section of the Academic Misconduct Educational Conference Form indicating that he or she:
         1. accepts responsibility for the charges; and
         2. accepts the sanctions; and
         3. waives his or her right to a hearing; and
      iv. the charged student must return the completed Academic Misconduct Educational Conference Form to the charging party within five (5) business days from the date of the Academic Misconduct Educational Conference; and
      v. the charging party does not believe that the allegations warrant suspension from the University, program removal, or expulsion from the University; and
      vi. the charging party signs and completes the Charging Party Options and Signature section of the Academic Misconduct Educational Conference Form indicating that the charging party does not request a hearing resolution.
b. The Office of Student Rights and Responsibilities will send a notification letter via email concurrently to the charged student and charging party documenting that the charged student has accepted responsibility for the charges and the sanctions, and that neither the charged student nor the charging party requests a hearing resolution. The Office of Student Rights and Responsibilities shall send this notification within ten (10) business days of receipt of the signed and completed Academic Misconduct Educational Conference Form.

6. Hearing Resolution Option.

a. Allegations of violating the Student Code of Academic Conduct may be resolved through an Academic Misconduct Committee Hearing. If any of the following conditions exist, the matter will be resolved through an Academic Misconduct Committee Hearing:
   i. the charged student does not participate in the Academic Misconduct Educational Conference; or
   ii. the charged student is a graduate student alleged to have engaged in academic misconduct on a thesis or dissertation; or
   iii. the charged student signs and completes the Charged Student Options and Signature section of the Academic Misconduct Educational Conference Form indicating that he or she does not accept responsibility for the charges, or does not accept the sanctions, or that he or she requests a hearing resolution; or
   iv. the charged student did not complete or sign the Academic Misconduct Educational Conference Form at the Educational Conference; or
   v. the charging party signs and completes the Charging Party Options and Signature section of the Academic Misconduct Educational Conference Form indicating that he or she requests a hearing resolution; or
   vi. the charging party believes that the allegations warrant suspension or expulsion from the University.

b. The Office of Student Rights and Responsibilities will send a notification letter concurrently to the charged student and charging party stating that the matter will be resolved through an Academic Misconduct Committee Hearing. The Office of Student Rights and Responsibilities shall send this notification within ten (10) business days of receipt of the Academic Misconduct Educational Conference Form. The Office of Student Rights and Responsibilities will schedule an Academic Misconduct Hearing providing the charged student with a minimum of five (5) business days’ notice before the hearing.

A. Informal resolution: If the student has no history of previous violations, and if the student is not a graduate student being accused of academic misconduct on a thesis or dissertation, and if the instructor or program director believes the student’s conduct does not warrant suspension or
expulsion from the University, the instructor or program director shall then meet with the student—expeditiously to:

1. Describe the allegations against the student and review the materials and information that led the instructor to conclude that a violation has likely been committed;

2. Provide the student with an opportunity to respond to the allegations;

3. Explain the mandatory training program sanction (as outlined below) and any additional sanctions proposed by the instructor as a result of the violation(s);

   A. The training program is available only once to a student during his or her UWF career;

   B. The training program must be successfully completed within 15 business days, excluding University holidays;

   C. The training program may not be attempted more than twice in that 15 day period.

4. Review the Academic Misconduct Procedure Form with the student. Inform the student that he or she has five (5) business days to review the information, and either accept responsibility for the violation and the sanction(s) and waive the right to a hearing, or not accept responsibility or sanctions and request an Academic Misconduct Hearing.

5. Give a copy of the completed Academic Misconduct Procedure Form to the student and retain the original.

   If the student accepts responsibility for the misconduct, accepts the instructor’s sanction(s), and returns the Academic Misconduct Procedure Form within five (5) business days, both parties shall sign both the original and copy of the form. The signed copy shall be returned to the student and the signed original shall be sent to the Office of Student Rights and Responsibilities. The Office of Student Rights and Responsibilities will oversee and document completion of the mandatory training program. Once the training program has been successfully completed and the other sanctions have been applied, the Procedure Form shall be retained by the Office of Student Rights and Responsibilities as a non-disciplinary record solely for the purpose of ascertaining a prior history of academic misconduct and will be considered separate from the student’s disciplinary record (for further explanation of record keeping procedures see Article VIII—Records). The case shall then be considered closed without further documentation of the misconduct.

   However, if a student commits a second violation or fails to successfully complete the mandatory training program within the designated timeframe, any record of a violation, previous or otherwise, will then become a disciplinary record and part of the student’s disciplinary file.
If the student does not successfully complete the mandatory training program as required, the Office of Student Rights and Responsibilities shall place a hold on the student’s account until the training program has been completed.

If the student does not accept responsibility for the misconduct, does not accept the instructor’s sanctions, or does not sign and return the Academic Misconduct Procedure Form within 5 business days, the instructor or program director shall send the signed original of the Academic Misconduct Procedure Form indicating this outcome, as well as any supporting documentation, to the Office of Student Rights and Responsibilities. The Office of Student Rights and Responsibilities shall then proceed with a formal resolution as described in Section B.

Article VII Academic Misconduct Hearing

The charged student has the right to have his or her case heard before the Academic Misconduct Hearing Board. The Hearing Board must be composed of at least 50 percent students. The Academic Misconduct Hearing is an educational process and is not legal in nature. Formal rules of process, procedure and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Code of Academic Conduct proceedings.

1. **Charged Student Hearing Notification**: The Office of Student Rights and Responsibilities will notify the charged student via email of the date, time and location of the hearing no fewer than five (5) business days in advance of the hearing. This notification will also advise the charged student of his or her rights in the Student Code of Academic Conduct process. If the time or date of the Hearing is not convenient to the charged student, the charged student must submit a written request to reschedule the hearing to the Office of Student Rights and Responsibilities within two (2) business days of the date of the notice.

2. **Charging Party Notification**: The Office of Student Rights and Responsibilities will notify the charging party via email of the date, time and location of the hearing no fewer than five (5) business days in advance of the hearing.

3. **Pre-Hearing Information**: The charged student and charging party must provide the Office of Student Rights and Responsibilities with a list of potential witnesses and copies of any records that he or she will present at the hearing at least three (3) business days in advance of the hearing. The Office of Student Rights and Responsibilities will make available, upon request, by the charged student or charging party, pre-hearing information including a copy of the hearing procedures, records that will be presented at the hearing, and a list of potential witnesses. The pre-hearing information will be available at least three (3) business days in advance of the hearing at the Office of Student Rights and Responsibilities.

4. **Charged Student Participation**: If the charged student fails to appear, the hearing will proceed in the charged student’s absence.

5. **Charging Party Participation**: If the charging party fails to appear, the hearing will proceed in the charging party’s absence unless the charged student objects.

6. **Charged Student’s Advisor**: A charged student is entitled to have any one person at the hearing to serve as his or her advisor. The charged student may consult with his or her advisor during the hearing process. However, this consultation must take place in a manner that does not disrupt the proceedings. The advisor may not address any person in the hearing except the student and, therefore, cannot speak on behalf of the student.
question witnesses, or serve as a witness. The name and role of the advisor must be provided to the Office of Student Rights and Responsibilities in writing at least three (3) business days prior to the scheduled meeting/hearing. If the advisor is an attorney, this must be disclosed at least three (3) business days prior to the scheduled meeting/hearing, as the University attorney will also be present at the meeting/hearing.

7. **Student Advocate**: a student advocate is an individual appointed by the Student Government Association President. The student advocate is available upon request to assist students with information regarding university policies, the Student Code of Academic Conduct, disciplinary procedures, and the appeal process.

8. **Closed Hearings**: Student Code of Academic Conduct Hearings are closed to the public and only the charged student, charging party, and the charged student’s advisor, the Academic Misconduct Hearing Board, and Dean of Students may attend if applicable. Witnesses may not be present in the proceedings except to provide information to the panel.

9. **Role of the Academic Misconduct Hearing Board Chair**: The Academic Misconduct Hearing Board Chair will preside over the hearing, manage order and decorum of the hearing, and will ensure that the hearing procedures are followed. At his or her discretion, the Academic Misconduct Hearing Board Chair may:
   a. Accept information for consideration.
   b. Make determinations regarding requests for postponements.
   c. Make determinations as to procedural questions. Make procedural modifications for purposes of expediting a process or in the interest of fairness or safety, such as permitting parties or witnesses to appear by phone or other means.
   d. Exclude repetitious or irrelevant information.
   e. Dismiss any person who is disorderly, disruptive, or non-compliant.
   f. Take any other appropriate action deemed necessary.

10. **Self-Incriminating Statements**: The charged student will not be compelled to make self-incriminating statements. The failure of the charged student to make incriminating statements or to answer questions because the answer would be self-incriminating shall not be considered in the determination of whether or not a student is responsible for violating the Student Code of Academic Conduct.

11. **Information**: The charging party and the charged student will be given an opportunity to present information at the hearing. This may include, but is not limited to, witnesses, pertinent records, documents, written or oral statements, and investigative reports. The charged student and charging party will also be given an opportunity at the hearing to inspect records provided by the other party.

12. **Witnesses**: The charging party and the charged student may call witnesses. In order to preserve the educational atmosphere of the hearing and to avoid the creation of an adversarial environment, all questions for witnesses will be directed through the Academic Misconduct Hearing Board Chair. If a witness cannot appear, he or she may submit a written statement for consideration as long as the witness’ signature is notarized. Witnesses may be permitted to provide information by other means at the discretion of the Hearing Board chair. Witnesses will be permitted inside the hearing room only during their participation. Witnesses may be recalled by the Academic Misconduct Hearing Board Chair.

13. **Past Behavior**: A charged student’s past academic misconduct shall be excluded from the
A charged student’s past academic misconduct may only be presented after a finding of responsibility has been determined and only for the purpose of determining sanctions.

14. **Audio Recording of Hearing**: Academic Misconduct Hearings will be audio recorded by the University. There shall be a single audio record of all hearings. This audio record is the official record and is the property of the University and will be considered part of the charged student’s disciplinary record. The charged student may submit a written request to review the audio recording after he or she receives the hearing decision letter.

15. **Standard of Proof**: The burden to prove academic misconduct cases rests with the charging party and not with the charged student. The standard of proof shall be “more likely than not.” This means that the information presented supports the finding that it was more likely than not that the violation occurred.

16. **Multiple Students Charged**: In cases involving multiple students charged from the same incident, charged students will have the opportunity to have their cases heard jointly or heard separately. In those instances where cases are heard separately, information obtained at one hearing may be presented at another hearing provided that each charged student involved has the opportunity to review and respond to the information at his or her hearing.

17. **Deliberations**: The decision-making process shall include only the Academic Misconduct Hearing Board members and the Dean of Students as appropriate for consultation purposes. The deliberation process is closed to all others.

18. **Determination of Responsibility**: The Academic Misconduct Hearing Board (by majority vote) shall determine whether the charged student has violated the Student Code of Academic Conduct. A finding of “responsible” or “not responsible” shall be made for each charge.

19. **Determination of Sanctions**: The Academic Misconduct Hearing Board will, in consultation with the Office of Student Rights and Responsibilities, determine sanctions in those cases where the charged student is found responsible for violating the Student Code of Academic Conduct.

20. **Hearing Decision Notification**: A written decision letter from the Office of Student Rights and Responsibilities will be provided to the charged student and charging party via email within ten (10) business days following the close of the hearing. This time may be extended for deliberations when necessary and the parties shall be notified of any such extensions. The decision letter shall contain a decision on each charge, any findings of fact and any sanctions.

24. **Accommodations for Disabilities**: Any student with a disability may request reasonable accommodations during the disciplinary process. If accommodations are desired, this request must be made to the Student Disability Resource Center at least three (3) business days in advance of the hearing. The charging party may request accommodations from the ADA Coordinator. If necessary, the Academic Misconduct Committee Board may postpone the hearing to provide reasonable accommodations.

**B. Formal Resolution**: If the student has a history of previous violations, or if the student has unresolved allegations of academic misconduct pending against him or her, or if the student is a graduate student being accused of academic misconduct on a thesis or dissertation, or if the instructor or program director believes the student’s conduct may warrant suspension or expulsion from the University, the following steps shall be taken:
1. The instructor or program director shall notify the student of the allegation of academic misconduct and send the completed Academic Misconduct Procedure Form to the Academic Misconduct Committee through the Office of Student Rights and Responsibilities;

2. The Office of Student Rights and Responsibilities shall send the student written notification of the charges. It shall then contact the student to schedule a hearing. The date of the hearing shall not be earlier than five (5) business days after the notice of charges is received by the student, unless an earlier hearing is requested in writing by the student; and

3. An Academic Misconduct Hearing will be conducted as outlined in Section IV.

In cases where no instructor of record or program director is evident, such as when an alleged violation involves a course in which a student is not currently enrolled, the Office of Student Rights and Responsibilities shall conduct a preliminary investigation to determine if an alleged violation may have occurred. If determined that a violation is likely to have occurred, the Office of Student Rights and Responsibilities will forward that information to the Office of Academic Affairs. The Office of Academic Affairs will determine whether or not to bring charges of academic misconduct against the alleged student(s). If the decision is made to pursue charges of academic misconduct, the Office of Academic Affairs will follow the Academic Misconduct Process as outlined in this article.

III. Constitution of the Academic Misconduct Committee

The Academic Misconduct Committee shall consist of 20 members. From each of the University’s four colleges there shall be: two (2) undergraduate student representatives, one (1) graduate student representative, a faculty member representative and a representative of the dean. Undergraduate student members shall be appointed to a one year term by the Student Government Association. Graduate student members shall be appointed to a one (1) year term by the Student Government Association. Faculty members shall be appointed by the Faculty Council in each college to a three (3) year term. The Dean’s representatives shall be appointed by the dean of each college to a three (3) year term. Student members may be appointed to an unlimited amount of consecutive, one (1) year terms. Faculty members and Deans’ representatives may serve no more than two (2) consecutive three (3) year terms. The faculty members shall be appointed in a three (3) year, staggered rotation, beginning in August 2014, in the following order: College of Business; College of Arts Humanities and Social Sciences and College of Science, Engineering and Health; and College of Education and Professional Studies. The Deans’ representatives shall be appointed in a three (3) year, staggered rotation, beginning in August 2014, in the following order: College of Arts, Humanities and Social Sciences and College of Science, Engineering and Health; College of Education and Professional Studies, and College of Business.

A hearing board consisting of four members selected by rotation and subject to schedule availability, will hear each case. Two of the four members on each hearing board must be students. Any decision or sanction(s) applied must be supported by at least three members.
IV. Academic Misconduct Hearing

The Hearing process is not a legal process, it is an educational process. Formal rules of process, procedure and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Academic Misconduct Code proceedings.

1. Accommodations for Students with Disabilities: any student with a disability may request reasonable accommodations during the disciplinary process. This request must be made to the Student Disability Resource Center at least three business days in advance of the hearing. If necessary, the Academic Misconduct Hearing Board may postpone the hearing to provide reasonable accommodations.

2. Pre-hearing Information: the charged student, and his or her advisor, will have the right to inspect all information that will be presented against him or her at least 3 business days before the hearing.

3. Failure to Appear: if a student fails to appear, the hearing will proceed in the student’s absence. The student may hear and, through the Academic Misconduct Hearing Board, question witnesses who are present at the hearing.

4. Confidentiality: all hearings shall be closed and confidential unless requested by the charged student, in writing, three (3) business days prior to the hearing, and the following conditions are met: (a) all students involved in the hearing consent in writing prior to the hearing, and (b) such request does not conflict with law, Board of Governors or University regulation or policy. The Office of Student Rights and Responsibilities will make the final determination regarding open and closed hearings.

5. Instructor’s Participation: The instructor, program director, or designated representative of Academic Affairs bringing charges will have an opportunity to appear before the Academic Misconduct Hearing Board.

6. Student Advisor / Student Advocate:

   a. Student Advisor: a charged student is entitled to have any one person at the hearing to serve as his or her advisor. Students may consult with their advisor during the hearing process. However, this consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not speak on behalf of the student, question witnesses, present information or argue before the panel. The advisor shall not serve as a witness. The name of the advisor must be submitted to the Office of Student Rights and Responsibilities no later than 72 hours prior to the scheduled hearing. The charged student has a right to have an attorney act as an advisor, however, in such cases a representative of the University’s General Counsel must also be present.
b. **Student Advocate:** a student advocate is an individual appointed by the Student Government Association President. The student advocate is available upon request to assist students with information regarding university policies, disciplinary procedures and appeal procedures.

7. **Role of the Academic Misconduct Hearing Board Chair:** the Academic Misconduct Hearing Board Chair may:

   a. Accept information for consideration at his/her discretion.

   b. Make determinations regarding requests for postponements, where appropriate.

   c. Make determinations as to procedural questions. Make procedural modifications for purposes of expediting a process or in the interest of fairness or safety.

   d. Take any other action deemed necessary.

8. **Information:** the instructor or program director or designated representative of Academic Affairs, the Office of Student Rights and Responsibilities and the charged student will be given an opportunity to provide relevant information. This may include, but is not limited to, pertinent records, documents, written or oral statements. The student will also be given an opportunity to inspect records provided by all involved parties.

9. **Witnesses:** both the instructor or program director or designated representative of Academic Affairs bringing charges and the charged student may call witnesses. In order to preserve the educational atmosphere of the hearing and to avoid creation of an adversarial environment, at the discretion of the Chair, all questions for witnesses will be directed through the Academic Misconduct Hearing Board. If a witness cannot appear, his or her written or taped statement may be considered. Witnesses will be required to wait outside until their point of participation and will be asked to leave the hearing after being questioned.

10. **Standard of proof:** the burden to prove academic misconduct cases rests with the instructor or program director or representative of Academic Affairs bringing charges and the standard of proof shall be “clear and convincing.” This means that the information presented supports the finding that it was substantially more likely than not that the violation occurred.

11. **Multiple students charged:** in cases involving multiple students charged from the same incident, charged students will have the opportunity to have their cases heard jointly or heard separately. In those instances where cases are heard separately, information obtained at one hearing may be presented at another hearing provided that each charged student involved has the opportunity to review and respond to the information at his or her hearing.

12. **Deliberations:** all deliberations of the Academic Misconduct Hearing Board are closed and shall include only the Academic Misconduct Hearing Board members.
involved in the decision-making process.

13. **Decisions of “responsible” or “not responsible” on the charge(s):** shall be based on the information presented at the hearing. The Academic Misconduct Hearing Board (by a majority vote) shall either:

a. find that no violation has occurred, or

b. find that a violation has occurred and, in consultation with the Office of Student Rights and Responsibilities, impose a sanction(s).

14. **Notice of Decisions:** the written decision of the Board shall be sent to the student, the instructor, program director or the Academic Affairs representative, the appropriate Dean’s Office, and the Office of Student Rights and Responsibility.

15. **Right to Appeal:** the student may appeal the Hearing Board’s decision by filing a written appeal with the Provost within ten (10) business days of the date of the letter containing the Board’s written decision. If the student fails to appeal, the Hearing Board’s decision will be final.

V. **Appeal to the Provost**

The student may appeal the Academic Misconduct Hearing Board’s decision by filing a written appeal with the Office of the Provost within ten (10) business days of the date of the hearing decision notification letter. A student shall remain eligible to attend classes and University activities pending the University's appeal is concluded except in cases where the sanction(s) determined by the Hearing Board include either Suspension or Expulsion, the student’s privileges at the University, including the ability to attend classes and engage in University activities may be revoked. If the student fails to submit a timely appeal, the Academic Misconduct Hearing Board’s decision will be final.

The Provost or designee will review the appeal. Grounds for appeal are limited to the following:

1. the student's rights, as outlined in this regulation, were violated in the hearing process;
2. new information is discovered that was not available at the time of the hearing;
3. the information presented does not support the decision; or
4. the sanction(s) imposed were not appropriate for the violation.

If an appeal is decided in favor of the student, the Provost may take any action he or she deems appropriate, including but not limited to, modifying the decision and/or sanctions, remanding the case to the same Hearing Board for reconsideration, or remanding the case to the Academic Misconduct Committee for a new hearing. If an appeal is not decided in favor of the student, the matter is considered final and binding.

A copy of the Provost's decision shall be forwarded to the student and to the Office of Student Rights and Responsibilities for filing and for distribution to the appropriate parties.

If the final decision is a sanction of suspension or expulsion a charged student who wishes to
seek judicial review of the final decision of the University may do so pursuant to Florida Rule of Appellate Procedure 9.190(b)(3), applicable to review of quasi-judicial decisions of an administrative body not subject to the Administrative Procedure Act, by filing a petition for certiorari review with the circuit court for Escambia County within thirty (30) days of the final university decision. If the student seeks review with the court, he or she must also provide a copy of the petition to the Office of the Provost, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola, FL 32514.

**Article IX Sanctions**

A charged student found responsible for violation of the Student Code of Academic Conduct shall be subject to sanctions commensurate with the offense. Consideration may be given to aggravating and mitigating circumstances, and prior academic misconduct. One or more of the following sanctions may be imposed for any single violation of the Student Code of Academic Conduct. The list below is not exhaustive and may include any other sanctions permitted by law.

1. **Expulsion**: A student who is expelled is permanently deprived of his or her privilege to continue at the University in any capacity. A student expelled for a violation of the Student Code of Academic Conduct may not visit or come onto any UWF campus without specific written permission of the Provost. Expelled students are not in good standing.

2. **Suspension**: A student who is suspended is required to leave the University for a specified period of time. The student must comply with all sanctions and complete all requirements prior to re-admission. A student expelled for a violation of the Student Code of Academic Conduct may not visit or come onto any UWF campus without specific written permission of the Provost. Students are not in good standing while serving a suspension.

3. **Program Dismissal**: The student shall be dismissed from a University academic program.

4. **Denial of Admission, Re-admission, or further Registration**: Any future admission, re-admission, or further registration by the student shall be denied by the University.

5. **Denial or Revocation of Degree or Academic Credit**: Degrees and credit awarded by the University may be invalidated or revoked and course credit may be denied.

6. **Withhold Degree**: The University may withhold issuing a degree, diploma or transcript pending compliance with University regulations, or policies or pending completion of the process set forth in this Student Code of Academic Conduct, including the completion of all imposed sanctions.

7. **Reduction of Assignment Grade**: The student shall receive a grade reduction for a course assignment.

8. **Zero on the Assignment**: The student shall receive a grade of zero for a course assignment.

9. **Reduction of Course Grade**: The student shall receive a grade reduction for a course.

10. **“F” in the Course**: The student shall receive a grade of “F” for the course.

11. **Disciplinary Probation**: A written disciplinary sanction notifying a student that the behavior is in serious violation of University standards. Any additional violations occurring during a probationary period may result in more serious sanctions.

12. **Education Assignment**: A student may be required to complete a specified educational assignment related to the violation committed. Such educational assignments may include, but are not limited to, reflection papers, educational writing assignments, UWF Writing Lab assignments, apology letters, reports, and presentations.

13. **Academic Integrity Module**: The Academic Integrity Module is an educational program with an assessment. The student is required to achieve a score of 80 percent in order to successfully complete the module. If the student does not successfully complete the
Academic Integrity Module a Hold shall be placed on the student’s records and/or registration until he or she successfully completes the Academic Integrity Module.

**Article X Withdrawal, Grade Forgiveness, Student Status, Student Standing, Holds**

1. **Course Withdrawal:** A student shall not be permitted to drop or withdraw from a class in which there is an unresolved allegation of academic misconduct. A student who has been found responsible for a violation of the Student Code of Academic Conduct shall not be allowed to withdraw from the class in which the violation occurred.

2. **Student Withdrawal:** If a charged student withdraws from the University with pending or unresolved academic misconduct charges, the Student Code of Academic Conduct process will continue with or without his or her participation.

3. **Grade Forgiveness:** The UWF Grade Forgiveness Policy may not be applied to a course in which a student has been found responsible for a violation of the Student Code of Academic Conduct resulting in a sanction of “F” in the course.

4. **Student Status:** The charged student’s permanent status on campus will remain unchanged pending the decision of the Hearing Board.

5. **Student Standing:** A charged student who has been found responsible for academic misconduct will not be in good standing and will remain out of good standing until all issued sanctions have been completed in accordance with the conditions set forth in the official notification letter from the Office of Student Rights and Responsibilities.

6. **Holds:** The University may place a hold on the records or registration of any student who fails to respond to a charge notice or fulfill any sanctions previously issued by the University. The University may take other action necessary for resolution of a case prior to the student’s enrollment in a subsequent semester, transfer or graduation. All pending academic misconduct matters must be resolved prior to the release of a student’s transcript, a student’s graduation or transfer from the University of West Florida.

**VI. Course and Withdrawal, UWF Grade Forgiveness Policy and Student Standing**

A. A student shall not be permitted to drop or withdraw from a class in which there is an unresolved allegation. A student who has been found responsible for a violation of the Academic Misconduct Code shall not be allowed to withdraw from the class in which the violation occurred.

B. The UWF Grade Forgiveness Policy will not be applied to a course in which a student has been found responsible for a violation of the Academic Misconduct Code resulting in a sanction of “F” in the course.

C. A student who has been found responsible for academic misconduct will not be in good standing and will remain in such standing until all issued sanctions have been completed to the satisfaction of the Office of Student Rights and Responsibilities.

**VII. Sanctions**

The range of sanctions for any student found to be responsible for academic misconduct includes reprimand, reduction of assignment or course grade, disciplinary warning, educational assignments, disciplinary probation, loss of university privileges, dismissal from a program,
suspension, expulsion, denial of admission or further registration and/or credits, invalidation or revocation of academic credit, invalidation or revocation of academic degree, and any other sanctions permitted by law.

**Article XI Records**

A Charged Student found “responsible” for violating the Student Code of Academic Conduct is considered to have an academic misconduct disciplinary record.

2. A Charged Student found “not responsible” for violating the Student Code of Academic Conduct is considered not to have an academic misconduct disciplinary record.

3. A Charged Student with unresolved allegations of violating the Student Code of Academic Conduct is considered not to have an academic misconduct disciplinary record, for that case.

4. A Student who was charged with violating the Student Code of Academic Conduct where the charging party has withdrawn all charges is considered not to have an academic misconduct disciplinary record, for that case.

5. A Charged Student found “responsible” for violating the Student Code of Academic Conduct where the charging party has utilized the non-disciplinary record option is considered not to have an academic misconduct disciplinary record, for that case.

6. A Charged Student found “responsible” for violating the Student Code of Academic Conduct that does not result in a suspension or expulsion shall have his or her records expunged seven years after the date of the final decision. Records of cases that result in suspensions or expulsions are retained permanently.

7. Statistical and database information may be retained permanently by the University.

8. Records will be maintained by the University in accordance with 1002.225, F.S. and with applicable State record retention laws.

9. **Transcript Notations.**
   
a. A temporary notation shall be placed on the student's transcript for a student who is found responsible for a violation with a resulting sanction of suspension. The notation will remain during the period of suspension and will be removed upon the completion of the suspension.

b. A permanent notation shall be placed on the student's transcript for a student who is found responsible for a violation with a resulting sanction of expulsion.

**VIII. Records**

For a first violation resolved according to Article II. Section A., the signed Academic Misconduct Procedure Form shall be maintained in the Office of Student Rights and Responsibilities for the purpose of ascertaining a prior history of academic misconduct and will not be considered a disciplinary record. However, if a student commits a second violation or fails to successfully complete the mandatory training program within the designated timeframe, any record of a violation, previous or otherwise, will then be considered a disciplinary record and will become part of the student’s disciplinary file.

The University may place a hold on the records or registration of any student who fails to respond to a University disciplinary notice or fulfill any sanctions previously issued by the University. The University may take other action necessary for resolution of a case prior to the student’s enrollment in a subsequent semester, transfer or graduation. All pending disciplinary—
matters must be resolved prior to a student’s graduation, transfer from or continued education at the University West Florida.

Records of academic misconduct resolved according to Article II Section B will be maintained by the Office of Student Right and Responsibilities as part of the student’s disciplinary records.

Student files involving instances of academic misconduct that do not result in suspensions or expulsions shall be expunged seven years after the final decision. Records of cases that result in suspensions or expulsions are kept permanently.

Statistical and database information may be kept permanently at the University.

Students found "not responsible" for violations of the Academic Misconduct Code or where such charges are dismissed or are resolved through the informal process are considered not to have an academic disciplinary record. However, the records will be maintained by the University in accordance with 1002.22, F.S. and with applicable State record retention laws.

IX. Transcript Notations

A. A temporary notation shall be placed on the student's transcript immediately upon the conclusion of the Academic Misconduct Process for a student who is found responsible for a violation with a resulting sanction of suspension. The notation will remain during any period of suspension and will be removed upon the completion of said suspension.

B. A. If a student is expelled, a permanent notation to that effect shall be placed on the student's transcript.

X. Review of the Academic Misconduct Regulation

The University Academic Misconduct regulation shall be reviewed every three years under the direction of the Provost, by a committee composed of at least 50 percent students.

Specific Authority: Board of Governors Regulation 6.0105; sections 1006.60, 1006.62 FS.
History: New UWF/REG 3.030 Effective 8/27/07. Amended 9/25/09; 6/18/12; 9/24/12; 6/13/14;______________.
**UWF Board of Trustees Meeting**

Academic Affairs Committee  
February 21, 2017

**Issue/Agenda Recommendation:** Request to Terminate Suspended Academic Degree Programs

**Proposed Action:** Approve

**Background Information:**

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

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

The following programs have been suspended for new enrollments. The university requests approval to terminate these degree programs.

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Degree Program</th>
<th>Degree Level</th>
<th>Suspended Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1311</td>
<td>Mathematics Teacher Ed</td>
<td>Master's</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>13.1316</td>
<td>Science Teacher Ed</td>
<td>Master's</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>13.1317</td>
<td>Social Sciences Teacher Ed</td>
<td>Master's</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>16.0901</td>
<td>French</td>
<td>Bachelor's</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>16.0905</td>
<td>Spanish</td>
<td>Bachelor's</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>45.1101</td>
<td>Sociology</td>
<td>Bachelor's</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>50.0703</td>
<td>Art History &amp; Appreciation</td>
<td>Bachelor's</td>
<td>Spring 2009</td>
</tr>
</tbody>
</table>

**Authority**

State University System of Florida Board of Governors Regulation 8.012, Academic Program Termination and Temporary Suspension of New Enrollments.

University of West Florida Policy AC-08.02-04/14, Academic Program Termination Policy.
Implementation Plan:

December 2016  Academic department review programs suspended for new enrollments to consider further action (i.e., reinstatement or termination)
February 2016  Board of Trustees Academic Affairs Committee considers termination of degree programs
March 2016    Board of Trustees considers termination of degree program
March 2016    Notification to Board of Governors staff to remove terminated programs from the State University System of Florida Academic Program Inventory

Fiscal Implications:
None

Supporting documents:

Recommendation to Terminate Suspended Programs
http://uwf.edu/aadocs/bot/Program_Terminations_CASSH_CEPS.pdf

Prepared by:  Dr. Michael White, Director, Institutional Effectiveness, 473-7234, mwhite@uwf.edu
Facilitator/Presenter:  Dr. Jay Clune, Interim Vice Provost
MEMORANDUM

DATE: January 19, 2017

TO: Dr. George Ellenberg, Interim Provost

FROM: Dr. Steve Brown, Dean

RE: RECOMMENDATION TO TERMINATE SUSPENDED PROGRAMS IN THE COLLEGE OF ARTS, SOCIAL SCIENCES, AND HUMANITIES

The following programs have been suspended for new enrollments since Spring 2009. I recommend that they be terminated.

16.0901 French Suspended Spring 2009
16.0905 Spanish Suspended Spring 2009
45.1101 Sociology Suspended Spring 2009
50.0703 Art History & Appreciation Suspended Spring 2009

Because the programs have been suspended for some time, teach out plans are not required, and there are no negative impacts on the current representation of women and underrepresented groups within the faculty and students.

APPROVALS:

Dr. Kim-LeDuff, Chief Diversity Officer

Dr. George Ellenberg, Interim Provost

CC:

Dr. John Bratten
Ms. Cynthia Catellier
Dr. Jay Clune
Dr. Jocelyn Evans
Dr. Michelle Williams

Ms. Kathy Kimmons
Dr. Barbara Larson
Ms. Katie Riesenber
Dr. Michael White
**MEMORANDUM**

DATE: January 19, 2017

TO: Dr. George Ellenberg, Interim Provost

FROM: Dr. William Crawley, Dean

RE: RECOMMENDATION TO TERMINATE SUSPENDED PROGRAMS IN THE COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

The following programs have been suspended for new enrollments since Spring 2009 or Spring 2012. I recommend that they be terminated.

13.1311 Mathematics Teacher Education Suspended Fall 2012
13.1316 Science Teacher Ed Suspended Spring 2009
13.1317 Social Sciences Teacher Ed Suspended Spring 2009

Because the programs have been suspended for some time, teach out plans are not required, and there are no negative impacts on the current representation of women and underrepresented groups within the faculty and students.

APPROVALS:

Dr. Kim-LeDuff, Chief Diversity Officer

Dr. George Ellenberg, Interim Provost

CC: Ms. Cynthia Catellier
Dr. Jay Clune
Ms. Kathy Kimmons
Dr. Kimberly McCorkle
Dr. Diane Scott
Dr. Bob Shaw
Dr. Guofang Wan
Dr. Michael White
UWF Board of Trustees Meeting
Academic Affairs Committee
February 21, 2017

Issue/Agenda Item: Requests to Offer Three New Degree Programs, Effective Fall 2017

Proposed Action: Approve Requests

Background Information:

The University of West Florida (UWF) proposes to offer the following three (3) new degree programs effective Fall 2017:

1. Bachelor of Science, Exercise Science
2. Bachelor of Science, Sport Management
3. Master of Science in Nursing, Family Nurse Practitioner

Bachelor of Science, Exercise Science

The Bachelor of Science in Exercise Science (BSES) degree program is an undergraduate program consisting of 120 credit hours intended for students interested in a career in the fitness industry, cardiac rehabilitation, clinical health fields, or to pursue post-graduate education. The BSES degree program already exists in the State University System of Florida, CIP Code 31.0505, and has common prerequisites listed in the State Common Prerequisite Manual.

The program prepares students for certifications such as the American College of Sports Medicine Certified Exercise Physiologist (ACSM EP-C) and the National Strength and Conditioning Association Certified Strength and Conditioning Specialist (NSCA CSCS). The course work precedes a capstone internship experience enabling students to receive valuable work experience prior to graduation. Graduates from this program will also be prepared to pursue post-graduate study in related health fields such as physical therapy, occupational therapy, physician’s assistant, and physician.

Bachelor of Science, Sport Management

The Bachelor of Science in Sport Management (BSSM) degree program at the University of West Florida (UWF) is a conversion of the existing Sport Management specialization in the Bachelor of Science Health, Leisure, and Exercise Science degree program (BSHLES). The BSSM degree program requires 120 hours to complete and will serve the education and workforce needs of Northwest Florida students and employers. The degree program will provide an opportunity for regional students to earn a readily identifiable degree for employment in the sport industry.
The Sport Management specialization within the BSHLES degree program has experienced consistent growth since it was first offered at UWF in Fall 2004. The Sport Management specialization has grown from fewer than 30 majors in Fall 2004 to 158 in Fall 2016, averaging 121 enrolled students between Fall 2011 and Fall 2015. In the BSHLES degree program the Sport Management specialization experienced a 12% growth in the number of students between Fall 2015 and Fall 2016.

The Sport Management degree program is designed to prepare students for entry-level careers in the sports industry and for further study in graduate school. Graduates may find employment in intercollegiate athletic administration, municipal park and recreation departments, community sports programs, professional sport leagues and teams, amateur sports organizations, and other commercial sport industry firms such as fitness and activity centers, sport camps, and sport merchandisers.

Examples of regional and statewide sport and entertainment firms that have hired graduates from UWF’s BSHLES Sport Management specialization program include: Morale, Welfare, and Recreation on Naval Air Station-Pensacola and Eglin Air Force Base; City of Pensacola Parks and Recreation; the Miami Dolphins; the Tampa Bay Rowdies; the Pensacola Ice Flyers; Pensacola Sports; the City of Gulf Breeze Recreation; Universal Studios; Tallahassee Parks and Recreation; the Pensacola Blue Wahoos; RDV Sportsplex; Pensacola State College; and UWF Intercollegiate Athletics.

Master of Science in Nursing, Family Nurse Practitioner

The University of West Florida School of Nursing proposes the Master of Science in Nursing Family Nurse Practitioner (FNP) degree program. The FNP degree program at the master's level is the recommended level of education for certification of family nurse practitioners. The Family Nurse Practitioner degree program consists of 45 credit hours and includes 600 clinical hours for completion. The School of Nursing currently offers a Master of Science in Nursing with two specializations, Nursing Leadership and Management and Nursing Education. The Family Nurse Practitioner degree program is a direct care provider program, with demonstrated needs for education and employment of these practitioners.

The Family Nurse Practitioner role is used in family practice settings, primary care clinics, urgent care units, and independent clinics in major chain stores to represent a few. Offering the master's level of education would also allow graduates of the program to complete doctoral degrees and be eligible for the partnership agreement between the University of West Florida and the University of Florida, Doctor of Nursing Practice (DNP) degree program.

Family Nurse Practitioners are in demand. According to the U.S. Bureau of Labor Statistics, there is projected job growth of 34% between 2016 and 2022, and an average salary of $92,670 per year. Family Nurse Practitioners are in high demand in Northwest Florida. The Florida Center for Nursing has made a recommendation for strategic growth in academic programs to meet demands of the consumer and to replace retiring Advanced Registered Nurse Practitioners (ARNPs) (Florida Center for Nursing, Florida’s Advanced Registered Nurse Practitioner Supply: 2014-2015 Workforce Characteristics and Trends, May 2016).
Implementation Plan:

- CAVP approved the BS in Exercise Science degree program on 9/28/2016, BS in Sport Management degree program on 12/11/2015, and MSN in Family Nurse Practitioner degree program on 9/28/2016.
- Board of Trustees Academic Affairs Committee considers the Requests to Offer New Degree Programs February 2017.
- Board of Trustees considers the Requests to Offer New Degree Programs March 2017.
- New degree programs implemented Fall 2017.

Fiscal Implications:  Fiscal implications are reflected in a supporting document.

Supporting documents:

Fiscal Implications
http://uwf.edu/aadocs/bot/New_Degree_Programs_Financial_Info.pdf

Request to Offer a New Degree Program – BS Exercise Science
http://uwf.edu/aadocs/bot/ReqOffer_BS_Exercise_Science.pdf

Request to Offer a New Degree Program – BS Sport Management
http://uwf.edu/aadocs/bot/ReqOffer_BS_Sport_Management.pdf

Request to Offer a New Degree Program – MSN Family Nurse Practitioner
http://uwf.edu/aadocs/bot/ReqOffer_MSN_Family_Nurse_Practitioner.pdf

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

Facilitator/Presenter:  Dr. Jay Clune
Interim Vice Provost
(850) 474-2536
jclune@uwf.edu
<table>
<thead>
<tr>
<th>Program</th>
<th>Total Program Cost Year 1</th>
<th>Reallocated from Other Program</th>
<th>New Faculty Lines</th>
<th>New Faculty Salary + Fringe</th>
<th>New Other</th>
<th>Total New</th>
<th>Student Headcount Year 1*</th>
<th>Student FTE Year 1</th>
<th>Cost per Student FTE Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Exercise Science</td>
<td>$296,410</td>
<td>$296,410</td>
<td>0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>465</td>
<td>300</td>
<td>$987</td>
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<td>$139,915</td>
<td>$137,939</td>
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<td>$0</td>
<td>$1,976</td>
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<td>158</td>
<td>102</td>
<td>$1,372</td>
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<tr>
<td>MSN Family Nurse Practitioner</td>
<td>$571,086</td>
<td>$330,871</td>
<td>3</td>
<td>$234,000</td>
<td>$6,215</td>
<td>$240,215</td>
<td>10</td>
<td>6</td>
<td>$103,834</td>
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</tbody>
</table>

TOTAL  $234,000 8,191  $242,191

*73 authentically new students
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 2017

Proposed Implementation Term

Exercise Science and Community Health

College of Health

Name of College(s) or School(s)

Health

Name of Department(s)/ Division(s)

Bachelor of Science in Exercise Science

Health

Academic Specialty or Field

Bachelor of Science

31.0505

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 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>
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<tr>
<td>Year 1</td>
<td>465</td>
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<tr>
<td>Year 2</td>
<td>485</td>
<td>313.22</td>
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<tr>
<td>Year 3</td>
<td>475</td>
<td>306.77</td>
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<tr>
<td>Year 4</td>
<td>485</td>
<td>313.22</td>
</tr>
<tr>
<td>Year 5</td>
<td>495</td>
<td>319.69</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 Bachelor of Science in Exercise Science (BSES) degree program is an undergraduate program consisting of 120 credit hours intended for students interested in a career in the fitness industry, cardiac rehabilitation, clinical health fields, or to pursue post graduate education. The BSES degree program already exists in the State University System of Florida (SUS), CIP code 31.0505, and has common prerequisites listed in the State Common Prerequisite Manual.

Exercise Science is currently a specialization within the Health, Leisure and Exercise Science degree program at the University of West Florida (UWF). UWF seeks to make Exercise Science a stand-alone degree program. The Exercise Science specialization is currently listed under the CIP code 31.0501, Health and Physical Education/Fitness, General. Curriculum for the Exercise Science degree program is composed of coursework highly reliant upon the sciences such as chemistry and anatomy and is more suited to CIP 31.0505. Additionally, the number of students enrolling in UWF’s Exercise Science specialization has been increasing steadily. In the fall 2016 semester there were 407 students enrolled in the specialization.

The program prepares students for certifications such as the American College of Sports Medicine Certified Exercise Physiologist (ACSM EP-C) and the National Strength and Conditioning Association Certified Strength and Conditioning Specialist (NSCA CSCS). The coursework precedes a capstone internship experience enabling students to receive valuable work experience prior to graduation. Graduates from this program will also be prepared to pursue post graduate study in related health fields such as physical therapy, occupational therapy, physician’s assistant, and physician.

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The program pre-proposal was presented to CAVP on September 28, 2016. CAVP expressed no concerns regarding the proposed program.

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

Not applicable. This is not a doctoral degree program.

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

The Bachelor of Science in Exercise Science (31.0505) is listed in the SUS Programs of Strategic Emphasis under Science, Technology, Engineering, and Math (STEM) and is aligned with the SUS Strategic Planning Goals.

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.

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.

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.

The proposed program, CIP 31.0505, will be included in the Science, Technology, Engineering, and Math (STEM) area 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.

The program will be delivered face-to-face 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 Exercise Science degree program is replacing in purpose and resource use an existing undergraduate specialization within the Health, Leisure, and Exercise Science degree program, it is not addressing a new need and is not an additional program to what is being currently offered at UWF. According to the U.S. Bureau of Labor Statistics, employment of exercise physiologists is projected to grow eleven percent from 2014 to 2024, faster than the average for all occupations. Demand will rise as hospitals emphasize exercise and preventive care for patients as treatment and rehabilitation options. Because UWF already offers the proposed Exercise Science degree program as a specialization, students have already impacted the local community through internships and employment.

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.
Exercise Science is currently offered as a specialization within the Health, Leisure and Exercise Science degree program at UWF. The university seeks to make Exercise Science a stand-alone degree program. The number of students enrolling in UWF’s Exercise Science specialization has been increasing steadily over the last five years. In the fall 2016 semester, 407 students enrolled in the specialization. It is anticipated that as a stand-alone degree program, the visibility and attractiveness of the Exercise Science degree program will increase and incentivize growth.

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.

Table 1. Similarity with other Public and Private University and College Degree Programs in Florida

<table>
<thead>
<tr>
<th>Institution</th>
<th>Public/Private</th>
<th>Location Program Offered</th>
<th>CIP Code</th>
<th>Degree Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Gulf Coast University</td>
<td>Public</td>
<td>Ft. Myers, Florida</td>
<td>31.0505</td>
<td>Exercise Science</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Public</td>
<td>Boca Raton, Florida</td>
<td>31.0505</td>
<td>Exercise Science and Health Promotion</td>
</tr>
<tr>
<td>Florida State University</td>
<td>Public</td>
<td>Tallahassee, Florida</td>
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<td>Exercise Science</td>
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</tbody>
</table>

UWF currently offers Exercise Science as a specialization within the Health, Leisure and Exercise Science degree program, therefore changing to a stand-alone program should not present an impact upon the other SUS institutions offering the bachelor’s degree in Exercise Science. This is face-to-face degree program located in the northwestern part of the state. The two SUS institutions offering a BS in Exercise Science degree program in CIP 31.0505, FAU and FGCU, are in South Florida. FSU offers a BS in Exercise Science degree program under the CIP 26.0908 which focuses more on the physiology of exercise as opposed to the mechanics of exercise.

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

As the undergraduate Exercise Science degree program is replacing in purpose and resource use an existing specialization. Students will be shifting to the stand-alone Exercise Science degree program. The shift is within the same department, Exercise Science and Community Health. Projected increases over the five years are calculated at an increasing trend considering the UWF strategic enrollment plan, and the fact that the stand-alone program is a shift from an existing specialization 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.

The Exercise Science degree program is replacing an existing specialization; no additional impacts are anticipated on programs at other universities. Regarding UWF’s proposed BS Exercise Science degree
program, no comments were expressed concerning impact on programs at Florida Agricultural and Mechanical University (FAMU) or Florida International University (FIU) during the September 28, 2016 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 in Exercise Science 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. The faculty have and will continue to attend new student orientations to showcase UWF’s BS in Exercise Science degree program and discuss coursework and career goals with new students. The College of Health will implement a comprehensive marketing campaign to promote the proposed BS in Exercise Science to the aforementioned student segments.

The College of Health currently attracts a diverse student body to the current Exercise Science 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 Exercise Science degree program is replacing in purpose and resource use an existing specialization, the funds currently being utilized for the specialization will be used for the Exercise Science degree program. Year 1 reallocated base equals $296,410. Cost per FTE for year 1 is $987. Year 5 total program cost, all E&G, is $356,031, or $1,114 per FTE. New funding will be allocated from the Office of the Provost's budget office.

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

UWF does not intend to operate the program through continuing education on a cost-recovery basis, 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).

The Exercise Science degree program will remain in the College of Health within the Department of Exercise Science and Community Health. The resources currently being utilized for the specialization will be used for the stand-alone Exercise Science 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).

The new Exercise Science degree program will remain in the College of Health within the Department of Exercise Science and Community Health. As the Exercise Science specialization has been successfully operating in this area, no significant impact on general education or common prerequisites is anticipated.

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.

There are no external sources of funding identified to support the program outside the University.

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 proposed stand-alone Exercise Science degree program currently exists as a specialization at UWF. Students in the Health, Leisure, and Exercise degree program, Exercise Science specialization participate in internships in settings such as physical therapy, occupational therapy, medical centers, fitness centers, cardiac and pulmonary rehabilitation, orthopedics, orthotics and other medical providers. Northwest Florida has a wide scope of healthcare facilities and hospitals and a growing need for graduates from programs such as Exercise Science. Graduates from the Health, Leisure, and Exercise degree program, Exercise Science specialization have obtained employment in over 45 local agencies, schools, and businesses in the Pensacola area.

V. Access and Articulation – Bachelor’s Degrees Only

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

The proposed Bachelor of Science in Exercise Science 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.

The University does not intend to seek formal limited access status for the proposed Bachelor of Science in Exercise Science new degree program.

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

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

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.

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 Exercise Science degree program fulfills UWF’s goal of increasing degrees in the STEM disciplines. During the program students will participate in an internship increasing their exposure to hands-on research experiences. 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 Exercise Science degree program is replacing an existing specialization. The Exercise Science specialization will be deleted when the new degree program starts and the Health Leisure and Exercise Science degree program name will change. The expectation is that students that would have declared the
specialization will instead declare the new degree program. Due to the broad background required in science, students in the undergraduate Exercise Science degree program will also interact with faculty in the Departments of Chemistry, Biology, and Public Health.

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.

Table 2. Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2015</td>
<td>ESCH Faculty</td>
<td>Faculty meeting discussion on planning to transition entire HLES program from CIP 31.0501 to CIP 31.0505</td>
</tr>
<tr>
<td>September 11, 2015</td>
<td>Todorovich, Cosio-Lima</td>
<td>Sent CIP code change request to ASPIRE</td>
</tr>
<tr>
<td>October 23, 2015</td>
<td>ESCH faculty</td>
<td>Discussed update with ESCH faculty at regular faculty meeting – waiting response from state</td>
</tr>
<tr>
<td>April 8, 2016</td>
<td>ESCH Faculty</td>
<td>Discussed CIP code change request with faculty. Request to change CIP codes was denied and a decision was made to explore moving the Exercise Science specialization only to CIP 31.0505 as a new degree program</td>
</tr>
<tr>
<td>July 27, 2016</td>
<td>John Clune, Cynthia Catlier, Michael White, Kathy Kimmons, John Todorovich</td>
<td>Met to discuss procedure and plan for submitting a new degree program proposal</td>
</tr>
<tr>
<td>September 1, 2016</td>
<td>Todorovich</td>
<td>Completed pre-proposal sent to ASPIRE for review</td>
</tr>
<tr>
<td>September 28, 2016</td>
<td>CAVP</td>
<td>CAVP approved moving forward with Exercise Science proposal to offer new degree program</td>
</tr>
<tr>
<td>October 27, 2016</td>
<td>ASPIRE Staff, Clune, Todorovich Arruda</td>
<td>Meeting to discuss completion of program proposal to offer new degree program</td>
</tr>
<tr>
<td>November 15, 2016</td>
<td>Todorovich</td>
<td>Proposal to offer new degree program submitted to ASPIRE</td>
</tr>
<tr>
<td>December 15, 2016</td>
<td>Todorovich</td>
<td>Completed edits from ESCH Chair, John Todorovich, submitted to ASPIRE</td>
</tr>
</tbody>
</table>

Table 3. Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>Approval to offer B.S. in Exercise Science degree program approved</td>
</tr>
<tr>
<td>Spring-Summer 2017</td>
<td>Catalog updates to reflect program change completed</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>Update departmental web-site to reflect new degree program in Exercise Science</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Begin implementation of new degree program in Exercise Science transitioning students from specialization into new degree 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.

Pursuant to BOG Regulation 8.015, academic departments at UWF conduct program reviews every seven years. The department of Exercise Science and Community Health (formally Health, Leisure and Exercise Science) conducted a program review in 2010. Noted strengths for the current Exercise Science specialization included:

- A well-articulated program vision with program goals and objectives well aligned with the mission and values of the department
- Quality field experiences and clinical opportunities for students
- Positive faculty productivity in disciplinary research
- Significant community service

The department has continued addressed to build upon these strengths and address the areas of suggested improvement. Areas of improvement noted in the review were:

- Improve assessment practices to measure outcomes rather than activities
- Faculty had limited professional service to national and international programs
- The program offered limited articulation agreements with other colleges
- Program was reaching delivery capacity for its existing resources

Addressing the areas of suggested improvement, the department of Exercise Science and Community Health:

- Hired new faculty for the Exercise Science specialization,
- Improved research laboratories have substantially improved, and
- Supported faculty in strong interdisciplinary research.

To address program capacity, the department began to plan and explore the development of a stand-alone degree program in Exercise Science. The Exercise Science specialization is currently endorsed by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Additionally, the Exercise Science specialization is in the process of seeking accreditation from the Commission on the Accreditation of Exercise Science (CoAES) organization.

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 graduates of the Bachelor of Science in Exercise Science should be able to do the following:

Content

- Identify and apply concepts and principles of exercise testing and prescription to the general population
- Identify opportunities for professional life in the health and fitness industry
- Interpret EKG’s involving the recognition of the most common abnormalities

Critical Thinking

- Identify and assess performance characteristics related to human movement and exercise
- Prescribe exercise programs to improve performance and health
- Design and conduct research to solve problems in exercise performance of apparently healthy, at higher risk, or those individuals with known disease or disorders.
- Employ appropriate statistical analyses or instrumentation to assess health related issues
• Conduct and interpret a complete 12-lead ECG

Communication
• Create and deliver effective oral presentations
• Write using professional standards
• Demonstrate effective interpersonal interaction

Integrity/Values
• Recognize the ethical dilemmas encountered in sports and exercise
• Adhere to professional ethical standards when applying concepts of exercise testing and prescription in various settings (internship, classroom, and laboratory)
• Make and defend decisions based on appropriate ethical principles

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


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 4. Exercise Science Curriculum Plan 60 Semester Credit Hours Lower Division

<table>
<thead>
<tr>
<th>Lower Division Required Courses</th>
<th>Semester Credit Hours (SCH)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>APK 2100C Applied Human Anatomy with Laboratory*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>APK 2105C Applied Human Physiology with Laboratory*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHM 2045 +L General Chemistry I (+Lab)*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>HSC 2100 Personal Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 2012 General Psychology* OR DEP 2004 Human Development Across the Lifespan</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPC 2608 Basic Communication Skills*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAC 1105 College Algebra* OR MAC 1114 Trigonometry OR Precalculus Algebra OR Analytic Geometry and Calculus I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STA 2023 Elements of Statistics*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ATR 2000 Basic Care and Preventive Principles of Athletic Training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Communication: ENC1101 English Composition I</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ENC 1102 English Composition II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Students must complete sufficient 1000/2000 level electives to satisfy at least 60 SCH in the lower division.</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Hours of Required Lower Division Courses</strong></td>
<td><strong>60</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Indicates a common prerequisite which can be used to satisfy General Education requirements

Table 5. Exercise Science Curriculum Plan 60 Semester Credit Hours Upper Division and 120 Semester Credit Hours Total

<table>
<thead>
<tr>
<th>Upper Division Required Courses</th>
<th>Semester Credit Hours (SCH)</th>
<th>Total</th>
</tr>
</thead>
</table>

11
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 3406C Advanced First Aid and Emergency Care*</td>
<td>3</td>
</tr>
<tr>
<td>ATR 3132 Functional Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>APK 3110+L Exercise Physiology (+Lab)</td>
<td>4</td>
</tr>
<tr>
<td>APK 3220+L Biomechanical Basis of Movement (+Lab)</td>
<td>4</td>
</tr>
<tr>
<td>APK 3232 Measurement and Evaluation in Health, Leisure and Sports</td>
<td>3</td>
</tr>
<tr>
<td>APK 4114C Physiological Basis of Strength Development</td>
<td>3</td>
</tr>
<tr>
<td>APK 4119 Exercise Testing for Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>APK 4163 Sport Nutrition and Weight Control</td>
<td>3</td>
</tr>
<tr>
<td>APK 4200 Motor Development and Skill Learning</td>
<td>3</td>
</tr>
<tr>
<td>APK 4125+L Exercise Testing and Prescript (+Lab)</td>
<td>4</td>
</tr>
<tr>
<td>APK 4234C Electrocardiogram interpretation and Graded Exercise Testing</td>
<td>3</td>
</tr>
<tr>
<td>APK 4941 Senior Capstone Experience in Exercise Science</td>
<td>6</td>
</tr>
</tbody>
</table>

**Subtotal** 42

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 4110 Business and Professional Communication</td>
</tr>
<tr>
<td>SPC 3301 Interpersonal Communication</td>
</tr>
</tbody>
</table>

Choose a minimum of 12 semester hours of the Following: 15

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>APK 4603C Balance and mobility Training for Older Adults</td>
</tr>
<tr>
<td>ATR 4314 Rehabilitation of Athletic Injuries</td>
</tr>
<tr>
<td>PET 4710 Special Methods in Physical Education</td>
</tr>
<tr>
<td>BCH 3033+L Biochemistry I (+Lab)</td>
</tr>
<tr>
<td>BCH 3034 Biochemistry II</td>
</tr>
<tr>
<td>CHM 2210+L Organic Chemistry I (+Lab)</td>
</tr>
<tr>
<td>CHM 2211+L Organic Chemistry II (+Lab)</td>
</tr>
<tr>
<td>CHM 3230 Organic Chemistry III</td>
</tr>
<tr>
<td>CHM 3120+L Analytical Chemistry (+Lab)</td>
</tr>
<tr>
<td>CLP 3008 Psychology of Personal Growth</td>
</tr>
<tr>
<td>CLP 3244 Abnormal Psychology</td>
</tr>
<tr>
<td>CLP 4314 Health Psychology</td>
</tr>
<tr>
<td>HLP 3300 Organization and Administration of Professional Programs</td>
</tr>
<tr>
<td>HSC Medical Terminology</td>
</tr>
<tr>
<td>HSC 3555 Pathophysiology</td>
</tr>
<tr>
<td>HSC 4104 Health Aspects of Stress Management</td>
</tr>
<tr>
<td>HSC 4300 Changing Health Behaviors</td>
</tr>
<tr>
<td>HSC 4500 Epidemiology</td>
</tr>
<tr>
<td>HSC 4572 Nutrition and Health</td>
</tr>
<tr>
<td>GEY 4001 Gerontology</td>
</tr>
<tr>
<td>MCB 3020+L Microbiology (+Lab)</td>
</tr>
<tr>
<td>STA 3162C Applied Statistics</td>
</tr>
<tr>
<td>STA 4173 Biostatistics</td>
</tr>
</tbody>
</table>

**Optional (Choose one):**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEO 2031 Analysis of Individual Sports</td>
</tr>
<tr>
<td>PET 2824 Analysis of Team Sports</td>
</tr>
<tr>
<td>PEP 3505 Non-Traditional Sports</td>
</tr>
</tbody>
</table>

**Optional (Choose one):**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM 3104 Sport Facility and Event Management</td>
</tr>
<tr>
<td>SPM Sport Law and Risk Management</td>
</tr>
</tbody>
</table>

**Hours of Upper Division Courses** 60

**Total Hours to Degree** 120

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

Table 6. Exercise Science Curriculum Plan 120 Semester Credit Hours Total
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours (SCH)</th>
<th>Course Code</th>
<th>Hours (SCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>3</td>
<td>ENC 1102</td>
<td>3</td>
</tr>
<tr>
<td>APK 2100C</td>
<td>4</td>
<td>APK 2105C</td>
<td>4</td>
</tr>
<tr>
<td>PSY 2012</td>
<td>3</td>
<td>SPC 2608</td>
<td>3</td>
</tr>
<tr>
<td>Advisor Approved Elective</td>
<td>3</td>
<td>MAC 1105</td>
<td>3</td>
</tr>
<tr>
<td>Advisor Approved Elective</td>
<td>3</td>
<td>Advisor Approved Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
</tr>
</tbody>
</table>

**Semester 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours (SCH)</th>
<th>Course Code</th>
<th>Hours (SCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 2045/L</td>
<td>4</td>
<td>Gen Ed – Hum or SS</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed. Humanities</td>
<td>3</td>
<td>STA 2023</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed. Social Sciences</td>
<td>3</td>
<td>HSC 2100</td>
<td>3</td>
</tr>
<tr>
<td>HSC 3406C</td>
<td>3</td>
<td>APK 3110/L</td>
<td>3</td>
</tr>
<tr>
<td>Advisor Approved Elective</td>
<td>3</td>
<td>ATR 2000</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
</tr>
</tbody>
</table>

**Semester 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours (SCH)</th>
<th>Course Code</th>
<th>Hours (SCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATR 3132</td>
<td>3</td>
<td>APK3220/L</td>
<td>4</td>
</tr>
<tr>
<td>APK 4125/L</td>
<td>4</td>
<td>APK 4119</td>
<td>3</td>
</tr>
<tr>
<td>APK 4163</td>
<td>3</td>
<td>APK 4114C</td>
<td>3</td>
</tr>
<tr>
<td>APK 3232</td>
<td>3</td>
<td>APK 4200</td>
<td>3</td>
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<td>Advisor Approved Elective</td>
<td>3</td>
<td>Advisor Approved Elective</td>
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<tr>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
<td><strong>TOTAL 16 SCH</strong></td>
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</table>

**Semester 7**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours (SCH)</th>
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<tr>
<td>APK 4600</td>
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<td>HLP 4940 OR HLP 4941C</td>
<td>6</td>
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<tr>
<td>APK 4234C</td>
<td>3</td>
<td>COM 4110 OR SPC 3301</td>
<td>3</td>
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<td>Advisor Approved Elective</td>
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</tr>
<tr>
<td>Advisor Approved Elective</td>
<td>3</td>
<td><strong>TOTAL 12 SCH</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**APK 2100C Applied Human Anatomy with Laboratory**
Study of detailed anatomy of the human body from a systematic approach. Understanding anatomical terminology, gross structures, and locations of different body structures are primary concerns. Cells, tissues and organs of the integumentary skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive systems are emphasized. Designed for students interested in pursuing study in the health professions.

**APK 2105C Applied Human Physiology with Laboratory**
Detailed examination of body functions at the cellular, tissue, organ, and systems level with emphasis on the mechanisms of operation. Designed for students interested in pursuing study in the health professions.

**APK 3110 +L Exercise Physiology (+Lab)**
Application of physiological principles to study of man and human performance related to health, sports and leisure activities. Student shall become familiar with instruments and test procedures used to gather data on the physiology of exercise. Material and Supply fee will be assessed.

**APK 3220 +L Biomechanical Basis of Movement (+Lab)**
The fundamentals of engineering (kinematics and kinetics) related to motor skills and human performance are introduced. Basic college mathematics and physics knowledge will be applied to problem solving in a classroom setting. Experimental procedures and sport research techniques will be applied in the laboratory setting. Students will interact with biomechanical data collection systems, including three-dimensional motion capture, electromyography, accelerometry, and force plates. Students will gather data necessary to complete a condensed research project.
APK 3232 Measurement and Evaluation in Health, Leisure, and Sports  
Application of measurement and evaluation principles to study of man and human performance related to health, leisure and sports activities. Instructional designs of physical fitness, sport skills and knowledge testing are examined.

APK 4114C Physiological Basis of Strength Development  
Knowledge and understanding of the physiological functions of skeletal muscle and the dynamics of strength development.

APK 4119 Exercise Testing for Special Populations  
Designed of exercise programs for individuals with special medical conditions such as rheumatoid arthritis, osteoporosis, spinal disorders, diabetes, obesity, heart disease, hypertension, and pregnancy. Credit may not be earned in both PET 4552 and PET 4691.

APK 4125 +L Exercise Testing and Prescription (+Lab)  
Physiological theory, administrative principles and techniques of exercise testing and prescription. Includes health appraisal, risk stratification, and goal setting. Students are required to complete an exercise prescription assignment outside of class. Laboratory provides practical experience in body fat analysis, flexibility testing, basic exercise stress testing, the PWC - 170 Submaximal Aerobic Capacity test, and performance testing for 7 fitness parameters.

APK 4163 Sport and Nutrition Weight Control  
The relationship between physical activity and nutrition; their combined effects on optimal health, fitness, and sport performance.

APK 4200 Motor Development and Skill Learning  
Human motor development and the learning of motor skills are surveyed and discussed. Emphasis is placed upon factors affecting these processes and the design and selection of activities appropriate to the various stages of development and learning. Material and supply fee will be assessed.

APK 4234C Electrocardiogram Interpretation and Grading Exercise Testing  
The acquisition and interpretation of both resting and exercise electrocardiograms is covered, as well as an overview of heart anatomy, function and electrophysiology. Students are taught to identify various cardiac dysrhythmias and to administer a graded exercise test according to the American College of Sports Medicine guidelines. Students will engage in laboratory hands-on assignments that will include prepping of subjects, conduction and interpretation of a resting and graded exercise test. Departmental Permission is required.

APK 4603C Balance and Mobility Training for Older Adults  
Physical activity instruction for older adults. Emphasis will be on balance and mobility training. Topics include screening and assessment, core program principles and training methods, program design, leadership, and risk management.

APK 4941 Senior Capstone Experience in Exercise Science  
As a capstone experience for Exercise Science students, this course will provide opportunities for students to put theory into practice through active participation and class participation. Students are supervised by practitioners in an exercise science related field and by faculty academic support. Departmental permission will be required.

ATR 2000 Basic Care and Prevention Principles of Athletic Training  
Designed to provide an overview of proper roles and responsibilities of the National Athletic Trainers' Association Board of Certification (NATABOC), Certified Athletic Trainer (ATC) in providing quality health care to the physically active individual, as well as other health care professionals that comprise the sports medicine team. In addition, specific skills related to athletic health care will be addressed. A grade of "B" or better is required. Credit may not be earned in both PET 2603, ATR 2000 and PET 2604.

ATR 3132 Functional Kinesiology
Provides an in-depth, hands-on approach to learning the human skeletal and muscular anatomy and how it relates to motion and mechanism of injury, muscle origins, insertions, and actions will be learned through palpation.

**ATR4314 Rehabilitation of Athletic Injuries**
Clinical application of principles of evaluating, assessing, and rehabilitating sports-related injuries. Offered concurrently with PET 5626; graduate students will be assigned additional work.

**BCH 3033 +L Biochemistry I (+Lab)**
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. Conformational properties of biomolecules, enzyme kinetics and mechanisms, allostery and cooperativity are surveyed. Material and supply fee will be assessed for corresponding lab.

**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.

**CHM 2045 +L General Chemistry I (+Lab)**
Chemical and physical properties, relationship between observables and concepts and the development of a theoretical framework. Topics will include atomic and molecular structure, theories of bonding, properties of the elements and periodicity. A grade of "C" or higher is required in prerequisite courses. Satisfies Florida Common Core Natural Sciences requirement. Introduction to laboratory safety, experimental techniques, graphing of data, chemical reactivity and separations, calorimetry and volumetric analysis. Material and supply fee will be assessed.

**CHM 2210 +L Organic Chemistry I (+Lab)**
Nomenclature, structure, fundamental reactions, mechanistic interpretation of reactions, and spectroscopy. Introduction to laboratory techniques in Organic Chemistry. Isolation, purification, and synthesis. Material and supply fee will be assessed. Students taking CHM 2210 concurrently are required to withdraw from CHM 2210L if they withdraw from CHM 2210. A grade of "C-" or higher is required in prerequisite courses.

**CHM 2211 +L Organic Chemistry II (+Lab)**
Nucleophilic and electrophilic substitution reactions, additions, eliminations, redox and rearrangement reactions, carbohydrates, amino acids, peptides, isoprenoids. Multistep synthesis, separation of mixtures, identification of unknown organic compounds by classical and spectroscopic techniques. Material and supply fee will be assessed. Students taking CHM 2211 concurrently are required to withdraw from CHM 2211L if they withdraw from CHM 2211. A grade of "C-" or higher is required in prerequisite courses.

**CHM 3120 +L Analytical Chemistry (+Lab)**
Fundamentals of quantitative chemical analysis; introduction to modern techniques. Material and supply fee will be assessed for corresponding lab. Eight semester credits hours of general chemistry required. A grade of "C-" or higher is required in prerequisite courses.

**CHM 3230 Organic Chemistry III**
Focuses on spectroscopic techniques used to understand the structure of molecules, stereochemistry and stereoselective syntheses. While most examples will arise from organic chemistry, structures of selected organometallics and inorganic complexes will be discussed. Concepts of resonance and aromaticity are presented as they impact on the structure of molecules. Use of Molecular Mechanics calculations is introduced. Eight semester credit hours of organic chemistry required. A grade of "C-" or higher is required in prerequisite courses.

**CLP 3008 Psychology of Personal Growth**
Psychology of Personal Growth is an experiential, theme-oriented class exploring life choice in the struggle for personal autonomy, adjustment, and growth. Themes for this class include review of childhood and adolescence, adulthood and autonomy, work and leisure, body image, gender roles, culture, sexuality, love, relationships, loneliness, death and loss, meaning, and values.
CLP 3244 Abnormal Psychology
Broad overview of psychological disorders of children and adults including history of abnormal human behavior, research methods, theories and causes, and contemporary treatment. Typical topics include adjustment, mood, anxiety, somatoform, factitious, dissociative, substance-related, personality, and psychotic disorders (including schizophrenia).

CLP 4314 Health Psychology
Survey of contributions of the discipline of psychology to the promotion and maintenance of health and prevention and treatment of illness. Application of biopsychosocial model to health. Credit cannot be received in both CLP 4314 and PSY 4820.

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

DEP 2004 Human Development Across the Lifespan
Survey of major themes and recent findings in the area of human development across the life span. Emphasis will be on the major transitions from fetal development through death in the physical, cognitive, social, and emotional domains. The impact of ethnic, gender, and cultural factors on development will be examined. Satisfies UWF Breadth requirement in Social Sciences.

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

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

GEY 4001 Gerontology
Course addresses the biology of 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 health care professionals who work with older adults. Graduate students will be required to read five review articles and submit a written summary of the findings, a set of conclusions, and recommendations which they will defend based on knowledge learned from the course. Offered concurrently with GEY 5005; graduate students will be assigned additional work. Permission is required.

HLP 3300 Organization and Administration of Professional Programs
Analysis of leadership principles related to study of man and human performance related to health, leisure and sports activities.

HSC 2100 Personal Health
Provides information on personal health issues from which students may base current and future decisions regarding their health and wellness. To promote an environment where effective decision making skills can be acquired through structured group interaction.

HSC 3406C Advanced First Aid and Emergency Care*
Study and practice of standard first aid procedures which are essential for survival in emergency and disastrous situations. Cardiopulmonary resuscitation method will be included. Red Cross certification will be available to students who meet current standards. Material and supply fee will be assessed.

HSC 3535 Medical Terminology
This course is designed to familiarize students with the vocabulary used in the medical and health professions. Students will employ a systematic, word-building approach to master the complex terminology of the medical field. An emphasis is placed on word dissection of compound medical terms and inferring word meanings from their prefixes, suffixes, and stem words. Credit may not be received in both HSC 3535 and HSC 3534.

HSC 3555 Pathophysiology
Disease as an abnormal biological process. Selected physiological processes and basic concepts of body response to pathology will be explored. Approach appropriate to students of nursing, allied health, medicine, and biology. Recommended prerequisite; one course in anatomy and physiology.

HSC 4104 Health Aspects of Stress Management
A study of physiological, psychological, and sociological aspects of stress as related to overall health. Anger, fear, and depression and their underlying mechanisms related to the stress response on health and disease will be examined. Emphasis is on identification of stressors, methods of prevention and coping strategies. Group activities and individual assignments provide opportunities for personal analysis.

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 4500 Epidemiology
A study of the factors determining and influencing the frequency, distribution, and causes of diseases and other events that impact the health and safety of the human population. Programs and strategies to prevent and control such events and diseases will be explored.

HSC 4572 Nutrition and Health
A study of the principles of nutrition science as applied to daily living. Topics include the six major nutrients; carbohydrates, lipids, proteins, vitamins, minerals, and water. Course also examines nutrition standards, Dietary Guidelines, digestive process, energy balance, nutrition controversies, and health educator's scope of practice related to nutrition education and counseling. Previous courses in nutrition, anatomy, physiology, physiology, or biology are highly recommended. Material and Supply Fee will be assessed.

MAC 1105 College Algebra
Provides the concepts and techniques of algebra that are needed to understand subjects such as statistics and economics which contain a considerable amount of quantitative reasoning. Is additionally a preparatory course for the study of calculus. Major topics include: the concept of functions, graphs of functions and relations, operations on functions, rational functions, exponentials and logarithms, systems of equations and inequalities, applications. Prerequisite course or appropriate score on placement test is required. Satisfies Florida Common Core Mathematics requirement. Meets Gordon Rule Theoretical Mathematics Requirement.

MAC 1114 Trigonometry
Trigonometric functions, their properties and graphs, inverse trigonometric functions, their properties and graphs, trigonometric identities, conditional trigonometric equations; solutions of triangles, vector algebra, parametric equations, polar coordinates, applications. College Algebra or a strong high school algebra background is required. Satisfies UWF Breadth requirement in Mathematics. Meets Gordon Rule Theoretical Mathematics Requirement.

MAC 1140 Precalculus Algebra
Stresses the aspects of algebra that are important for the calculus sequence. Lays emphasis on graphs in the study of functions and algebraic relations. Covers polynomials; rational functions; logarithmic, exponential, and piecewise defined functions; inequalities; conic sections; matrices; sequences, and series; mathematical induction. Prerequisite course or appropriate score on placement test is required. Satisfies UWF Breadth requirement in Mathematics. Meets Gordon Rule Theoretical Mathematics Requirement.

**MAC 2312 Analytic Geometry and Calculus I**

**MCB 3020 +L Microbiology (+Lab)**
Microbial morphology, physiology, and taxonomy; relationships of microorganisms to total environment. Material and Supply Fee will be assessed.

**PEO 2031 Analysis of Individual Sports**
Practicum in analytical techniques of skills involved in individual sports. Emphasis is on analysis, instructional design, and application of skills in a teaching situation.

**PEP 3505 Non-Traditional Sports**
Designed for potential physical education teachers, sport administrators teachers and fitness and conditioning specialists, sports administrators. Emphasis on development of game performance and teaching/coaching skills in the most popular non-traditional sports in physical education and sports programs. Students are expected to participate in the class by teaching, coaching, practicing and learning sport skills.

**PET 2824 Analysis of Team Sports**
Designed for potential physical education teachers and sports administrators. Emphasis is on development and understanding of skills in the most popular team sports in physical education and sports programs. Students are expected to participate in the class by teaching, coaching, practicing and learning sport skills. Skills are measured through midterm assessment (no physical performance standards, only cognitive understanding of game performance skills) and lesson assessment (teaching/coaching skill evaluation).

**PET 4710 Special Methods in Physical Education**
Acquaints student with specific methods, problems, and issues involved in teaching physical education in public schools.

**PSY 2012 General Psychology**
A survey of methods, theories, and body of knowledge of contemporary psychology, including such topics as learning, motivation, sensation and perception, development, thinking, personality, social behavior, psychological adjustment, and methods of therapy. Satisfies Florida Common Core Social Sciences requirement.

**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. Involves hands-on service learning project that provides the opportunity to practice interpersonal skills in a professional setting.

**SPM 3104 Sport and Facility Event Management**
An introduction to sports facilities that focuses on elements of planning, design, and management, while examining event management functions related to maintenance, security, operations, and evaluation. Emphasis will be focused on problem solving utilizing class discussions, guest speakers, and facility site visitations as feasible. Open only to Juniors and Seniors.

**SPM 4723 Sport Law and Risk Management**
An introduction to the legal concepts that may significantly affect one's career in management of amateur or professional sports, and of other areas in sport operations. Topics of discussion primarily focus on the legal issues involved in business practices in the sport industry using a case analysis format. Open only to Juniors and Seniors.

STA 2023 Elements of Statistics*

STA 3162C Applied Statistics
Inferential statistics from an applied point of view. Probability and sampling distributions, confidence intervals and hypothesis testing, ANOVA, correlation, simple and multiple linear regressions. SAS computer techniques. Lab required. Meets Gordon Rule Applied Mathematics Requirement.

STA 4173 Biostatistics
A second course in statistics for students in the Biological Sciences. Topics covered include analysis of variance, regression analysis, nonparametric statistics, and contingency tables. Offered concurrently with STA 5176; graduate students will be assigned additional work. Meets Gordon Rule Applied Mathematics Requirement.

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

The proposed B.S. in Exercise Science new degree program does not currently have an advisory council; however, once the program is approved the formal development of an advisory council is planned.

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.

The UWF Exercise Science specialization is in the process of completing a self-study for initial accreditation from the Commission on the Accreditation of Exercise Science (CoAES) programs. The self-study will be completed by December 1, 2016 and request for an accreditation visit is planned for the late spring 2017 semester.

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

Not applicable this is a not a doctoral degree program.

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

The proposed UWF Bachelor of Science in Exercise Science degree program will be delivered face-to-face. The degree program will culminate in a capstone internship experience.
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 for the following faculty Curriculum Vitae:
Dr. Ludmila Cosio-Lima
Dr. Eric Greska
Dr. Youngil Lee
Mr. Rob Isosaari
Ms. Amy Crawley

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.

The overall cost to deliver the new B.S. in Exercise Science degree program during year one (1) is $296,410 and during year five (5) the overall cost to deliver the program is $356,031. Year one (1) costs are derived from current ($271,172) faculty salaries with fringe include, planned graduate assistance ($16,000), library costs ($6,238), supply expenses to deliver labs ($1,500) and accreditation fees ($1,500). Year five (5) projections are based on anticipated promotions, current salary CUPA rates with 5% increase in salary for faculty. Funding for graduate assistance is hourly based and is projected at $16,000 for year one (1) and for $18,000 for year five (5), and library expenses are expected to increase to ($8,177). Supply fees and accreditation fees are anticipated to remain the same from year one (1) to year (5).

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

Faculty Vitae in Appendix D include the following unit faculty who will be supporting the proposed degree program:

1. Dr. Ludmila Cosio-Lima
2. Dr. Eric Greska
3. Dr. Youngil Lee
4. Mr. Rob Isosaari
5. Ms. Amy Crawley

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.

Departmental Faculty Research Activity

The current faculty in the Exercise Science specialization are engaged actively engaged in research activities. Tables below demonstrate robust publication activity by faculty.

Table 7. Select Publications 2015-2016

Dr. Youngil Lee Publications

Jang, Y., Moon, S.J., Kang, EB., Koo, JH., Kwon I., Um HS., Oh, YS., Soya, H., Lee, Y., and Cho, JY. Neuroprotective effects of endurance exercise against neuroinflammation in mice with MPTP-induced Parkinson's disease, Brain Research, 2016 (resubmitted)

Campbell, Z., Finley, S.J., Kwon, I., Lee, Y., and Javan, G. Talin: A Potential Protein Biomarker in Postmortem Investigations, Journal of Forensic and Legal Medicine, 2016 (accepted)


Dieter, KA., Moyzis, AG., Hanna, RA., Lee, Y., and Gustafsson, Å.B. PINK1 is Dispensable for Mitochondrial Recruitment of Parkin and Activation of Mitophagy in Cardiac Myocytes. PLOS ONE, 10(6), p.e0130707, 2015

Book Publication (translation into Korean)
Youngil Lee, Genetics Primer for Exercise Science and Health, Korean Media, 2008

Published Abstract


Insu Kwon, Yongchul Jang, Joon-Yong Cho, and Youngil Lee. Autophagy is inhibited in hypertrophied skeletal muscle in response to 8 weeks of progressive resistance exercise. Federation of American Societies for Experimental Biology, San Diego, CA; April 2016

Gulnaz T. Javan, Insu Kwon, Sheree J. Finley, and Youngil Lee. Thanatophagy in Brain and Heart Tissues, American Academy of Forensic Sciences, Las Vegas, NV; Feb. 22-27 2016. - Accepted


Dr. Ludmila Cosio-Lima Publications


**Published Abstracts (Refereed)**

Adlof L, **Cosio-Lima L.** C-reactive Protein and Risk of Cardiovascular Disease in Firefighters. *National Strength and Conditioning Association, Annual Meeting, New Orleans, Louisiana*(2016).

Couch R, Cuaresma G, **Cosio-Lima L,** Lee Y, Cortes N, Greska E.
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Journal</th>
<th>Year</th>
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<tr>
<td>Teel, K. Noblit, T. Reed, <strong>Cosio-Lima L</strong>. Effect of muscle laxity following a bout of proprioceptive neuromuscular facilitation stretch compared to passive static stretch.</td>
<td>National Strength and Conditioning Conference, Orlando FL, July 2015</td>
<td><strong>Dr. Eric Greska Peer-Reviewed Articles</strong> - Published</td>
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</tbody>
</table>

23


**Articles - Under Review**


**Articles - In Preparation**


**Peer-Reviewed Abstracts – Published**


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 Exercise Science as a specialization for undergraduate students in the Department of Exercise Science and Community Health. To assist the program as it moves to a standalone Bachelor’s degree, the library needs to acquire five academic journals, all of which are faculty requested.

The 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 journals and other serial titles through a discovery system. An analysis of holdings in relevant Library of Congress classifications for exercise science indicate that UWF has approximately 700+ books related to this field. Additionally, the library has access to 100 e-journals.

Indexing, abstracting and full text databases relevant to exercise science include SportDiscus, Health and Wellness Resource Center, PubMed, and MEDLINE. More general resources supporting exercise science are Science Direct, ProQuest Central, and Web of Science. 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 support Exercise Science as it moves to a standalone program through year 5 include:

Databases
- CINAHL Complete
- Cochrane Library (Wiley)
- DIRLine
- Dissertations and Theses (ProQuest)
- Health and Wellness Resource Center (Gale Group)
- Immunology Abstracts (ProQuest)
Each academic discipline is assigned a Reference Librarian to serve as a department liaison, providing library instruction, collection development, and reference assistance for the students and faculty in that discipline. To support the needs of online learners, students may also schedule a research consultation with their liaison via in-person, LibChat, or telephone. The liaison for Exercise Science 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 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

Response

To support the proposed degree while keeping the program competitive, there are five peer reviewed journals that faculty have requested to accompany the program:

Table 8. Costs to support program Year 1 through Year 5

<table>
<thead>
<tr>
<th>Periodical Title</th>
<th>Cost</th>
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<tr>
<td>Journal of Strength and Conditioning Research</td>
<td>$1,094</td>
</tr>
<tr>
<td>Strength and Conditioning Journal</td>
<td>$370</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.**

The new B.S. in Exercise Science degree program is currently offered as a specialization within the Exercise Science and Community Health department. There are three primary classrooms, a Biomechanics laboratory, an exercise physiology laboratory, and an applied anatomy and physiology laboratory. The laboratories are both teaching and research laboratories. There is sufficient available office space for current and potential future faculty.

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.

Because the new B.S. in Exercise Science degree program is currently offered as a specialization, space and facilities have already been allocated to deliver the program. No additional resources are anticipated to deliver the program through year five.

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.**

There are no capital expenditures planned to deliver the proposed new B.S. in Exercise Science 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.**

The following specialized equipment is available for use to deliver the proposed new Exercise Science degree program:

**Table 9. Exercise Science Specialized Equipment**

<table>
<thead>
<tr>
<th>General Lab (Main Cabinetry)</th>
<th>Number of items</th>
<th>% of time used for undergrad instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 Polar HR Monitors</td>
<td>9</td>
<td>40%</td>
</tr>
<tr>
<td>A5 Polar HR Monitors</td>
<td>3 (2 chest pieces w/o strap, 1 random watch, 1 chest piece w/ strap)</td>
<td>40%</td>
</tr>
<tr>
<td>Vetta HR monitors</td>
<td>3</td>
<td>40%</td>
</tr>
<tr>
<td>Favor Polar HR Monitors</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Cateye HR Monitors</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Monark HR Monitors</td>
<td>3</td>
<td>40%</td>
</tr>
<tr>
<td>Jamar Grip Dynamometer</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td>Item</td>
<td>Quantity</td>
<td>Percentage</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Lafayette Grip Dynamometer</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>4610 Precision Thermometer (complete set)</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Blood Pressure Cuffs</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Stethoscope</td>
<td>13</td>
<td>75%</td>
</tr>
<tr>
<td>Double stethoscope</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Prestige Medical Professional BP Cuff</td>
<td>1</td>
<td>75%</td>
</tr>
<tr>
<td>Omron Automatic BP Monitor with Intellisense</td>
<td>1</td>
<td>75%</td>
</tr>
<tr>
<td>Omron Portable wrist BP cuff</td>
<td>1</td>
<td>75%</td>
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<tr>
<td>SpragueLite Stethoscope</td>
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<td>Omron Hem 712 Digital BP Monitor</td>
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</tr>
<tr>
<td>Metronome</td>
<td>4 (1 with no sound)</td>
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<tr>
<td>Stopwatches</td>
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<tr>
<td>Lap Counters</td>
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</tr>
<tr>
<td>Cydex (gallons)</td>
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</tr>
<tr>
<td>Sanizide (gallons)</td>
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**Open Lab (equipment)**

<table>
<thead>
<tr>
<th>Item</th>
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<tr>
<td>Standing Blood Pressure Kit</td>
<td>1</td>
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</tr>
<tr>
<td>Cateye EC-T220 Treadmills</td>
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<td>60%</td>
</tr>
<tr>
<td>Lode Cycle Ergometer</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Trackmaster Treadmill</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>3 liter calibration syringe</td>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>Parvomedics Metabolic VO2 cart</td>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>NIHON KOHDEN Cardiofax V ECG machine</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Monark Ergomedic 824 E</td>
<td>2</td>
<td>60%</td>
</tr>
<tr>
<td>Monark Cardio Care 827 E</td>
<td>2</td>
<td>60%</td>
</tr>
<tr>
<td>Monark Cardio Care 828 E</td>
<td>2</td>
<td>60%</td>
</tr>
<tr>
<td>Monark Ergomedic 884 E</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Monark (old)</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Blood Chair</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Detecto Physicians Scale</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Y-Balance test kit</td>
<td>1</td>
<td>30%</td>
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**Environmental Chamber**

<table>
<thead>
<tr>
<th>Item</th>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Cateye EC-t220 Treadmill</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Standing Blood Pressure Kit</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Air King Humidifier</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Haier Automatic Dehumidifier</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Monark 881E Arm Ergometer</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Taylor Thermometer</td>
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<td>5%</td>
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**Hydrostatic Weighing**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Towels</td>
<td>10</td>
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</tr>
<tr>
<td>Spirolab II Respirometer</td>
<td>1</td>
<td>40%</td>
</tr>
<tr>
<td>Propper Spirometer</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Peak Flow Meter</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Micro Medical Spirometer</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Weight Belt for Hydrostatic Weighing</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Hydrostatic Weighing Tank</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Chatillon Autopsy Scale w/ nylon chair</td>
<td>1</td>
<td>5%</td>
</tr>
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</table>

**Anthropometrics**
<table>
<thead>
<tr>
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<tr>
<td>Lange Skinfold Calipers</td>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td>Budget C111 Calipers</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>Fat-O-Meter</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Measuring Tapes</td>
<td>11</td>
<td>60%</td>
</tr>
<tr>
<td>Sit-and-Reach Boxes</td>
<td>4</td>
<td>60%</td>
</tr>
<tr>
<td>Athletic Training Table</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>3 panel privacy screen</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Detecto Physicians Scale</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Tanita Scale BF-350</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Tanita Scale TBF-551</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Tanita Scale Bf-682</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Microfit Assembly (w/o laptop)</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Lunar iDEXA advance/GE</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Blood Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YSI 1500 Sport Lactate Analyzer</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Cardio Chek PA Cholesterol Analyzer</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Atago specific gravity refractometer (urine analysis)</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>YSI 2300 Stat Plus</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>YSI 2710 Turntable</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Biomechanics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vicon 16-camera motion capture system</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Kistler 9281C force plate</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Delsys 16-channel wireless EMG unit</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Delsys 16-channel wireless EMG+IMU unit</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Delsys Load Cell Sensor</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Delsys Foot Switch Sensor</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Vertec jump testing device</td>
<td>1</td>
<td>75%</td>
</tr>
<tr>
<td>Functional Movement Screen kit</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>King-Devick test kit</td>
<td>6</td>
<td>90%</td>
</tr>
<tr>
<td>Zephyr Bioharness Monitor</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>Vert Digital jump height sensor</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Cateye EC-T220 Treadmill</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Applied Anatomy and Physiology Lab</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syndaver Human Anatomy Cadaver</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.

There is no anticipated additional equipment needed to deliver the proposed new B.S. in Exercise Science 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.

The department is seeking accreditation for the proposed new B.S in Exercise Science degree program. There are fees of approximately $1,200 per year to support accreditation through year five.

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.
Six Graduate Assistantships will be required to support the delivery of the proposed new B.S. in Exercise Science program.

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.

The proposed new B.S. in Exercise Science degree program includes a robust capstone internship experience. Because the capstone internship experience is currently a part of the Exercise Science specialization several internship sites are currently used by students in the specialization including the following:

Table 10. Exercise Science Internship Sites

<table>
<thead>
<tr>
<th>Internship</th>
<th>Address</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-A Chiropractic</td>
<td>4164 W. County Hwy 30-A, Santa Rosa Beach, FL 32459</td>
<td>Scott Thursdon, DC</td>
</tr>
<tr>
<td>Advanced Geriatrics and Primary Care</td>
<td>9013 University Pkwy, Suite G, Pensacola, FL 32514</td>
<td>Megumi Maguchi, M.D.</td>
</tr>
<tr>
<td>Andrews Institute Gulf Breeze</td>
<td>1020 Gulf Breeze Pkwy</td>
<td>Jeremy Evans/Kristin Stephan</td>
</tr>
<tr>
<td>Andrews Institute Pace</td>
<td>3876 Hwy 90 Pace, FL 32571</td>
<td>Brian Guttmann</td>
</tr>
<tr>
<td>Andrews Institute (PT, EXOS)</td>
<td>9400 Univ. BLVD., Pensacola, FL 32515</td>
<td>Mary Ball/Albi Gilmore</td>
</tr>
<tr>
<td>Anytime Fitness, Pensacola</td>
<td>6301 N. 9th Ave #3, Pensacola</td>
<td>Varies</td>
</tr>
<tr>
<td>Anytime Fitness</td>
<td>Milton, Florida</td>
<td>Lorenzo Aguilar</td>
</tr>
<tr>
<td>Arcadia Health and Rehab Center</td>
<td>10095 Hillview Drive, Pensacola, FL 32514</td>
<td>Mary Reid</td>
</tr>
<tr>
<td>Azalea Trace (geriatrics)</td>
<td>10100 Hillview Dr. Pensacola</td>
<td>Keith Gruzinski</td>
</tr>
<tr>
<td>Baptist Hospital Cardiac Rehab</td>
<td>1717 North E. Street</td>
<td>Angie Jenks</td>
</tr>
<tr>
<td>Baptist Medical Park OT / PT</td>
<td>9400 University Blvd. Pensacola</td>
<td>Tiffany Vann</td>
</tr>
<tr>
<td>The Bar (strength and Cond.)</td>
<td>1801 W 9 Mile Rd, Pensacola, 3 6410 Hwy 90 Ste. D, Milton, FL</td>
<td>Ryan Capers/Amanda Alcott</td>
</tr>
<tr>
<td>Crestview PT Clinic</td>
<td>577 Brookmeade Dr. Crestview, FL 32539</td>
<td>Tom Miller</td>
</tr>
<tr>
<td>DT Prep Academy</td>
<td>1780 W. Detroit Blvd., Pensacola, FL 32514</td>
<td>Ciequinita Vaughn</td>
</tr>
<tr>
<td>East Gadsden High School</td>
<td>27001 Blue Star Memorial Hwy.</td>
<td>Coach Estelle</td>
</tr>
<tr>
<td>Fitness Forward</td>
<td>1135 E. John Sims Pkwy, Niceville, FL 32578</td>
<td>Alis Willoughby</td>
</tr>
<tr>
<td>Fort Walton Beach Medical Center</td>
<td>1000 Marwalt Dr., FWB, FL 32547</td>
<td>Teena Keeton</td>
</tr>
<tr>
<td>Gulf Coast Orthotics</td>
<td>824 Creighton Rd. Pensacola</td>
<td>Varies</td>
</tr>
<tr>
<td>Gulf Coast Pain Institute (Chiropractic)</td>
<td>4901 Market Pl. Dr., Pensacola, 32504</td>
<td>Kendra Metcalfe</td>
</tr>
<tr>
<td>KB Performance Training</td>
<td>390 Selina St. Pensacola, FL</td>
<td>Heather Fogle</td>
</tr>
<tr>
<td>Gulf Coast Podiatry</td>
<td>1851 N. 9th Ave. Ste A, Pensacola, FL 32503</td>
<td>Joseph Kiefer, MD</td>
</tr>
<tr>
<td>Marshall Chiropractic</td>
<td>7552 Navarre Pkwy #52, Navarre, FL 32666</td>
<td>Dr. Marshall</td>
</tr>
<tr>
<td>Medical Center Clinic</td>
<td>8333 N. Davis Ave., Pensacola, 32514</td>
<td>Kelly Stokes/ Casey Dull</td>
</tr>
<tr>
<td>Milton High School (athletics)</td>
<td>West Florida Soccer Club 3360 Joppa Rd, Milton, FL 32571</td>
<td>Jeffrey Klug</td>
</tr>
<tr>
<td>Move Period (Strength &amp; Conditioning)</td>
<td>3800 West Fairfield Dr. 32505</td>
<td>Destini Robinson</td>
</tr>
<tr>
<td>Navy Federal Fitness Center</td>
<td>5550 Heritage Oaks Dr., Pensacola, FL 32526</td>
<td>Carla Rinker</td>
</tr>
<tr>
<td>Address</td>
<td>Name</td>
<td>Phone</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Navy Hospital Pensacola, 6000 W. Hwy 98, Pensacola 32512</td>
<td>Rebecca Root</td>
<td></td>
</tr>
<tr>
<td>PSA, 90 College Blvd. E. Niceville, FL 32578</td>
<td>Rich Huffnagle</td>
<td></td>
</tr>
<tr>
<td>1101 Gulf Breeze Pkwy, Gulf Breeze, FL 32561</td>
<td>Faith Leonard</td>
<td></td>
</tr>
<tr>
<td>4624 N. Davis Hwy, Pensacola, 32503</td>
<td>Kendra Keyes</td>
<td></td>
</tr>
<tr>
<td>Pensacola, FL</td>
<td>Deb Lee, Head AT</td>
<td></td>
</tr>
<tr>
<td>1095 East 9-Mile Road, Pensacola, 32514</td>
<td>“BJ” Stevens</td>
<td></td>
</tr>
<tr>
<td>1601 Airport Blvd., Pensacola 32504</td>
<td>Dr. Karen Turner / Linda Kroger</td>
<td></td>
</tr>
<tr>
<td>5151 N. 9th Ave., Pensacola, FL 32504</td>
<td>Patricia Born/Wendy Miller</td>
<td></td>
</tr>
<tr>
<td>4929 Mobile Hwy, Pensacola, FL 32506</td>
<td>Matthew Rayburn</td>
<td></td>
</tr>
<tr>
<td>5386 Broad St., Milton, FL</td>
<td>Alex DiMenna</td>
<td></td>
</tr>
<tr>
<td>2065 Airport Blvd., Suite 300, Pensacola, FL 32514</td>
<td>Ken Byrd</td>
<td>Richard Chambers</td>
</tr>
<tr>
<td>4711 Scenic Hwy, Pensacola</td>
<td>Dr. Charles McGrath</td>
<td></td>
</tr>
<tr>
<td>SPT, 3650 Berryhill Rd, Pace</td>
<td>Deryke Golden</td>
<td></td>
</tr>
<tr>
<td>6984 Pine Forest Rd., Pensacola, FL 32526</td>
<td>Lois Petty, RN</td>
<td></td>
</tr>
<tr>
<td>3802 Hwy 90 Pace, FL 32571</td>
<td>Chelsea Dore</td>
<td></td>
</tr>
<tr>
<td>5007 N. Davis Hwy., Unit 8A, Pensacola, FL</td>
<td>Katherlyn Llamas</td>
<td></td>
</tr>
<tr>
<td>11000 Univ. Pkwy, Pensacola, 32514</td>
<td>Kent Morgan / Melissa Paul</td>
<td></td>
</tr>
<tr>
<td>428 Bryant Circle, Ojai, CA 93023</td>
<td>Mark Weil</td>
<td></td>
</tr>
<tr>
<td>410 N. Palafox St. Pensacola</td>
<td>Nathan Lee</td>
<td></td>
</tr>
<tr>
<td>3215 Langley Ave, Pensacola</td>
<td>Nathan Lee</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIXES
Appendix A

(EXCEL WORKBOOK: 2017-02-07 BSES APPENDIX A TABLES 1-4-OFFICIAL
VERSION-DECEMBER 2016 BOG TEMPLATE)

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

Table 2 Projected Costs and Funding Sources

Table 3 Anticipated Reallocation of E&G Funds

Table 4 Anticipated Faculty Participation
Appendix 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 Degree Program is reviewed by the Chief Technology Officer.

__________________________________  ___________________
Melanie Haveard     Date
Chief Technology Officer

Please include the signature of the Equal Opportunity Officer and the Library Director.
Request to Offer a New Degree Program—Approval Signatures

Program: _______________________________

Program Chairperson: ___________________________ Date: ___________

College Dean: ___________________________ Date: ___________

President, Faculty Senate: ___________________________ Date: ___________

Provost: ___________________________ Date: ___________

President: ___________________________ Date: ___________

Board of Trustees, Academic Affairs Committee:

Board of Trustees: ___________________________ Date: ___________

Board of Governors: ___________________________ Date: ___________
(as appropriate)
Appendix C

Academic Learning Compact, Student Learning Outcomes, and Curriculum Map
EXERCISE SCIENCE: EXERCISE SCIENCE, B.S.

Mission Statement
The mission of the Exercise Science specialization is to build a foundation of health, leisure, and exercise science knowledge and to prepare students with professional skills and analytical abilities to assume prominent positions in health, leisure, and exercise science.

Student Learning Outcomes
UWF Exercise Science graduates should be able to do the following:

Content
- Identify and apply concepts and principles of exercise testing and prescription to the general population
- Identify opportunities for professional life in the health and fitness industry
- Interpret EKG’s involving the recognition of the most common abnormalities

Critical Thinking
- Identify and assess performance characteristics related to human movement and exercise
- Prescribe exercise programs to improve performance and health
- Design and conduct research to solve problems in exercise performance of apparently healthy, at higher risk, or those individuals with known disease or disorders.
- Employ appropriate statistical analyses or instrumentation to assess health related issues
- Conduct and interpret a complete 12-lead ECG.

Communication
- Create and deliver effective oral presentations.
- Write using professional standards.
- Demonstrate effective interpersonal interaction
Integrity/Values
- Recognize the ethical dilemmas encountered in sports and exercise.
- Adhere to professional ethical standards when applying concepts of exercise testing and prescription in various settings (internship, classroom, and laboratory)
- Make and defend decisions based on appropriate ethical principles.

Project Management
- Collaborate effectively with team members and community agencies when designing, implementing, and assessing exercise performance and programs.
- Design, implement and assess projects using specific criteria within given time constraints.
- Demonstrate back-up planning skills.

Assessment of Student Learning Outcomes:
Exercise science faculty members are committed to assessing students’ progress toward fulfillment of Student Learning Outcomes for the Bachelors Degree in the following ways: examinations, individual and group projects, in-class presentations, and demonstration of skills in clinical settings. Additional assessment includes a capstone experience that is completed as an internship.

Job Prospects for Graduates of the Exercise Science Program:
Health/Fitness centers
Cardiac Rehabilitation
U.S. Governmental Research Centers (National Institutes of Health, Centers for Disease Control)
Professional Sports Teams
Sports Medicine Clinics
U.S. Olympic and Paralympic Training Centers
Affiliated Sports Teams
Industrial/Corporate Settings

Find Out More about Exercise Science:
Appendix D

Curricula Vitae
Eric K. Greska, Ph.D., CSCS, CPT

EDUCATION

May 2012  Doctor of Philosophy, Old Dominion University
Concentration: Human Movement Science
Norfolk, Virginia
Dissertation: “The Influence of Inter-limb Differences on Anterior Cruciate Ligament Injury Risk Factors in Female Collegiate Soccer Athletes”

August 2008  Master of Science, University of West Florida
Major: Exercise Science
Concentration: Biomechanics
Pensacola, Florida

December 2006  Bachelor of Science, University of West Florida
Major: Physical Education
Pensacola, Florida

PROFESSIONAL EXPERIENCE

2012- Assistant Professor, Exercise Science
Courses taught
APK3110/L Exercise Physiology with Lab
APK3220/L Biomechanics of Human Movement with Lab
APK4114C Physiological Basis of Strength Development
APK6226 Analysis of Human Movement
PET4310C Mechanics of Human Motion
PET5052 Motor Learning
PET5216 Success in Sports
College of Health, Department of Exercise Science and Community Health
University of West Florida, Pensacola, Florida

2010-2012 Graduate Research Assistant
Center for Brain Research and Rehabilitation
College of Health Sciences, School of Physical Therapy
Old Dominion University, Norfolk, Virginia

2009-2011 Adjunct Instructor
Lead Instructor
EXSC417 – Biomechanics/Advanced Kinesiology
College of Education, Department of Human Movement Science
Old Dominion University, Norfolk, Virginia
2008-2011 Laboratory Manager
Motion Analysis Laboratory
College of Education, Department of Human Movement Science
Old Dominion University, Norfolk, Virginia

2008-2010 Graduate Teaching Assistant
Lead Instructor
EXSC417 – Biomechanics/Advanced Kinesiology
College of Education, Department of Human Movement Science
Old Dominion University, Norfolk, Virginia

2007-2008 Adjunct Instructor
Lead Instructor
PET4310 – Biomechanics
PET2824 – Analysis of Team Sports
College of Professional Studies, Department of Health, Leisure, and Exercise
Science
University of West Florida, Pensacola, Florida

2007-2008 Graduate Research Assistant
Biomechanics Laboratory
College of Professional Studies, Department of Health, Leisure, and Exercise
Science
University of West Florida, Pensacola, Florida

2004-2008 Strength and Conditioning Coach
Softball, Men’s and Women’s Basketball, Men’s and Women’s Soccer
Athletics Department
University of West Florida, Pensacola, Florida

2003-2005 Assistant Coach
Women’s Track and Field
Athletics Department
University of West Florida, Pensacola, Florida
GRANTS

Funded

Primary Sponsor, $189,300, University of West Florida Technology Fee Systemic Project:
  Synthetic Cadaver Lab. April 2016

Faculty Mentor (Daisy-May Kenny), $640, University of West Florida Office of Undergraduate Research: Motivating the Aging Population to Participate in Regular Physical Activity. February 2016

Faculty Mentor (Jessica Evans), $637, University of West Florida Office of Undergraduate Research: Alzheimer's Disease: A Correlation Between Gait Patterns and Cognitive Function. October 2015

Faculty Mentor (Ryan Couch), $741, University of West Florida Office of Undergraduate Research: Blood Flow Restriction Training Effects on Nitric Oxide levels in a Sedentary population. October 2015

Faculty Mentor (Mariel Crawford), $467, University of West Florida Graduate Student Scholarly and Creative Activities Committee: Effects of Tradition vs Sumo Deadlift on lumbar spine positioning. October 2015

Faculty Mentor (Celia Teel), $329, University of West Florida Graduate Student Scholarly and Creative Activities Committee: Dominant leg electromyographic comparison of flipturn push-off and maximal vertical jump in collegiate female swimmers. October 2015

Primary Investigator, $12,925, University of West Florida Health & Wellness Interprofessional Collaboration Grant: Physiologic and Cognitive Response in Nursing Students. February 2015

Faculty Mentor (Claire Errington), $1,000, University of West Florida Graduate Student Scholarly and Creative Activities Committee: Effects of a Commercially Available Energy Drink on Reaction Time and Isometric Strength in Healthy College Students. October 2014

Faculty Mentor (Nicole Davis), $650, University of West Florida Office of Undergraduate Research: Quantification of Gait Patterns in Unilateral Lower Extremity Amputees with Prosthetic Assistance. September 2014

Primary Investigator, $2,000, University of West Florida Faculty Scholarly and Creative Activities Committee: Neuromechanical Performance Measures of Division II Collegiate Athletes. April 2014

Faculty Mentor (Stuart McCrory and Mariel Crawford), $1,000, University of West Florida Office of Undergraduate Research: Assessing the Effects of Program
Design on Hip Angles While Performing the Clean and Jerk Exercise. January 2014

Faculty Mentor (Jeremy Provence), $1,000, University of West Florida Graduate Student Scholarly and Creative Activities Committee: Quantitative Analysis of Biomechanical Movement Patterns and Skill Development of the Fitnessgram and T-Scale Push-up Protocols. November 2013

Faculty Co-Mentor (James Lewis), $1,000, University of West Florida Graduate Student Scholarly and Creative Activities Committee: The Effects of an Acute Bout of Intense Cycling in Hot and Cool Environments on Heat Shock Protein and Neutrophil Activity. November 2013

Lab Director, $50,000, External donation from individual benefactor to the UWF Biomechanics Laboratory to enhance the equipment capabilities of the laboratory and research experiences for undergraduate students.

Submitted


Primary Sponsor, $59,398, University of West Florida Technology Fee Systemic Project: Expand Technology Accessibility for Clinical-Based Experiences within Health-Related Programs. Submitted January 2015


Co-Sponsor, $22,000 with Old Dominion University Honors College Undergraduate Research Apprenticeship Program (URAP) department grant. Submitted October 2011


Co-Sponsor, $22,000 with Old Dominion University Honors College Undergraduate Research Apprenticeship Program (URAP) department grant. Submitted October 2010
RESEARCH

Peer-Reviewed Articles - Published


**Articles - Under Review**

Greska E, Cortes N, Ringleb S, Onate J, Van Lunen B. The effect of a post-fatigue neuromuscular training program on lower extremity neuromechanical homeostasis during fatigue

**Articles - In Preparation**


**Peer-Reviewed Abstracts – Published**


**RELEVANT PRESENTATIONS AT CONFERENCES/ CLINICS**


Greska, E. 2006. Dynamic Warm-up. NCAA Youth Education in Sport (YES) Clinic, Division II National Championships Fall Festival, Pensacola, FL.

INVITED PRESENTATIONS


AWARDS-SCHOLARSHIPS-HONORS-RECOGNITIONS

- 2014 Research Award, Department of Health, Leisure, and Exercise Science, University of West Florida

- 2007 Major of the Year, National Association of Sport and Physical Education (NASPE)

SERVICE

University

- Committee member, Scholarly Activities Task Force, 2014-2015
- Committee member, College Council, College of Health. 2014-2017 Term
- Committee chair, Curriculum and Planning, College of Health. 2016-2017 Term
• Committee member, Faculty Catalyst Initiative. December 2013
• Score Counselor, Northwest Florida Regional Science Olympiad hosted at UWF. 2013-2016

Professional

• Committee member 2016 International Congress on Sports Science Research and Technology Support (icSPORTS), Lisbon, Portugal October 30-31, 2016
• Committee member 2015 International Congress on Sports Science Research and Technology Support (icSPORTS), Lisbon, Portugal November 15-17, 2015
• Committee member 2014 International Congress on Sports Science Research and Technology Support (icSPORTS), Rome, Italy October 24-26, 2014
• Committee member 2013 International Congress on Sports Science Research and Technology Support (icSPORTS), Vilamoura, Portugal September 20-22, 2013

• Professional Journal Reviewer
  o Journal of Biomechanics
  o Clinical Biomechanics
  o Journal of Sports Sciences
  o Journal of Athletic Training
  o International Journal of Athletic Therapy & Training
  o Sports Health

PROFESSIONAL CERTIFICATIONS

• Certified Strength and Conditioning Specialist (CSCS)
  National Strength and Conditioning Association
• Certified Personal Trainer (CPT)
  National Strength and Conditioning Association
• Certified Level I Coach
  USA Track and Field
• Certified Club Coach
  USA Weightlifting
• Functional Movement Screen Certified Specialist
  Functional Movement Systems
• Certified CPR and First Aid
  American Red Cross
PROFESSIONAL MEMBERSHIPS

- National Strength and Conditioning Association (NSCA)
- American College of Sports Medicine (ACSM)
- USA Weightlifting (USAW)
- USA Track and Field (USATF)
- American Society of Biomechanics (ASB)
- International Society of Biomechanics (ISB)
Dr. Ludmila Cosio-Lima, RCEP, CEP- ACSM, CSCS-NSCA  
Exercise is Medicine® Credential Level III  
Professor Exercise Science

Educational Background

- **Springfield College**, Springfield, MA  
  Dissertation: *The Effect of Acute Aerobic Exercise on Brachial Artery Endothelial Function in Kidney Transplant Recipients and Healthy Individuals*

- **Springfield College**, Springfield, MA  
  Thesis: *A Comparative Measure of Functional and Traditional Training Methods*.

- **University of New Mexico**, NM  

Research and Professional Interests:

- Prevention of illnesses and injuries in civilian and military population
- Investigation of modifiable risk factors for cardiovascular disease 
  Response of inflammatory markers (IL-6, IL-10, TNF-α, and cortisol) in diverse populations during exercise or diverse environmental conditions
- Effects of physioball strength training on balance and proprioceptor activation in different populations
- Exercise adherence in minority women

Licensure/Certification

- Exercise is Medicine level 3 Credential (ACSM, 2016)
- RCEP (registered Clinical Exercise Physiologist, American College of Sports Medicine, current)
- CSCS (Certified strength and conditioning specialist, National Strength and Conditioning Assoc., current)
- CEP (Certified Exercise Physiologist- ACSM, current)
- Member of The Clinical Exercise Physiology Association (CEPA)
- USA Weightlifting- The Sports Performance Course certification (current)
- ACLS (American Heart Association, current), 
- CPR (American Heart Association for the BLS for Health Care Providers Program, current),
- Certified Phlebotomist (current)
- Certified Carotid ultrasound sonographer (current)
- USA Triathlon level II coach certification (current)

Employment History at the University of West Florida
Teach undergraduate and graduate courses in Exercise Science. Exercise Science Program Coordinator. Share responsibility for thesis, and academic, intern, and career advisement of majors. Participate in University and community service. Represent the University through professional, local, state, regional, and national organizations. Participate in University and Community service and in appropriate professional organizations on the local, state, and national level. Develop a focused line of research and publication in scholarly journals.

Academic Appointments at Other Institutions:

Teaching Fellowship, Exercise Physiology instructor - Springfield College, MA fall 2000- May 2002. Provided instruction on laboratory principles and application in exercise physiology in the laboratory and field. Taught methods of measurement and interpretation of blood pressure, pulmonary function tests, underwater weighing, VO2Max, and aerobic and anaerobic fitness tests, graded exercise testing and prescription, thermoregulation, and blood chemistry assays.


Other Professional Experiences:

Hartford Hospital, Preventive Cardiology Department – Jan. 2003- July 2005. Serve as a Clinical Research Associate. Responsible for coordinating, recruiting, screening and follow up visits for subjects in major pharmaceutical and NHI studies. Familiarity with administrative, research and regulatory documents. Expertise in research regarding renal insufficiency, congestive heart failure, and hyperlipidemia. Currently working on androgen receptor and gene expression research. Certified phlebotomist and carotid ultrasound sonographer. Responsible for performing aerobic and strength training programs for research projects, cardiopulmonary exercise testing, isometric and dynamic strength testing, data management and analysis, coordinating testing and training schedules, and performing follow-up telephone calls. Experience in grant and funding writing. Serve as a reviewer for Metabolism Journal.

US Army Research Center for Environmental Medicine, Military Performance Division - Natick, MA 2000-Sept. 2002. Served as technical service contractor in support of the Injury Epidemiology Research Program. Responsible for data entry, database development and management, statistical analyses, and generation of tabular and graphic presentation for lectures and technical and peer-reviewed publications. Databases were large and complex health and fitness databases on Combat Artillery/Engineers, Special Forces, and 82nd Airborne. Database and statistical programs used included Excel, Epinfo, and SPSS.
Recent Teaching Assignments

**Graduate level**
- PET5389C - Physiological Basis of Strength Development
- PET5553 - Advanced Exercise Testing and Prescription
- PEP5118 - Aging & Phys Perform
- PET5651 - Sport Nutrition and Weight Control
- HLP6905 - Directed Study
- HLP6922 - Field Experience
- HLP6940 - Internship

**Undergraduate level**
- APK 4334C - Electrocardiogram interpretation
- APK 3110 - Exercise Physiology
- APK 4125 - Exercise Testing & Prescription
- APK 4114C - Physiological Basis of Strength Development
- PET 4691 - Exercise Testing in Special Populations
- APK 4163 - Sport Nutrition and Weight Control
- APK 4600 - Aging & Phys Perform
- HSC2100 - Personal Health
- HLP4940 - Internship
- HLP4941C - Ex Sci Capstone
- HLP4990 - Field Experience
- PET3905 - Directed Study

**Theses/Dissertations Directed**
- Lauren Adlof (Fall 2016-current)
- Ricky Allen Perry (Spring 2014). The effects of moderate-intensity versus high-intensity endurance exercise on neutrophil mitochondrial biogenesis
- Aaron Morton (Spring 2013) Investigation of Depersonalization and Resistance Training
- Jordan Glenn (Fall 2013). The Effects of Indoboard Interventions on EMG Activity and Functional Balance Over Time
- Jeremy Townsend (Spring 2012) The Effects of Multiple Anaerobic Cycling Bouts of Exercise on Excess Post-Exercise Oxygen Consumption on College-aged Males.

**Refereed Publications:**


**Published Abstracts (Refereed)**


29. **Cosio-Lima LM, Reynolds KL, Lagasse, M, Thompson, PD.** The Effect of Acute Aerobic Exercise on Brachial Artery Endothelium Function in Kidney and Heart


**Grants Funded**

UWF Florida Research Fellowship Tactical High Performance and Health Program (HP²) (August 2016, $6,000.00)

CREO College of Health Equipment Matching Fund, University of West Florida ($100,000.00) for the purchase of a iDEXA (January 2016)

High-sensitive C-Reactive protein and cardiovascular risk factors in firefighters. University of West Florida Travel Match award (RAC, October 2015, $1500.00)

Physiologic and Cognitive Response in Nursing Students. UWF Interprofessional grant ES-Nursing, CO-I with Dr. Greska (March 2015, $7,924.17)
Effects of Exercise on Cardioprotection. Phase II, 2015. CSEH Faculty Catalyst Initiative Awards. University of West Florida. (January 6, 2015, $3000.00)

Faculty Mentor (Lauren Adlof), $3,000. University of West Florida Office of Graduate Research C-reactive Protein and Risk of Cardiovascular Disease in Firefighters

Intertester Reliability of Brachial Artery Flow-Mediated Vasodilation Using Upper and Lower Arm Occlusion in Patients with Cardiovascular Risk Factors. University of West Florida Award Travel Match (Nov. 2014, $736.00).

Effects of Exercise on Cardioprotection. 2014 Faculty Scholarly and Creative Activity Grant. University of West Florida. (April, 2014, $1998.00)

UWF Faculty Internationalization grant (2013-2014). Student 10-day learning experience in Konstanz, Germany (January 2014, $3,760.00)


Bronchogenic Cyst. Case report of a 78 year old asymptomatic patient. Review of the literature on rare cases University of West Florida Travel award matching Program (Sept 2013, $1448.00)

Injury and Illness Incidence in Sergeants Major Academy Students Class University of West Florida Travel award matching Program (Sept 2012, $1498.00)

Intertester reliability of brachial artery flow-mediated vasodilation using upper and lower arm occlusion in patients with cardiovascular risk factors (May, 2012, $1430.00) University of West Florida Travel award matching Program

Cooling devices and their efficacy on military performance. 2011 Faculty Scholarly and Creative Activity Grant. University of West Florida. (March, 2011, $1997.00)

Cooling devices and their efficacy on military performance University of West Florida Travel award matching Program (January 2012, $1484.00)University of West Florida Travel award matching Program

U.S. Coast Guard Academy Injury and Risk Factor Study. University of West Florida Travel award matching Program (October 2010, $900.00)

A Comparison of Cytokines TNF-α, IL-6, and Cortisol Response During Prolonged Cycling in Normal and Hot Environmental Conditions. (University of West Florida, SCAC 2008 Faculty Grant, $1,950.00)
Tolerance of Statin Therapy in Well-Trained Athletes. (University of West Florida, SCAC 2007 Faculty Grant, $1,998.00)

WOMEN, HEART, BODY, and SOUL (University of West Florida SCAC 2006 Faculty Grant, $1,888.00)

WOMEN, HEART, BODY, and SOUL (University of West Florida Small Grants Award, 2006, $1,500.00)

**Grants Submitted**

Prevention of Heat-Related Injuries with Rapid Thermal Exchange Technology (March 2011, U.S. Army Medical Research and Material Command (USAMRMC), The Broad Agency Announcement (BAA) Pre-proposal, $85,000)

Earmark model: *America’s Best Warriors: Physiology Intense Training, Education and Research (PHITER) program* (October, 2009, $1.5 million)

Exploration of Patient Fitness and Physical Therapy Attendance. Submitted to NHI AHRQ Small Research Grant Program( RO3) (February, 2008, $100,000)

Tolerance of Statin Therapy in Well-Trained Military Personnel Submitted to AAPS New Investigator Grant in Pharmacokinetics, Pharmacodynamics, and Drug Metabolism (May 2007, $10,000)

*Tolerance of Statin Therapy in Well-Trained Athletes.* Submitted to Pfizer pharmaceuticals(2006) ($125,000)

WOMEN, HEART, BODY, and SOUL. Submitted to Ryka Womens’ fitness grant 2005 ($5000.00)

*Effects of a 12-week aerobic training program and detraining on brachial endothelium function in kidney transplant patients.* Submitted to National Kidney Foundation of MA/R/NH/VT( Feb, 2002, $34,468.50)

**International Presentation (Refereed):**


Electrocardiography interpretation in elite athletes with abnormal arrhythmias. *Health, and Sport Informatik, Konstanz*, Germany, Fall 2014

http://www.sportinformatik2014.de/
*Health, and Sport Informatik, Konstanz, Germany, Fall 2012*  
*http://www.sportinformatik2012.de/*

Effects of a 45-min walk on endothelium function in kidney transplant recipients and healthy individuals. *1st Latin America Symposium on Controversies to Consensus in Diabetes, Obesity and Hypertension (CODHy).* Buenos Aires, Argentina, 2010

The Effect of Acute Aerobic Exercise on Brachial Artery Endothelium Function in Kidney and Heart Transplant Recipients and Healthy Individuals.  
*14th International Symposium in Health, Exercise and Sport Sciences.*  
*San Jose, Costa Rica, 2007*

Blood Doping among Elite Endurance Athletes. *International Triathlon Union, United Nations, Geneva, Switzerland, 2006*

**National Presentations (Refereed):**


**Regional and State Presentations:**


**Invited Presentations**


**Non-refereed Publications**
Pensacola Bella Magazine. Article on “Move of the Month” section: Thee Bridge by Dr. Cosio-Lima. 2007 December.

Pensacola Runners Association Newsletter. Interview. UWF offers Exercise Physiology and Human Performance Laboratory Testing to PRA members, October 2007.


Professional Service
Advisor:
Guidepoint Global Advisors http://www.guidepointglobaladvisors.com
444 Madison Avenue, 26th Floor New York, New York 10022

Reviewer:
- Total Fitness Assessment (Lippincott Williams & Wilkins, 2014)
- Journal of Strength and Conditioning Research (2008-present)
- Injury Prevention Journal
- Chapter 4 and Table of Contents of Exercise Physiology for Health Fitness and Performance book by Sharon A Plowman and Denise L Smith, (Lippincott Williams & Wilkins 4th Ed. 2013)
- Chapters 3 and 8 for Exercise Testing and prescription book by Matt Green (Holcomb Hathaway Publishers, April 2012)
- Chapters American College of Sports Medicine’s Foundations of Strength Training and Conditioning. Lippincott Williams & Wilkins (October, 2011)
- Biomed Central Public Health (BMC) Journal (present)
- Metabolism Journal
- Sports Medicine Journal
- Exercise Physiology Book: Chandler & Brown, Strength & Conditioning (January, 2007)

Mentor:
for Nutrition Masters Degree student at Kansas State University, KA.
for Physical Therapy Doctoral candidate at Boston University, MA.

University service
Chair of Institutional Review Board Committee (Fall 2015-present)
Member of Institutional Review Board Committee (Fall 2008- Summer 2015)
Member of Outstanding Master's Thesis Award Committee (Fall2009-present)
Commencement Ceremony Hooter (Spring 2013, Fall 2013, Spring 2015)
Commencement Ceremony Marshall (Falls and Springs 2005-present)
Member of Argos Scholar Committee (Spring 2007- present)

**Institutional Service**
- National Strength and Conditioning Association Member of Diversity Committee (Summer 2015-present)
- National Strength and Conditioning Association Endorsement (2011- current)
- Program Accreditation Coordinator (Fall 2013-present)
- Curriculum Change Advisor (Fall 2013-present)
- Exercise Science Club Advisor (2008-present)
- Director: ACSM Certification: CEP (2006-present)
- Coordinator Exercise Science Performance Laboratory (2006-present)
- Member of departmental search committee (2006)
- Office specialist search committee (2006)

**College Service**
- Member of Dissertation Committee, E.D.D. Kelly McGaughey (Spring 2015-present)
- Member of Dissertation Committee, E.D.D. Carla Caulliet (Spring 2014-present)
- Member of Dissertation Committee, E.D.D. Travis Huffman (Fall 2013-present)
- Member of Dissertation Committee, E.D.D. Daniel Correa (Fall 2013-present)
- Member of Search Committee for Assistant Professor in Legal Studies (Fall, 2013)
- Member COPS Curriculum Review Committee (May 2012-present)
- Member of Student Grievance committee (2006-present)
- Chair of two Exercise Science Faculty positions (Spring 2012)
- Member of Search Committee for Field Coordination position in the School of Justice and Social Work (Spring 2011)
- Member of Search Committee for Assistant professor in Criminal Justice studies (Fall 2010)

**Departmental Service**
- Member of HLES By-Laws Review Committee (Spring 2014-present)
- Program Curriculum change and Exercise Science Accreditation Chair (2014-present)
- Chair of 2 Assistant Professor Exercise Science faculty positions (Spring 2012)
- Graduate Students Admission Committee (Fall 2010-present)
- Organized once a semester review lecture for preparation of ACSM HFS certification exam (Spring 2007-present)
- Developed exercise strength program for track team at UWF (2007-2008)
- Developed Exercise Testing and Prescription Laboratory Manual for PET 4380L (Fall 2005-present)
- Organized Vo2max testing for public (75 subjects have been tested so far)
Organized Guest Speaker lecture (Dr. Harman from Natick Laboratory, 2007, Dr. Joseph Knapik, Spring 2010)

Organizational Service
Conducted a Ten Week Exercise Program for Older Adults in Conjunction with the Leisure Learning Society (Fall 2006).
Directed exercise training programs for students and faculty/staff at UWF

Honors and Awards
- Health, Leisure and Exercise Science Research Award (2013)
- Ironman Pucon, Chile 1st place
- Qualified for short distance triathlon World Championships 2006 in Switzerland
- Member of National Triathlon team (2006, 2007, 2009)
- Triathlon Age-group Top 10% National Ranking (2004-present)
- Member, Golden Key National Honor Society.
- Dean’s List Honor Roll, University of New Mexico, 1991-1993.
- WAC Scholar-Athlete Award, University of New Mexico, 1991-1993.
- Dean’s list Honor Roll, University of Southern Mississippi, 1989-1990.
- Tennis: 3rd Place, National Ranking (Mexico), 1988. 12th Place National Open Ranking (Mexico), 1988.

Memberships in Professional Organizations and certifications
- RCEP, CEP - American College of Sports Medicine (current).
- CSCS - National Strength and Conditioning Association (current)
- Member of The Clinical Exercise Physiology Association (CEPA, current)
- USA weightlifting Association (current)
- USA triathlon (current)
- Phlebotomist and carotid ultrasound certified

Community Service
- Fashion Model to benefit “Ninos hambrientos del tercer Mundo” (Hungry children of the 3rd World. Mexico City, 2006
- Volunteer at Special Olympics, Springfield MA, 2002-2004
- Volunteer, Massachusetts Senior Games, Springfield MA, 1998-2000

Other: Speaker of 6 languages fluently
# CURRICULUM VITAE

Youngil Lee Ph.D.

## EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Emphasis</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>University of California San Diego</td>
<td>Postdoctoral Scholar in Molecular Cardiology, 2009-2012 Emphasis: Cardiac Protection</td>
<td>Skaggs School of Pharmacy and Pharmaceutical Sciences, La Jolla, CA</td>
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<tr>
<td>Bioscience Center, San Diego State University</td>
<td>Postdoctoral Scholar in Molecular Cardiology, 2008 Emphasis: Cardiac Protection</td>
<td>College of Science, San Diego, CA</td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>Ph.D. – Exercise Physiology, 2008 Emphasis: Exercise-mediated Cardiac Protection against Ischemia-Reperfusion-induced heart failure (mentor: Dr. Scott Powers)</td>
<td>Gainesville, FL</td>
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</tr>
<tr>
<td>University of Texas</td>
<td>M.A. – Exercise Physiology, 2002 Emphasis: Exercise-mediated Skeletal Muscle Hypertrophy and Fiber type shifting via IGF-I Expression (mentor: Dr. Roger Farrar)</td>
<td>Austin, TX</td>
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<tr>
<td>Korea National Sport University, Seoul, Korea</td>
<td>B.A. – Exercise Science, 1995</td>
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## ACADEMIC APPOINTMENTS

<table>
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<tr>
<th>Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>University of West Florida</td>
<td>Pensacola, FL</td>
<td>2012 ~ Present</td>
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<tr>
<td>Department of Exercise Science &amp; Community Heath</td>
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<tr>
<td>Director, Exercise Biochemistry Laboratory</td>
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<tr>
<td>Postdoctoral Associate</td>
<td>University of California San Diego</td>
<td>San Diego, CA</td>
<td>2009 ~ 2012</td>
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<tr>
<td>School of Pharmacy and Pharmaceutical Sciences</td>
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<tr>
<td>Postdoctoral Associate</td>
<td>San Diego State University</td>
<td>San Diego, CA</td>
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<td>BioScience Center, Department of Biology</td>
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<td>Experience</td>
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<tr>
<td>Graduate Research Assistant</td>
<td>University of Florida</td>
<td>2003 ~ 2008</td>
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<tr>
<td>Department of Applied Physiology and Kinesiology</td>
<td>Gainesville, Florida</td>
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<tr>
<td>Graduate Research Assistant</td>
<td>VA Medical Center, Geriatrics Research and Education Center</td>
<td>2003</td>
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<tr>
<td>Pharmacology</td>
<td>Gainesville, Florida</td>
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<tr>
<td>Graduate Teaching Assistant</td>
<td>University of Texas</td>
<td>2001 ~ 2002</td>
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<tr>
<td>Department of Kinesiology and</td>
<td>Austin, TX</td>
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<tr>
<td>Department of Biological Sciences</td>
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<tr>
<td>Lecturer</td>
<td>Gachon University of Medicine and Science</td>
<td>1997 ~ 1998</td>
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<tr>
<td>Department of Health and Leisure</td>
<td>Incheon, Korea</td>
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**TEACHING EXPERIENCE**

University of West Florida (Assistant Professor)
2012 – current

- APK 6111C  Advanced Exercise Physiology (graduate program)
- APK 5116C  Applied Physiology in Muscular Development (graduate program)
- APK 5601  Preventive Health in the Aging Population
- PET 5553  Advanced Exercise Testing and Prescription (graduate program)
- PET 4380  Exercise Testing and Prescription
- APK 3110  Exercise Physiology
- APK 4163  Sports Nutrition and Weight Control
- PET 4383  Physiological Basis of Strength Training

University of Texas at Austin (Teaching Assistant)
2001 – 2002

- BIO  Fundamental Cell Biology
- KIN  Weight Training and Conditioning

Gachon University of Medicine and Science (Lecturer)
1997 – 1998

- LSS  First-Aid and Safety Management
- LSS  Athletics in public

**HONORS AND AWARDS**

2016  UWF Florida Research Fellowship Award, titled as “Investigation of the Signaling Nexus of Endurance Exercise-Induced Antioxidant Network: Cardioprotection Against Heart Attack”
University of West Florida ($6,000)
2016 Department research equipment endowment, University of West Florida ($22,000)
2015 CREO Research equipment endowment, University of West Florida ($64,000)
2015 Travel Award, College of Science, Engineering and Health Research, University of West Florida ($2,244)
2015 Department Outstanding Research Scholarly Activity Award, University of West Florida
2015 Research Funding Award, College of Health and Research & Sponsored Program at The University of West Florida ($20,000)
2015 Instructional Technology Enhancement Project, University of West Florida ($73,000) – not funded
2014 Research Funding Award, College of Science, Engineering, and Health and Research & Sponsored Program at The University of West Florida ($15,000)
2014 Innovative Laboratory Set-up Award from the Department of Exercise Science and Community Health at the University of West Florida ($36,000)
2014 Travel Award, College of Science, Engineering and Health Research, University of West Florida ($2,150)
2014 Pace Academic Development Award, Faculty-Apprentice Program in Exercise Physiology Lab Science (FAEPLS), University of West Florida ($56,500) - not funded
2014 Travel Award, College of Professional Studies Research, University of West Florida ($1,500)
2014 Recipient of research equipment, Korea ($30,000)
2013 Semifinalist for the SGA Distinguished Teaching Award (University of West Florida)
2013 Laboratory Set-up Award, College of Professional Studies, University of West Florida ($30,000)
2013 Laboratory Set-up Award, Department of Health and Exercise Science, University of West Florida ($22,000)
2013 Travel Award, College of Professional Studies Research, University of West Florida ($1,500)
2010 Honored Abstract in Top 10% (Basic Cardiovascular Session, American Heart Association
2006 Departmental Travel Award toward Experimental Biology Conference (University of Florida)
1997 Graduate School Honors Program (Korean National Sport University, 1995-1997)
1995 Graduation with President’s Excellence Award (Korean National Sport University)
1994 National University Full Scholarship (Korean National Sport University, 1991-1994)
1990 National Gymnastic Team (Korean Gymnastic Association, 1989-1990)

RESEARCH FUNDING

Intramural

• Research Instrument Funding, Center for Research and Economic Opportunity, UWF, 2016. ($60,000)
• Faculty Scholarly And Creativity Activity Award, “Endurance Exercise-induced Brain Protection against drug-induced Parkinson’s disease, Research and Sponsored Program, UWF, 2016. ($2,000)
• Faculty Scholarly And Creativity Activity Award, “Discovery of Exercise-induced Autophagy Signaling”, University of West Florida, 2015. ($2,000)
• Faculty Scholarly And Creativity Activity Award, “The Effect of Exercise On Alleviation of A Chemotherapeutic Agent-induced Cardiac Toxicity”, University of West Florida, 2014 ($2,000)
• Ludmila Cosio-Lima (primary investigator) and Youngil Lee (co-investigator): “Effects of Exercise on Cardioprotection”, University of West Florida, 2013 ($4,970)
• Faculty Scholarly And Creativity Activity Award, University of West Florida, 2013 (not funded)
Extramural

  - Topic: Alzheimer’s disease and mitochondria quality control
- PI: **Youngil Lee** and Co-PI: Gulnaz Javan, Funding agency: NIJ for the year of 2015. Proposed Grant Amount: $300,000 (*not funded*)
  - Topic: Postmortem Nuclear and Mitochondrial DNA Degradation for Determination of the Time of Death: Thanatophagy and Thanatomitophagy
- PI: **Youngil Lee** and Co-PI: Gulnaz Javan, Funding agency: Department of Defense for the year of 2015. Proposed grant amount: $300,000 (*not funded*)
  - Topic: Postmortem Thanatophagy
- PI: **Youngil Lee**, Grant-in-Aid (Funding agency: Whitehall Foundation), 2014. Proposed Grant Amount: $30,000. (*Not funded*)
  - Topic: Endurance Exercise-induced Neuroprotective Mechanisms against Alzheimer’s disease
- PI: **Youngil Lee**, Grant-in-Aid (Funding agency: American Heart Association) for the year of 2017 to 2017. Proposed Grant Amount: $200,000. – *in preparation*
  - Topic: Effect of Exercise-induced autophagy on Prevention against Doxorubicin-induced Cardiac Toxicity
- PI: **Youngil Lee**, R01 (Funding agency: National Institute of Health) for the year of 2017 to 2022. Proposed Grant Amount: $500,000. – *in preparation*
  - Topic: Exercise-induced autophagy and cardioprotection against ischemia-reperfusion injury

SCHOLARLY PRODUCTION

Peer Reviewed Papers


2. Jang, Y., Moon, SJ., Kang, EB., Koo, JH., Kwon I., Um HS., Oh, YS., Soya, H., **Lee, Y.**, and Cho, JY. Neuroprotective effects of endurance exercise against neuroinflammation in mice with MPTP-induced Parkinson's disease, Brain Research, 2016 (resubmitted)

3. Campbell, Z., Finley, S.J., Kwon, I., **Lee, Y.**, and Javan, G. Talin: A Potential Protein Biomarker in Postmortem Investigations, Journal of Forensic and Legal Medicine, 2016 (accepted)


19. Quinsay, M.N., Thomas, R.L., **Lee, Y.**, and Gustafsson, A.B. Bnip3-mediated mitochondrial autophagy is independent of the mitochondrial permeability transition pore Autophagy. 6 (7), 855-862, 2010


Published Abstract


4. In-su Kwon, Yongchul Jang, Joon-Yong Cho, and Youngil Lee, Autophagy is inhibited in hypertrophied skeletal muscle in response to 8 weeks of progressive resistance exercise. Federation of American Societies for Experimental Biology, San Diego, CA; April 2016

5. Gulnaz T. Javan, In-su Kwon, Sheree J. Finley, and Youngil Lee, Thanatophagy in Brain and Heart Tissues, American Academy of Forensic Sciences, Las Vegas, NV; Feb. 22-27 2016. - Accepted


Invited Oral Presentation

1. Acute Endurance Exercise-mediated Autophagy Occurs in Parallel with mTOR Activation. Federation of American Societies For Experimental Biology, Boston, MA; April 1, 2015.


5. Exercise-mediated Cardiac Protection against Heart Attack, Korea University, June 2009.

6. Mechanisms responsible for mitochondrial autophagy and cell death, Department of Pharmacy, Pusan National University, July 2009.

INSTITUTIONAL SERVICE ACTIVITIES

University Level
- Intercollegiate Athletic Advisory Committee: 2015~present
- Institutional Animal Care and Use Committee: a voting member: 2012~present
- Student Fee Committee: a voting member: 2013~2014
- Outstanding Master's Thesis Award Review Member: 2013~2014
- An invited member of the review team for accreditation and program review of Clinical Laboratory Science, 2014

College Level
- CRASH Camp Volunteer (summer, 2016)
- COH and RSP: Research Presentation, (9/17/15)
- COH: Ad Hoc Curriculum committee member for Biomedical Sciences program, 2015
- Speaker of COPS Faculty Forum: A Success “Lab Coats, Heart Muscle, and EMG”

Department Level
- Thesis committee member: Lauren Adlof (2016-current)
- Thesis committee member: Kendra Buer (2016-current)
- Assistant Professor Search Committee, July 2016
- HLES Graduate Program Development Committee, 2013~2014
- Graduate Program Development in Exercise Science, 2013~2014
- Molecular and Cellular Exercise Physiology Laboratory Establishment, 2012~2016
PROFESSIONAL SERVICE

- Editorial board member of Journal “Sports and Exercise Medicine”, 2014 ~ present
- Guest Editor of Journal “Oxidative Medicine and Cellular Longevity”, 2015
- Journal Reviewer: Medicine & Science in Sports & Exercise, 2014 ~ current
- Advisory board member to Korea Coach Association for Strength & Conditioning, 2013~present
- Board member of Korean United States Applied Physiology Society, 2005~present
- Invited/Ad hoc reviewer of European Journal of Public Health: 2011

PROFESSIONAL AFFILIATIONS

- The International Society of Exercise Immunology Member: 2013~present
- Korea Coach Association for Strength & Conditioning: 2013-present
- American Heart Association: 2007-present
- The American Physiological Society Member: 2004-present
- The American College of Sports Medicine: 2004-present

MENTORING EXPERIENCE

POSTDOCTORAL TRAINEE

- Insu Kwon, postdoctoral scholar: Research project (Mechanisms of Exercise-induced Autophagy in Skeletal Muscle), 2014 to present
- Yongchul Jang, postdoctoral scholar: Research project (Mechanisms of Exercise-induced neuroprotection against Parkinson’s disease), 2015 to present

RESEARCH SCHOLAR

- Wankeun Song, research scholar: Research project (Mechanisms of exercise-induced mitochondrial turnover), 2015 to present

GRADUATE STUDENT

- Taylor Tolleson, graduate student in the Department of Exercise Sciences at UWF: Research project (Detection of Endurance Exercise induced Skeletal Muscle Fiber Type Shifting and Mitochondrial Biogenesis)
- Cory Bennett, graduate student in the Department of Exercise Science at UWF Research project (Effects of electrical stimulation on muscular health benefit), 2015~present
- Charles Springer, graduate student in the Department of Exercise Science at UWF Research project (Effects of electrical stimulation on mitochondrial biogenesis), 2014–2015
- Sarah Lanning, graduate students in the Department of Exercise Science at UWF: Research project (Effects of electrical stimulation on muscular health benefit), 2014–2015
• William Beasley, graduate student in the Department of Exercise Science at UWF: Research project (Effects of short, high intensity exercise on cardiorespiratory fitness and insulin response)
• Kendra Buer, graduate student in the Department of Biology at UWF, 2014–present
• Zahra Campbell, graduate student at the Alabama State University, 2014–present
• Matthew Christenson, graduate student in the Department of Exercise Science at UWF: Research project (title: Effects of Full Body Immersion Cryotherapy On Recovery, Fatigue, and Anaerobic Power In Collegiate Rugby Players), 2013-2015

UNDERGRADUATE

• Joshua Hyde and Sarah Bastaki: Effects of Endurance Exercise on Neuroregenerative Capacity Against Parkinson’s disease, 2016
• Jordan Walter: “Assessment of Brain Mitochondrial Respiratory Function and Biogenesis Induced by Endurance Exercise”, 2016
• Shawn-Patrick Luna: Research project – Thanatophagy in human heart, 2015-2016.
• Paige McArdle: CSEH SURF Awardee; research project - Discovery of endothelial cell death signaling and morphology changes during ischemia and reperfusion, 2015.
• Sara Oltmans: Directed study
• Nicholas Merrett – Directed study
• Hwayoun Lee, visiting doctoral student in the Department of Biological Science and Biotechnology at Chonnam National University. Research Project (Bnip3-induced mitochondrial autophagy is controlled by Mfn1 and Drp1 proteins), 2010-2011.
• Rita Hanna, graduate student in the Department of Molecular Biology, at the University of California San Diego. Research Project (The BH3-only protein Bnip3 Mediates Mitochondrial Autophagy), 2009-2011.

MENTORING STUDENTS ACCEPTED IN HEALTH PROFESSIONAL SCHOOL

• Crystal Roberts: in DPT application preparation, 2016
• Autum Duyn: Florida Gulf Coast University (Doctor of Physical Therapy), 2016
• Brittany Bird: University of Florida (Doctor of Occupational Therapy), 2016
• Brittnee Murphy: University of South Florida-UWF, Florida (Doctor of Physical Therapy), 2015
• Jessica Hamel: Nova Southwestern University, Florida (Doctor of Occupational Therapy), 2015
• Krista Griffin: University of St. Augustine, Florida (Doctor of Physical/Occupational Therapy), 2014
• Matthew Focazio: Medical School -Pending

MENTORING STUDENTS ACCEPTED IN GRADUATE SCHOOL

• Crystal Roberts: in DPT application preparation, 2016
• Autum Duyn: Florida Gulf Coast University (Doctor of Physical Therapy), 2016
• Brittany Bird: University of Florida (Doctor of Occupational Therapy), 2016
• Brittnee Murphy: University of South Florida-UWF, Florida (Doctor of Physical Therapy), 2015
• Jessica Hamel: Nova Southwestern University, Florida (Doctor of Occupational Therapy), 2015
• Krista Griffin: University of St. Augustine, Florida (Doctor of Physical/Occupational Therapy), 2014
• Matthew Focazio: Medical School -Pending
• Richard Perry: University of Arkansas (Ph.D. in Exercise Physiology), 2014
• Mary Healey: Indiana University Bloomington (M.P.H in Human Performance, 2013
• Aaron Morton: University of Florida (Ph.D. in Exercise Physiology), 2013
Curriculum Vitae

ROBERT M. ISOSAARI

EDUCATION:

Master of Science, 2000
Masters: Physical Education
Master of Science, 1998
Masters: Health Education (Nutrition and Fitness)
Bachelor of Arts, 1974
Summa Cum Laude, University of Maine (Orono)
Major: International Affairs

WORK EXPERIENCE:

July 2005 – present
University of West Florida, Instructor, Department
of Health, Leisure, and Exercise Science

January 1999 – June 2005
University of West Florida, Adjunct Faculty Member

September 1995 – present
University of West Florida, Graduate Teaching Assistant

September 1996 – present
Assistant tennis professional, Pensacola Athletic Center

June 1995 - August 2004
Director of Tennis, Ocean Park Association

Special Projects Officer, Cryptologic Training Department,
Naval Technical Training Center, Corry Station

September 1989 – June 1995
Regional Active Duty Cryptologic Officer, Dallas, Texas

December 1985 – September 1989
Executive Agent Training Division Officer,
Naval Technical Training Center, Corry Station

May 1984- October 1985
Commanding Officer, U.S. Naval Security Group Activity,
Augsburg, Germany

August 1983 –
Executive Officer, U. S. Naval Security Group Activity,
May 1984  Augsburg, Germany

January 1981 – Cryptologic Combat Support Officer, USS Fox (CG-33)
July 1983

March 1976 – Division Officer, U. S. Naval Security Group Activity, June 1979 Kamiseya, Japan

UNIVERSITY TEACHING - UNIVERSITY OF WEST FLORIDA:

Courses taught:
2015 – present APK3110L Exercise Physiology Laboratory
APK3232 Measurement and Evaluation in Physical Education and Exercise Science
APK4200 Motor Development and Skill Learning
1997– present HLP 3510 Measurement and Evaluation in Physical Education and Exercise Science
HSC 2081 Health, Nutrition, and Physical Fitness
HSC 2100 Personal Health
HSC 4120 Consumer Health Education
HSC 4551 Communicable and Degenerative Disease
HSC 4633 Current Issues in School and Community Health
PEL 1991 Intermediate Tennis
PET 3020 Foundations of Physical Education and Sport Management
PET 3351L Exercise Physiology Laboratory
PET 4061 Motor Development and Skill Learning
PET 4213 Success in Sports
PET 4361 Sports Nutrition and Weight Control
PET4710 Special Methods in Physical Education

1995– present PEL 1990/1341 Beginning Tennis
PEO 2031/PET 2060 Analysis of Individual Sports
PEL 2060/4060/PET 2824 Analysis of Team Sports

SERVICE:

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2016

Volunteer Coordinator and Instructor for the United States Tennis Association’s introductory tennis sessions in local area schools, 2016
Volunteer and volunteer coordinator for the Pensacola Open Wheelchair Tennis Championships, 2016

Volunteer Coordinator and Instructor for the United States Tennis Association’s introductory tennis sessions in local area schools, 2015

Volunteer instructor for the United States Tennis Association for Pensacola area Junior Team
Tennis, 2016

Volunteer and volunteer coordinator for Escambia County School District elementary school physical activity field days, 2016

Volunteer for UWF commencement ceremonies, 2016

Volunteer and ball person supervisor for the International Tennis Federation Pensacola Futures Championship, 2015

Volunteer Coordinator and Instructor for the United States Tennis Association’s introductory tennis sessions in local area schools, 2015

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2015

Volunteer Coordinator and Instructor for the United States Tennis Association’s introductory tennis sessions in local area schools, 2015

Volunteer and coordinator for ball persons in support of Pensacola USA Tennis Futures Tennis Tournament, 2015

Volunteer and volunteer coordinator for the Pensacola Open Wheelchair Tennis Championships, 2015

Guest instructor, UWF HLES Physical Education Master’s program, 2015

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2015


Volunteer for UWF commencement ceremonies, 2015

Advisor, UWF Student Association, 2015

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2014

Volunteer Coordinator and Instructor for the United States Tennis Association’s introductory tennis sessions in local area schools, 2014

Volunteer and volunteer coordinator for the Pensacola Open Wheelchair Tennis Championships, 2014

Guest instructor, UWF HLES Physical Education Master’s program, 2014

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2014

Advisor, UWF Student Association, 2014
Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2013

Volunteer Coordinator and Instructor for the United States Tennis Association’s introductory tennis sessions in local area schools, 2013
Volunteer and volunteer coordinator for the Pensacola Open Wheelchair Tennis Championships, 2013

Guest instructor, UWF HLES Physical Education Master’s program, 2013

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2013


Advisor, UWF Student Association, 2013

Graduate (Master’s) advisor for Matthew Kranak’s project on fitness applications for Android devices


Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2012

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2012

Volunteer Coordinator and Instructor for the United States Tennis Association’s introductory tennis sessions in local area schools, 2012

Guest instructor, UWF HLES Physical Education Master’s program, 2011

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2011

Guest presenter, “Quadball,” Northwest Florida Physical Education Drive-In, 2011

Volunteer instructor, “Parents’ Night Out” (UWF Athletic charities fundraiser), 2011

Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2011


Guest instructor, UWF HLES Physical Education Master’s program, 2010

Guest Instructor, UWF Orientation for incoming freshmen, 2010
Volunteer Coordinator and Instructor, Pensacola area Racquet Round-Up, 2010

Volunteer Coordinator, Pensacola Open (International Wheelchair Championships, 2010

Guest presenter, UWF Athletic Booster Fund Drive, 2010


Guest presenter, “Skills, Drills, and Thrills” (tennis), Northwest Florida Physical Education Drive-In, 2010


Guest presenter, “Health-Related Fitness, Overweight and Obesity, and Health,” University of Jyvaskyla, Finland, 2009

Guest presenter, “Throwing and Striking Progressions in Softball,” University of Jyvaskyla, Finland, 2009

Guest presenter, “PE in the United States” and “New Games in Physical Education,” University of Turku, Finland, 2009

Guest presenter, “Superball,” Jyvaskyla, Finland, Middle Schools, 2009

Guest presenter, “Throwing and Striking Progressions in Softball,” Jyvaskyla, Finland Middle School, 2009

Guest presenter, “Throwing Skills for Baseball and Softball,” Lepsama, Finland, Elementary School, 2009

Guest instructor, “Mini-tennis for Children,” Jyvaskyla, Finland, 2009

Guest presenter, “Quadball,” Northwest Florida Physical Education Drive-In, 2009

Guest presenter, “Kinball,” Gulf Breeze Middle School, 2008

Guest presenter, “Superball,” Gulf Breeze Middle School, 2008


Guest presenter, “Pickleball as a lead-up activity for tennis,” Annual FAHPERD Convention, 2007


Guest instructor, United States Tennis Association Tennis Coaches Clinic, 2003.


**HONORS AND ACHIEVEMENTS:**

Department of Exercise Science and Community Health Teaching Award, 2016

Letter of Recognition/Appreciation from Pensacola Open Wheelchair Tennis, 2016

Nominated by the local area United States Tennis Association representative for a state Volunteer of the year award, 2015

Pensacola Sports Association Volunteer of the Year award, 2014

Special Recognition Award from The Escambia Physical Education Association, 2011

Nominee for University of West Florida Distinguished Teaching Award, 2009.

University of West Florida Student Government Association “Distinguished Teaching Award” 2008.

Inducted into Phi Kappa Phi, 1998.

Outstanding Graduate Health Education Student Award, University of West Florida, Department of Health, Leisure, and Sports, 1996 to 1997.


Outstanding Graduate Award, Naval Officer Candidate School, Newport, RI., 1974.

Outstanding Graduate, Defense Language Institute, Monterey, CA, 1972.

**RESEARCH IN PROGRESS:**

“Does training with the ETCH-swing increase swingspeed in tennis players?”

"Is pickleball an effective teaching tool for tennis skills?"

“Effect of a five-week resistance training program on functional fitness of older adults” with Drs. Schuler, Marzilli, and Koscusko, Department of Health, Leisure, and Exercise Science, University of West Florida.
RESEARCH EXPERIENCE:

Department of Health, Leisure, and Exercise Science, University of West Florida. Title of Research (pilot): “Does training with the ETCH-swing increase tennis swing speed?”

Department of Health, Leisure, and Exercise Science, University of West Florida. Assistant to Dr. P. Schuler. Title of Research: “Body shape perceptions of older adults: the role of body dissatisfaction as motivation for exercise.”

Department of Health, Leisure, and Exercise Science, University of West Florida. Assistant to Dr. T. Marzilli. Title of Research: "Contextual interference and learning of computer skills."

Department of Health, Leisure, and Sports, University of West Florida Assistant to Dr. P. Schuler. Title of Research: "Comparative effects of standing versus seated cycling on VO2 max."

Department of Health, Leisure, and Sports, University of West Florida. Assistant to Dr. F. S. Bridges. Title of Research: "Youth access to tobacco, Escambia County, Florida, 1997."

COMPUTER SKILLS:

Microsoft Office Professional; Windows, D2L, and strong Internet expertise.

CERTIFICATIONS:

Etcheberry Strength, Conditioning, and Fitness Coach (Tennis)

Professional Tennis Registry certified Tennis Professional (10 & Under, 11 – 17, Adult Development, and Senior Tennis)

United States Tennis Association certified Clinician

United States Tennis Association certified Official

American Lung Association Freedom From Smoking Course Facilitator

CPR/AED

VOLUNTEER EXPERIENCE:

Member, Escambia-Santa Rosa Coalition Against Tobacco (now H.E.A.T.).

Volunteer instructor for Escambia Country School District teaching English to Vietnamese immigrants.

Volunteer instructor at UWF (assisting Dr. F. Bridges) teaching computer skills to older adults

Volunteer tennis instructor for county and school youth tennis programs and fund-raising events.
Volunteer race official for annual Exercise Science Club 5k runs

**PROFESSIONAL AFFILIATIONS:**

Professional Tennis Registry

United States Tennis Association

United States Racquet Stringers Association

Association of Old Crows (U.S. Navy Electronic/Signals Warfare)
AMY A. CRAWLEY, MS, CSCS, USAW
acrawley@uwf.edu

EDUCATION

UNIVERSITY OF WEST FLORIDA
Pursuing a Doctorate of Education in Curriculum
And Instruction Specializing in Instructional Design and Technology
Pensacola, Florida
(Fall 2015 - current)

GRAND VALLEY STATE UNIVERSITY
Masters of Science in Health Science
Allendale, Michigan
(2007)

UNIVERSITY OF NEBRASKA AT OMAHA
Bachelor of Science with Honors
Omaha, Nebraska
(2001)

RICKS COLLEGE
Associates Degree: Psychology
Rexburg, Idaho
(1998)

TEACHING EXPERIENCE

Instructor – University of West Florida
(Spring 2015-current)
Affiliate Professor, Fieldwork Coordinator – GVSU, MI
(Fall 2012-Fall 2014)
Visiting Professor – GVSU, MI
(Fall 2008-Sum 2012)
Teaching Assistant – GVSU, MI
(Winter 2008)

Undergraduate Courses Instructor of Record
• Physiological Basis of Strength Development
• Aging and Physical Performance
• Nutrition and Health (online)
• Principles of Nutrition (online)
• Internship/Fieldwork in Exercise Science
• Exercise Testing and Prescription for Special Populations (online & classroom sections)
• Advanced Strength and Conditioning for Athletic Performance
• Lab Practicum in Exercise Science (advanced measurement and evaluation)
• Exercise Testing Lab (measurement and evaluation)
• Exercise Physiology
• Foundations of Physical Education, Exercise Science, and Sport
• Methods of Teaching Fitness

CERTIFICATIONS

CSCS – NSCA Certified Strength & Conditioning Specialist
(2007 – current)
Employment Experience

Fitness Services Director/Personal Trainer  (Apr 2003 – Sept 2014)
ENDURANCE FITNESS CENTERS (Walker, MI)
Duties included:
• Fitness assessments, including body composition testing
• Hiring, Mentoring, and Evaluation of training staff
• Designing and implementing individualized workout programs for members
• Instructor for Yogafit, boot camp, and sports conditioning classes
• Personal training, sales, promotions, and new marketing
• Participated in management, sales, marketing, and community presentations
• Created, compiled and analyzed an ‘Elite Survey’ to assess member satisfaction

Morning Manager / Personal Trainer  (Apr 1999 – Jul 2002)
GOLD’S GYM (Omaha, NE)
Duties included:
• Sold individual and corporate memberships
• Created and coordinated sales efforts, promotions
• Computed daily, weekly and monthly sales reports and analyses
• Supervised staff employees and subcontractors
• Performed gym inventory audits
• Conducted interviews for potential employees
• Trained gym staff in areas of customer service, sales, contracts, etc.
• Oversight of new membership contracts – editing, computer tracking, etc.
• Ability to work with a diverse population – both customers and associates
• Designed individualized workout programs for members
• Provided body composition testing
• Worked with both athletic and special populations

Data Collections Supervisor  (Jul 1999 – Jul 2002)
NATIONAL INSTITUTE OF JUSTICE ARRESTEE DRUG ABUSE MONITORING PROGRAM (OMAHA, NE)
Responsibilities of the position included;
• Interviewed recently arrested and booked individuals in Douglas County, NE
• Supervised onsite interviewing staff and security issues
• Coordinated data collections between government agencies and program staff

Publications


**AUTHORED RESEARCH REPORTS**


Crawley, W. & Elquist, A. (2001). *The ADAM Difference: Insight into a Distinct Population*. Created for dissemination to the Omaha ADAM Local Coordinating Counsel, University of Nebraska. Omaha, Nebraska.

• this special report was disseminated to public policy makers and system workers in the city of Omaha and across the state of Nebraska.

**RESEARCH ACTIVITIES IN PROGRESS**

Crawley, A., Adlof, L, Cosio-Lima, L. & Crawley, W. (2015-2016) Currently collecting data on UWF ROTC cadets to determine the effect of adding a periodized training program to their physical training. Also evaluating effectiveness of current physical fitness training program on PFT scores and the risks of injury.

Cosio-Lima, L., Adlof, L., & Crawley, A. (Spring 2016) Participated in writing a UWF fellowship grant for $6,000 in funding for scholarly research entitled: Inflammatory markers in firefighters and other tactical athletes, Phase II. **Awarded summer 2016.**

Kenny, D. M., Crawley, A., & Greska, E. (Fall 2016) Currently collecting data for research entitled “The effects of a 10 week TPI golf specific workout regimen on hip velocity, club head velocity, the x factor, and kinematic sequencing on NCAA Division II male and female golfers.”

Fraser, M., Cosio-Lima, L. & Crawley, A. (Fall 2016 – Fall 2017) Currently collecting data for research entitled “The effect associated with a twelve week periodized strength and conditioning program on full-time law enforcement officers.”
SERVICE – UNIVERSITY, PROFESSIONAL, COMMUNITY, ETC.

Co-Chair – Fitness and Conditioning Program (UWF), F15-current

Committee member and Instructor – UWF College of Health summer program: Careers Revolving around Science and Health (C.R.A.S.H.) Camp, Summer 16

Faculty Advisor – UWF Olympic Weightlifting Club, Spring 16-current
This is a student lead club that is developing Olympic lifters to compete in various weight classes in the international weightlifting federation (IWF) and USA weightlifting events.

Fieldwork Coordinator – Exercise Science Fieldwork Coordinator (GVSU), F12-F14
Facilitate administration of the Exercise Science fieldwork education program to include course curricular requirements. Participate in the fieldwork education planning process, including weekly meetings and collaboration with the Exercise science Internship Coordinator. Develop and update policies and procedures related to fieldwork. Verify on-site supervision (worksite supervisors meet standard industry qualifications) and collect Memorandum of Fieldwork Agreement between worksites and GVSU. Regularly participate in developing, maintaining, assisting, monitoring, and evaluating fieldwork placement sites. Update and maintain fieldwork website materials. Provided individual advising regarding fieldwork placement (in person, by email, and phone) to exercise science students. Evaluate fieldwork student learning experiences, progress and outcomes to make adjustments to the upcoming semesters. Network across the community to develop new fieldwork experiences and maintain current partnerships.

Committee Member – Exercise Science Program Committee (GVSU), F08-F14
Contribute to program development and curriculum revision ideas. Proposed a new syllabus for Advanced Strength and Conditioning for Athletic Performance

Faculty Advisor – Exercise Science Club, F08-SS12 (60 active student members)
This club is designed to enhance communication with the exercise science program, faculty and students, with regards to conference and research opportunities, community service, graduate school admissions, internships and fieldwork, program advising, etc

Student Advisor – GVSU Exercise Science, F08-F14 (40-50 students a semester)
I meet with, communicated with, and advise students with regards to curriculum requirements, changes and substitutions. Performed graduation audits and wrote recommendations for students for employment or graduate school opportunities. I also regularly discussed the many career opportunities for students in exercise science and other health related careers.
Freshman Orientation – Faculty Advisor, SS09 (10 students per session/10 sessions)
I was invited to work as a faculty advisor for GVSU freshman orientation. This experience required a well developed knowledge of Grand Valley’s general education curriculum. I participated in daily sessions throughout the summer receiving highly positive feedback in my evaluations and was noted by Freshmen Orientation Directors as having not made any errors in assisting students scheduling of courses.

Internship Supervisor – W09, SS09, W10, SS11, SS12, SS14 (35 students total)
Maintained weekly reviews of exercise science students’ internship sites and performed site visits. Communicated with site supervisors regarding students’ performance and preparedness for the internship experience.

Fieldwork Supervisor – F09 (Leonard La Garde III)
I was able to professionally provide a strength and conditioning/personal training fieldwork experience for an exercise science student. Through my position as head personal trainer for Endurance Fitness Center on Alpine, I was able to supervise a student’s opportunity to utilize their current knowledge base in a practical setting. After extensive shadowing and supervision Leonard was able to conduct his own sessions in a safe and effective manner. We meet on a weekly basis to discuss his experiences or concerns and developed strategies to overcome any challenges.

Senior Neighbors Wellness Committee – Committee Member, W08 – SS12

AWARDS AND RECOGNITIONS

Grand Rapids Magazine (Jan 2009) vol 46: (1) Top personal trainers in the GR area.

PROFESSIONAL PRESENTATIONS

INTERNATIONAL:


NATIONAL:


Crawley A, and Sherman, R (2013) Invited presentation at the National Presentation at NSCA TSAC Conference in Norfolk, VA – April 16-18th. Title “Police Academy Cadets: Methods of Fitness Testing and Training”.

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REGIONAL:


Crawley A. (Feb 2000- Mar 2001) Media Fitness Consultant for Channel 3 KMTV mid-day news. Ten minute live news reports presenting various fitness and health topics to a viewing audience of approximately 300,000.

PROFESSIONAL CONFERENCES, WORKSHOPS, SEMINARS

NSCA TSAC Conference in Norfolk, VA – April, 2013
NSCA National Conference in Richmond, VA – July, 2012
Michigan ACSM Annual Conference in Treetops, MI – February, 2009
ACSM Annual Conference in Indianapolis, IN – May, 2008
Michigan ACSM Annual Conference in Treetops, MI – February, 2010

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

National Strength and Conditioning Association, Member
American College of Sports Medicine, Member
USA Weightlifting, Member
Yogafit Worldwide, Instructor
National Physique Committee, Competitor
National Honors Society, 2000 Inductee
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.
Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of West Florida

University Submitting Proposal: Fall 2017

Proposed Implementation Term: Legal Studies, Public Administration, and Sport Management

College of Education and Professional Studies

Name of College(s) or School(s): College of Education and Professional Studies

Name of Department(s)/Division(s): Legal Studies, Public Administration, and Sport Management

Sports

Academic Specialty or Field: Bachelor of Science in Sport Management

Complete Name of Degree: Bachelor of Science in Sport Management

31.0504

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

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 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>
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<tr>
<td>Year 5</td>
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</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 proposed degree program is the Bachelor of Science in Sport Management (BSSM) at the University of West Florida (UWF). The proposal entails converting the existing Sport Management specialization in the Bachelor of Science Health, Leisure, and Exercise Science degree program (BSHLES) to a stand-alone BSSM degree program. The BSSM degree program requires 120 hours to complete and will serve the education and workforce needs of Northwest Florida students and employers. The UWF BSSM degree program will provide an opportunity for regional students to earn a readily identifiable degree for employment in the sport industry. The BSSM degree program will meet the needs of regional and statewide employers seeking candidates with a recognizable and accepted credential.

   Students and employers have come to rely on quality sport management education in Northwest Florida, as demonstrated by the BSHLES degree program’s enrollment growth and job placement. The Sport Management specialization within the BSHLES degree program has experienced consistent growth since it was first offered at UWF in Fall 2004. The Sport Management specialization has grown from fewer than 30 majors in Fall 2004 to 158 in Fall 2016, averaging 121 enrolled students between Fall 2011 and Fall 2015. In the BSHLES degree program the Sport Management specialization experienced a 12% growth in the number of students between Fall 2015 and Fall 2016.

   The Sport Management degree program is designed to prepare students for entry-level careers in the sports industry and for further study in graduate school. Graduates may find employment in intercollegiate athletic administration, municipal park and recreation departments, community sports programs, professional sport leagues and teams, amateur sports organizations, and other commercial sport industry firms such as fitness and activity centers, sport camps, and sport merchandisers. The degree program requires two field placements to developing students’ experience, networking, and career goals. In 2016, Florida was 79% above the national average for the number of jobs in the U.S. Bureau of Labor and Statistics occupation code 27-2099 (Entertainers and Performers, Sports and Related Workers) (source: UWF Office of Economic Development and Engagement). A recent occupation overview, completed by the UWF Office of Economic Development and Engagement, projects that Florida will experience a 6.8% growth in occupation code 27-2099 over the next 10 years.

   Examples of regional and statewide sport and entertainment firms that have hired graduates from UWF’s BSHLES Sport Management specialization program include: Morale, Welfare, and Recreation on Naval Air Station-Pensacola and Eglin Air Force Base; City of Pensacola Parks
and Recreation; the Miami Dolphins; the Tampa Bay Rowdies; the Pensacola Ice Flyers; Pensacola Sports; the City of Gulf Breeze Recreation; Universal Studios; Tallahassee Parks and Recreation; the Pensacola Blue Wahoos; RDV Sportsplex; Pensacola State College; and UWF Intercollegiate Athletics.

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The proposal for the BSSM degree program was presented to the Council of Academic Vice Presidents (CAVP) on December 13, 2015. The CAVP review group raised no concerns.

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

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).

The proposed BSSM degree program is consistent with the 2012-2025 SUS Strategic GOAL: Teaching and Learning: Strengthen Quality & Reputation of Academic Programs and Universities

Sport Management, as a discipline, focuses on the business of sport. Specifically, the North American Society for Sport Management (NASSM) broadly defines Sport Management as a field concerned with the coordination, production, and marketing of sport services (source: NASSM https://www.nassm.com/NASSM/Purpose). A degree in Sport Management communicates to employers that the candidate has preparation in planning, organizing, leading, and evaluating spectator and participant sport services. A Health, Leisure, and Exercise Science degree does not clearly identify to employers or students the specific skill sets associated with sport management education or professional preparation. Offering the BSSM specialization as a stand-alone degree program strengthens the quality of the program at UWF for both students and regional employers.

The proposed BSSM program is consistent with the 2012-2025 SUS Strategic GOAL: Community and Business Engagement: Increase Community and Business Workforce
The proposed BSSM degree program increases the university's ability to meet community and business workforce needs. The approved BSSM degree program will allow community, regional, and statewide employers to better identify qualified candidates. The BSSM degree program will allow students and employers to differentiate between sport management candidates and other BSHLES degree program candidates.

Florida has nearly double the rate of jobs per thousand in the occupation code 27-2099 (Entertainers and Performers, Sports and Related Workers) than any other state (source: U.S. Bureau of Labor and Statistics [http://www.bls.gov/oes/current/oes272099.htm](http://www.bls.gov/oes/current/oes272099.htm)). The UWF Office of Economic Development and Engagement projects a statewide 6.8% growth in Entertainers and Performers, Sports and Related Workers. Students with a BSSM degree will be qualified to fill a number of these occupations. According to the UWF Office of Economic Development and Engagement, statewide employment in sport and recreation instruction is expected to grow 24% in the next decade. In 2016, Florida is 21% above the national average for promoters of performing arts, sports and events (source: UWF OEDE [http://uwf.edu/offices/oede/](http://uwf.edu/offices/oede/)). Sports and entertainment promoters in Florida earn an average salary of nearly $38,000 and opportunities are projected to grow at least 8% in 2016 (source: UWF OEDE [http://uwf.edu/offices/oede/](http://uwf.edu/offices/oede/)).

**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 BSSM 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.**

The proposed BSSM degree program will be delivered at the UWF main campus with a portion of courses offered via the online 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.

The Sport Management specialization of the BSHLES degree program averaged 121 enrolled students between Fall 2011 and Fall 2015. Between Fall 2015 and Fall 2016, the Sport
Management specialization of the BSHLES degree program experienced a 12% growth in the number of majors. The proposed BSSM degree program meets a documented need for a traditionally underserved population. The Sport Management specialization of the BSHLES serves a large proportion of African-American students at the university. In Fall 2015, African American students represented 12.5% of UWF’s undergraduate student body, while African American students represented over 26% of the Sport Management specialization of the BSHLES degree program.

In addition to serving student demand, the Sport Management specialization of the BSHLES degree program has served industry and workforce needs of the community since 2004. An October 2014 report by Price Waterhouse Cooper estimates an approximately 24.5% nationwide growth in the sport industry between 2014 and 2019. Continued expansion of the sport industry and growing demand for qualified professionals precipitates the need for the proposed degree program. The U.S. Bureau of Labor Statistics estimates an average 5% job growth from 2014-2024 across all occupations in the Spectator Sport Industry. Several sport media and marketing occupations are estimated to grow 13-20%. Industry employers will seek candidates with the more recognizable BSSM degree. Students interested in working in any segment of the sport industry will need the knowledge, skills, and recognizable credential provided by the BSSM degree program.

The UWF Sport Management specialization within the BSHLES degree program has a history of providing service to the community through student field placements and collaborative projects. The degree program has provided service to local firms through market analyses, capital improvement planning, master and strategic planning, event management, marketing and advertising planning, and a variety of project based management services. Limited examples of the program’s research and service efforts include the following:

- City of Pensacola: Parks needs assessment project
- Pensacola Sports: Sponsored events economic impact study
- Argo Adventure Camp: Special events services
- Pensacola Sports: Pensacola marathon risk management planning
- Pensacola Blue Wahoos: Internship placements
- Pensacola Ice Flyers: Merchandise and promotions staffing
- UWF Football: Fan satisfaction assessment
- Pensacola NAS Morale, Welfare, and Recreation: Internship placements

**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.

The Sport Management specialization began in 2004 with fewer than 30 students and has grown to sustain approximately 120 enrolled students. The Fall 2016 headcount for the Sport Management specialization in the BSHLES degree program was 158 students (Table 1 and Table 2).
Table 1. Sport Management Specialization Enrollment and Graduation Trends (Fall 2011-Fall 2015)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolled</strong></td>
<td>118</td>
<td>136</td>
<td>115</td>
<td>119</td>
<td>118</td>
</tr>
<tr>
<td><strong>Graduates</strong></td>
<td>16</td>
<td>20</td>
<td>33</td>
<td>18</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 2. Students with a Sport Management Major in the BSHLES Degree Program (Fall 2015-Fall 2016)

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Management</td>
<td>139</td>
<td>158</td>
</tr>
</tbody>
</table>

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). If needed, provide data that support the need for an additional program in a separate appendix.

UWF’s proposed BSSM degree program would become the fourth in the state. Transitioning from a Sport Management specialization in the BSHLES degree program to a BSSM degree program is not expected to impact the enrollment in other SUS peer institutions. The BSSM degree program will benefit the Northwest Florida student market in terms of employment and expectations, but is not expected to attract an appreciable number of new students statewide. UWF sport management faculty have communicated with FSU faculty regarding developing an express admission or advanced standing process for UWF Sport Management graduates interested in obtaining an advanced degree at FSU. The BSHLES degree program Sport Management specialization has been offered in Northwest Florida consistently since 2004. Table 3 lists the substantially similar programs in the SUS.

Table 3. Similarity with Public and Private University and College Degree Programs in Florida

<table>
<thead>
<tr>
<th>Institution</th>
<th>Public/Private</th>
<th>Location Offered</th>
<th>CIP Code</th>
<th>Degree Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State University</td>
<td>Public</td>
<td>Tallahassee</td>
<td>31.0504</td>
<td>Sport Management</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>Public</td>
<td>Jacksonville</td>
<td>31.0504</td>
<td>Sport Management</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Public</td>
<td>Gainesville</td>
<td>31.0504</td>
<td>Sport Management</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 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

The enrollment projections are based upon historical enrollment data for the existing Sport Management specialization within the BSHLES degree program. The projections assume a modest 3% enrollment growth each year until year five. The student attributes projected in Appendix A, Table 1 are based upon the attributes of the 139 majors in Fall 2015. Enrollment headcount for Fall 2016 is up to 158 majors. There are no anticipated changes in the rates of undergraduate transfers or changes of major due to the conversion of the specialization to a stand-alone degree program.

**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.

**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 projected costs and funding sources associated with offering the proposed stand-alone BSSM degree program are based upon the resources currently allocated to the Sport Management specialization in the BSHLES. Appendix A, Table 2 reflects continuing E&G funding for existing faculty salaries and benefits. Table 2 also reflects one-third of 1 FTE in continuing funding of the Office Administrator position for the Legal Studies, Public Administration, and Sport Management Department. The table includes continuing allocation of one-third of the department’s budget to the Sport Management degree program with a 3% inflationary increase. Finally, the most significant new cost associated with the BSSM degree program is the addition of an Assistant Professor. The cost of program delivery is not anticipated to change significantly. The majority of financial resources needed to implement and deliver the
BSSM degree program are presently allocated to the Sport Management specialization within the BSHLES degree program.

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

UWF does not intend to operate the program through continuing education on a cost-recovery basis, 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).

The resources that will be used to offer the proposed BSSM degree program are already allocated to the Sport Management specialization within the BSHLES degree program. The approval of the BSSM degree program is not anticipated to affect the enrollment or resources of other undergraduate programs at UWF. The increased visibility of the stand-alone program may allow a small number of continuing students to choose Sport Management as a major. Interested students have had the option to choose the Sport Management specialization since 2004. Therefore, we anticipate the enrollment impact on other undergraduate programs to be minimal. The increased internal visibility of the program may uncover new partnerships or collaborations on campus for student research and service.

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).

The curriculum for the BSSM degree program is currently being delivered as the Sport Management specialization within the BSHLES degree program. Enrollment projections suggest a relatively stable 3% growth in the degree program over the next five years. Minimal impact to programs offering major related courses is anticipated, because the vast majority of student
enrollment already exists. Related programs in Management, Marketing, and Communication Arts that offer courses in the Sport Management degree program curriculum may experience an equivalent increase in student demand for these courses.

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

The Sport Management degree program is developing an advisory board comprised of local sport management professionals and executives from sport management firms in the region. The purpose of the advisory board is to connect the program to resources in the community, as well as to advise on curriculum and student success.

In addition, regional firms continue to support the program’s efforts by providing field placement and employment for UWF BSHLES Sport Management specialization graduates. The Sport Management specialization of the BSHLES degree program has many successful partnerships in the community including the following:

- Pensacola Blue Wahoos
- Pensacola Sports
- Pensacola Ice Flyers
- FedEx Orange Bowl
- ProCamps US
- Morale, Welfare, and Recreation
- Gulf Coast Texans
- City of Pensacola
- City of Gulf Breeze
- West Florida Baseball
- Orlando Magic
- Stonebrook Golf Club
- Marcus Point Golf Club

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 stand-alone BS in Sport Management degree program at UWF supports institutional goals by responding to the changing needs of the region, state, and nation. The BSSM degree program furthers the institution’s academic master plan. The most recent (2009-2010) BSHLES degree
program external program review noted the diversity of specializations within the degree to be a weakness.

The Sport Management specialization of the BSHLES degree program has been engaging the community and addressing the needs of North West Florida’s employers. A stand-alone BSSM degree program supports the university through increased visibility associated with a stand-alone degree program. Finally, the stand-alone BSSM degree program benefits the state and local community because sport management education at UWF appeals to a historically underserved population.

V. Access and Articulation – Bachelor’s Degrees Only

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

The proposed BSSM 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.
The Sport Management specialization within the BSHLES degree program is currently offered under CIP 31.0501 (Health and Physical Education, General). The curriculum for the stand-alone degree program aligns with the common prerequisites for CIP 31.0504 and aligns with the State University System of Florida’s curriculum from the common prerequisite manual. Students can choose any course within the prefix in three of the four common prerequisite areas. Similar to the State University System of Florida curriculum, there is no requirement in the area of PET or BSC X085&L. The common prerequisites for the proposed degree program are included in Appendix C.

The proposed common prerequisites are required for both native and transfer students prior to entrance into the major program. There are no additional common prerequisites required for the proposed program.

**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>
<thead>
<tr>
<th>Choose One:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN XXXX</td>
<td>Courses with a finance emphasis</td>
</tr>
<tr>
<td>MAR XXXX</td>
<td>Courses with a marketing emphasis</td>
</tr>
<tr>
<td>GEB XXXX</td>
<td>Courses with a general business emphasis*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose One:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN XXXX</td>
<td>Courses with a management emphasis</td>
</tr>
<tr>
<td>BUL XXXX</td>
<td>Courses with a business law emphasis</td>
</tr>
<tr>
<td>CGS XXXX</td>
<td>Courses with a general computer emphasis</td>
</tr>
<tr>
<td>STA XXXX</td>
<td>Courses with a statistics emphasis</td>
</tr>
<tr>
<td>ACG XXXX</td>
<td>Courses with a general accounting emphasis</td>
</tr>
<tr>
<td>REE XXXX</td>
<td>Courses with a real estate emphasis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose one</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HFT XXX</td>
<td>Courses with a hospitality management emphasis</td>
</tr>
<tr>
<td>ECO XXXX</td>
<td>Courses with a economics emphasis*</td>
</tr>
<tr>
<td>SDS XXXX</td>
<td>Courses with a student development emphasis</td>
</tr>
<tr>
<td>COM XXXX</td>
<td>Courses with a communication emphasis</td>
</tr>
</tbody>
</table>

| Total Hours | 9 |

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

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

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

The proposed BSSM degree 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).

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 BSSM degree program supports the institution’s mission by providing students in the local region access to a high-quality and relevant undergraduate degree. The transition to the BSSM degree program will assist aspiring sport managers by providing them with a recognizable degree. Currently, students who choose to specialize in sport management at UWF may be disadvantaged in the job market by not having a BSSM degree. The BSSM degree program will improve graduates’ ability to communicate to employers and stakeholders the clear focus of an education in the field of sport management. COSMA accreditation will ensure the quality of preparation employers can expect from Sport Management graduates, while supporting the institution’s focus on ensuring quality undergraduate education.

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.

One of UWF’s strengths is its commitment to allowing access to traditionally underserved groups. A significant portion of UWF students are first generation college students. In AY 2012-
2013 50% of baccalaureate degrees awarded at UWF were to students who had received a Pell Grant. The BSSM degree program assists UWF in recruiting a diverse student population.

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.

Pursuant to BOG Regulation 8.015, all academic departments at UWF conduct program reviews every seven years. The department of Health, Leisure, and Exercise Science conducted a program review in 2010. Reviewers suggested that the BSHLES degree program was comprised of too many disparate specializations, including the Sport Management specialization. The department began to explore specializations with stand-alone potential. In 2011, Sport Management faculty began a curriculum modification process to align the specialization with Commission on Sport Management Accreditation (COSMA) standards. COSMA accreditation requires the program to be a stand-alone BSSM degree program. In 2013, the university participated in academic reorganization. The Sport Management specialization moved to the College of Education and Professional Studies with the intention of the specialization becoming a stand-alone degree program.

Since the 2013 reorganization, the Sport Management specialization of the BSHLES has been working towards becoming a viable stand-alone degree program, and one that fits with the mission of the College of Education and Professional Studies and the university. The program faculty has worked to align the curriculum, student learning outcomes, and assessment practices with COSMA accreditation standards. The Sport Management specialization is poised to become a stand-alone degree program and to earn COSMA accreditation.

Table 5. BSSM Degree Program Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>HLES Department Administration</td>
<td>Exploring the viability of Sport Management as a stand-alone major</td>
</tr>
<tr>
<td>2011</td>
<td>Sport Management Faculty</td>
<td>Program and curriculum modification</td>
</tr>
<tr>
<td>2012</td>
<td>Sport Management Faculty</td>
<td>Internal COSMA review</td>
</tr>
<tr>
<td>2013</td>
<td>University Administration</td>
<td>Academic reorganization</td>
</tr>
<tr>
<td>2015</td>
<td>Sport Management Faculty</td>
<td>Outcomes Assessment Review</td>
</tr>
<tr>
<td>2015</td>
<td>Department Administration and College Dean</td>
<td>Program pre-proposal</td>
</tr>
<tr>
<td>2016</td>
<td>Department Administration and University Deans</td>
<td>Articulate curriculum changes</td>
</tr>
<tr>
<td>2016</td>
<td>Department Administration and College Dean</td>
<td>BOG request to offer</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.

The Health Leisure and Exercise Science degree program completed its most recent program review in 2010. The review included all HLES specializations including: Athletic Training, Exercise Science, Physical Education, and Sport Management. The primary recommendations of the review team were to hire additional faculty, develop partnerships and alliances with local agencies, and seek endorsement, accreditations, or program distinctions. The HLES department has been successful in hiring additional faculty for all programs. This includes the hiring of a second sport management faculty member in 2012. The department has also developed additional career and research partnerships throughout the community. HLES has had recent success in procuring external funding to outfit its labs and support research in Exercise Science. The Athletic Training specialization reaffirmed its accreditation with Commission on Accreditation of Athletic Training Education and the Physical Education specialization received National Council for the Accreditation for Teacher Education accreditation. The proposal for the stand-alone BSSM degree program is a critical step in seeking accreditation. The College of Education and Professional Studies supports this new stand-alone degree program as part of the professional bachelor’s degree program offerings.

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 D for the Sport Management Academic Learning Compact and Curriculum Map.

Student Learning Outcomes:
Successful UWF Sport Management graduates should be able to demonstrate the following:

Content
- Connect the fundamental principles of sport management to various sport management practices
- Describe key functions of management, marketing, finance, communication, and law to sport management and their applications in a practical environment
- Recognize issues of globalization and governance that occur in sport
- Identify professional and career opportunities in the sport industry

Critical Thinking
- Employ basic qualitative and quantitative research skills to assess current issues in sport management practice
• Utilize appropriate information to assist in decision-making and to solve problems in an ethical context

Communication
• Author clear and effective written communication products appropriate for sport business
• Create and deliver effective oral presentations appropriate for sport business

Integrity/Values
• Identify ethical dilemmas encountered in sport management and apply personal and professional principles of “good practice”
• Demonstrate sensitivity and engage in respectful behavior with respect to individual differences, including ethnicity, culture, gender, age, race, sexual orientation, physical differences, and religion

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


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”). Admission and graduation requirements are available from the University of West Florida Catalog (Appendix E; 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.

RESPONSE:

The proposed BSSM degree program includes 120 semester credit hours. In the lower division, the curriculum includes 36 semester credit hours of state and university required general education, 9 semester credit hours of state common prerequisites, and 15 semester credit hours of lower division electives. In the upper division, sport management majors are required to complete 21 semester hours of major coursework and 9 hours of practicum. Students can complete the remaining 30 hours of upper division coursework by choosing approved upper division courses in accounting, communication, economics, management, marketing, psychology, or sport management. The curriculum relies heavily on courses delivered by business and communication faculty. Students may also repeat SPM 4945, a practicum course, for an additional 3 semester credit hours of upper division credit.
d. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Table 8. Sample Sport Management Degree Sequence

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Name</td>
<td>SCH</td>
</tr>
<tr>
<td>ENC1101</td>
<td>English Comp. I</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Studies</td>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>MAC1105</td>
<td>College Algebra</td>
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<tr>
<td>ECO2013</td>
<td>Macroeconomics</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freshman Year</td>
<td>15</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Semester 3</td>
<td>Semester 4</td>
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<td>SCH</td>
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<td>STA2023</td>
<td>Elements of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Studies</td>
<td>Elective</td>
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</tr>
<tr>
<td>FINXXXX</td>
<td>Finance Course</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sophomore Year</td>
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<table>
<thead>
<tr>
<th>Junior Year</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Semester 5</td>
<td>Semester 6</td>
<td></td>
</tr>
<tr>
<td>Course No.</td>
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<td>SCH</td>
</tr>
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<td>SPM3004</td>
<td>Intro. Sport Man.</td>
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<td>ACG3082</td>
<td>Acctng. for NonMajors</td>
<td>3</td>
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<tr>
<td>MAN3025</td>
<td>Management Fund.</td>
<td>3</td>
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<td>MAR3023</td>
<td>Marketing Fund.</td>
<td>3</td>
</tr>
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<td>SPM3115</td>
<td>Org./Man. Sport</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Junior Year</td>
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</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
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<th></th>
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</thead>
<tbody>
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<td>Semester 7</td>
<td>Semester 8</td>
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</tr>
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<td>Course No.</td>
<td>Course Name</td>
<td>SCH</td>
</tr>
<tr>
<td>SPM3104</td>
<td>Sport Fac. Event Man.</td>
<td>3</td>
</tr>
<tr>
<td>SPM3306</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPM4503</td>
<td>Econ. Issues Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPM4723</td>
<td>Sport Law</td>
<td>3</td>
</tr>
<tr>
<td>SPM4003</td>
<td>SM Career Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Senior Year</td>
<td>15</td>
</tr>
</tbody>
</table>
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.

COM 3003 Integrated Advertising and Public Relations Concepts
Survey of advertising and public relations methods. Emphasis on preparation of advertisements, professional communication strategies and tactics, use of industry standard research methods, and communication campaigns. This course serves as the foundation for all other advertising & public relations courses.

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

ECO 2013 Principles of Economics Macro
Introduction to economics with emphasis on the study of aggregate economic activity, national income, price level determination, and economic growth and development.

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.

ENC 1101 English Composition I
Introduction to academic writing and research at the college level. Course focuses on rhetorical practice, the writing process, language, style, argument, source analysis, critical thinking, and documentation. Students will learn to organize and present ideas and information effectively in argumentative essays supported by research.

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

MAC 1105 College Algebra
Provides the concepts and techniques of algebra that are needed to understand subjects such as statistics and economics, which contain a considerable amount of quantitative reasoning. Is additionally a preparatory course for the study of calculus. Major topics include: the concept of functions, graphs of functions and relations, operations on functions, rational functions, exponentials and logarithms, systems of equations and inequalities, applications. Prerequisite course or appropriate score on placement test is required.
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. Content includes planning, organizing, leading, control, employment cycle, organization design, and motivation.

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. Topics include personality, motivation, leadership, communication, power, change, and conflict.

MAN 3301 Human Resource 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.

MAR 3023 Marketing Fundamentals
Function of marketing in our 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.

PSY 4832 Sport and Exercise Psychology
Introduces students interested in psychology, exercise science, physical education, sports medicine, coaching, athletic training or fitness instruction, to principles of psychology as applied to sports and exercise. Topics covered include methods of performance enhancement and mental training, exercise adherence, violence in sports, effects of sports on children, team dynamics, and drug and steroid use among athletes.

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. It serves as a foundation for students' further studies in various subject areas in the field/profession of sport management, such as sport marketing, sport law, sport facility and event management, economics of sport, sport finance, etc.

SPM 3104 Sport Facility and Event Management
An introduction to sports facilities that focuses on elements of planning, design, and management, while examining event management functions related to maintenance, security, operations, and evaluation. Emphasis will be focused on problem solving utilizing class discussions, guest speakers, and facility site visitations as feasible.

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. Students will also learn how a variety of management and leadership practices impact sport organizations.

**SPM 3306 Sports Marketing**
Topics and issues involved in the promotion and marketing of sporting events, products, and services will be discussed. Examination of the evolution, theories, and practical applications of marketing strategies and current issues relative to social, political, ethical, and cultural environments will be presented.

**SPM 3403 Sport Media**
Examines 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.

**SPM 4003 Sport Management Career Seminar**
Designed to prepare and assist students entering the workforce by completing a field experience and participating in classroom discussions. Students will learn job seeking skills including job searching, creating quality application documents, interviewing, networking, and professionalism. The primary objective of this course is to have students secure their ideal internship. It is taken the semester prior to students’ internship/capstone course. Must complete 12 hours of SPM 3/4000 level courses.

**SPM 4012 Sociology of Sport**
Students are introduced to the fundamental concepts of sports and sociology and examine various social phenomena taking place relating to sports such as violence and sports in schools and colleges. It introduces students to an array of social theories that apply to analyzing some social issues related to sports such as race and ethnicity, gender, social class, politics, and religion. This course will generate the awareness for students to understand the importance of, and paying attention to, the social functions of sports played in today’s society.

**SPM 4503 Economic Issues in Sport**
Introduction to the fundamental concepts of sport economics and economic strategies in the sport industry. Students' knowledge of sport products and practical skills for evaluating economic decision-making as part of a sports management team are developed. Open only to Juniors and Seniors.

**SPM 4505 Principles and Issues in Sport Finance**
Students will gain the knowledge necessary to successfully financially manage budget, account, ascertain funding, and navigate other complex sport finance issues. The specific financial implications of managing a sport related business are covered.

**SPM 4604 Sport Governance**
A study of the growing spread and development of sport throughout the world as well as how the governing bodies involved affect the structure, organization, and delivery of sport.
SPM 4723 Sport Law and Risk Management
An introduction to the legal concepts that may significantly affect one's career in management of amateur or professional sports, and of other areas in sport operations. Topics of discussion primarily focus on the legal issues involved in business practices in the sport industry using a case analysis format.

SPM 4945 Senior Capstone
This capstone experience for Sport Management majors provides opportunities for students to put theory into practice through active participation in an appropriate sport organization. While students are able to gain some experience in the field supervised by practitioners in the sport industry, academic support from faculty is provided to ensure students accomplish the goals and objectives planned by the student, the academic instructor, and the field supervisor. Students will complete a capstone project that should advance their learning experience, as well as potentially benefit the sport organization for which they work. The course is repeatable for up to 12 semester credit hours. Departmental permission is required. Approval by academic adviser and program director is required.

STA 2023 Elements of Statistics
Fundamental statistical concepts. Probability, inference, estimation, hypothesis testing.

SYG 2000 Introduction to Sociology
Fundamental principles concerning social relationships, social interaction and social structure. Satisfies Florida Common Core Social Sciences requirement.

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

The proposed BSSM degree program does not belong to a science or technology discipline.

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.

The stand-alone program will begin by joining COSMA as a program member. In the program’s first year the university will perform an internal self-study of accreditation standards. In year two, the program will make any identified modifications to the curriculum and assessments and apply for candidate status. In year three, the BSSM degree program will host the required site visit.

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?
The proposed BSSM degree 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.

The proposed BSSM degree program will be delivered in a traditional method on the UWF main campus. A small percentage of courses may be offered through the online campus. The Sport Management specialization of the BSHLES degree program has been delivered via this delivery method since 2004. This proposal does not suggest changing the delivery system for the program. The traditional delivery does not require specialized services or greater than normal financial support.

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).

Dr. Charlie Song = 100%
Dr. Matthew Ruckman = 100%

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.

The costs for faculty are included in Table 2. The costs presented are the actual faculty costs currently allocated to the Sport Management specialization faculty.
c. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty vitae in Appendix D include the following faculty who will be supporting the proposed degree program:

1. Dr. Charlie Song
2. Dr. Matthew Ruckman

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.

Faculty in the Sport Management specialization of the BSHLES degree program is actively engaged in research, teaching, and service. One existing faculty member is currently on an Instructor line and does not have research expectations. (Table 8; Table 9; Table 10).

Table 8. Sport Management Specialization Faculty Research

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Project Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>Song, C.</strong> (2006). The analysis of Beijing’s sport market and the developmental strategies for the city's sport industry. Researches on the</td>
</tr>
</tbody>
</table>
Table 9. Sport Management Specialization Faculty Teaching

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Courses Taught</th>
</tr>
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<tbody>
<tr>
<td>Dr. Charlie Song</td>
<td>• HLP 3300 Organization and Administration of Professional Programs</td>
</tr>
<tr>
<td></td>
<td>• HLP 4722 Health and Physical Education for Elementary Teachers</td>
</tr>
<tr>
<td></td>
<td>• HLP 4922 Field Experiences</td>
</tr>
<tr>
<td></td>
<td>• HLP 4940 Internship in Sport Management</td>
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<td></td>
<td>• PET 3020 Foundations of Physical Education and Sport Management</td>
</tr>
<tr>
<td></td>
<td>• SPM 3004 Introduction to Contemporary Sport Management</td>
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<td></td>
<td>• SPM 3104 Sport Facility and Events Management</td>
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<td></td>
<td>• SPM 3306 Sport Marketing</td>
</tr>
<tr>
<td></td>
<td>• SPM 3905 Directed Studies</td>
</tr>
<tr>
<td>Dr. Matthew Ruckman</td>
<td>• Authored and granted $1,800 from the Northwest Florida Asset Valuation and Marketing Support Program. The City of Pensacola matched the grant funds to create a $3,600 project grant. The grant supported a physical inventory of the city’s parks system.</td>
</tr>
<tr>
<td></td>
<td>• Co-authored, Drost, D. K., Wirth, C. K., Keck, L., &amp; Ruckman, M.</td>
</tr>
<tr>
<td></td>
<td>(2015). Manipulating feedback during physical education climates:</td>
</tr>
<tr>
<td></td>
<td>Immediate effects on motivation and skill performance. Research</td>
</tr>
<tr>
<td></td>
<td>Quarterly for Exercise and Sport, 86(July), A122.</td>
</tr>
<tr>
<td></td>
<td>• Co-authored, Ruckman, M. S., &amp; Bridges, F. S. (2014). Compliance</td>
</tr>
<tr>
<td></td>
<td>with Title IX among historically black colleges and universities 2003</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Faculty</th>
<th>Courses Taught</th>
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<tbody>
<tr>
<td></td>
<td>• SPM 4012 Sociology of Sport</td>
</tr>
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<td></td>
<td>• SPM 4604 Governance of Sport</td>
</tr>
<tr>
<td></td>
<td>• SPM 4723 Sport Law &amp; Risk Management</td>
</tr>
<tr>
<td></td>
<td>• SPM 4945 Senior Capstone Experience in Sport Management</td>
</tr>
<tr>
<td>Dr. Matthew Ruckman</td>
<td>• SPM 4604 Governance of Sport</td>
</tr>
<tr>
<td></td>
<td>• SPM 4503 Economic Issues in Sport</td>
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<td>• SPM 3403 Sport Media</td>
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<td></td>
<td>• SPM 4723 Sport Law and Risk Management</td>
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<td>• SPM 3306 Sport Marketing</td>
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<td>• SPM 3104 Sport Facilities and Event Management</td>
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<td>• SPM 4003 Sport Management Career Seminar</td>
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<td></td>
<td>• SPM 4945 Capstone Course and Internship</td>
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<td></td>
<td>• SPM 3115 Organizational Management and Leadership in Sport</td>
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<tr>
<td></td>
<td>• HLP 3300 Organization and Administration of Professional Programs – In Physical Education and Sport</td>
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</table>

Table 10. Sport Management Specialization Faculty Service

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Service Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Planning and Special Issues Committee (2015-2017)</td>
</tr>
<tr>
<td></td>
<td>• International Affairs Committee (2013-2016)</td>
</tr>
<tr>
<td></td>
<td>• Academic Council (2010-2015)</td>
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<tr>
<td></td>
<td>• Confucius Institute Opening Ceremony Committee (Spring 2014)</td>
</tr>
<tr>
<td></td>
<td>• Faculty-Sponsored Merit Scholarship Committee (2012-2015)</td>
</tr>
<tr>
<td></td>
<td>• Student Orientation Advisory Committee (Spring 2013)</td>
</tr>
<tr>
<td></td>
<td>• Planning and Special Issue Committee (2009-2010)</td>
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<tr>
<td></td>
<td>• Strategic Planning and Resource Allocation Task Force (2011)</td>
</tr>
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<td></td>
<td>• Integrated Planning and Budgeting Task Force (2010-2011)</td>
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<td></td>
<td>• Head Athletic Trainer Search Committee (2009)</td>
</tr>
<tr>
<td></td>
<td>• International Liaison for COB and COPS (2006-2014)</td>
</tr>
<tr>
<td></td>
<td>• Academic Integrity Task Force (2005-2009)</td>
</tr>
<tr>
<td></td>
<td>• College Personnel Committee (2015-2018)</td>
</tr>
<tr>
<td></td>
<td>• Academic Standards and Review Committee (2012-2015)</td>
</tr>
<tr>
<td></td>
<td>• Academic Program Review Committee (Substitution, 2010-2013)</td>
</tr>
<tr>
<td></td>
<td>• Department Chair; Faculty Search Committee, Physical Education/Pedagogy (Fall 2009-Spring 2010)</td>
</tr>
<tr>
<td></td>
<td>• Hospitality and Recreation Management Faculty Position Search Committee (Fall 2007)</td>
</tr>
<tr>
<td></td>
<td>• PETE Committee</td>
</tr>
<tr>
<td>Dr. Matthew Ruckman</td>
<td>• College of Education and Professional Studies Scholarship Review Committee (2016)</td>
</tr>
<tr>
<td></td>
<td>• College of Education and Professional Studies Faculty Excellence Awards Review Committee (2016)</td>
</tr>
</tbody>
</table>
Faculty | Service Activity
--- | ---
 | • College of Education and Professional Studies Annual Showcase Committee (2016)
 | • Title IX Investigator, complete three hours of monthly training and investigate student and faculty Title IX complaints (2015–present)
 | • College of Education and Professional Studies Academic Standards and Review Committee (2015–present)
 | • College of Professional Studies Emerge Advisory Committee (2013–present)
 | • Chair Intercollegiate Athletics Gender Equity Committee (2010–present)
 | • Chair Pensacola State College, Rec. Tech Associate of Arts Advisory Committee (2011–2014)

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 Sport Management as a specialization for undergraduate students. With the exception of two key journals, the library is equipped with resources and services to support Sport Management as it transitions to a standalone Bachelor’s degree.

The 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 journals and other serial titles through a discovery system. An analysis of holdings in relevant Library of Congress classifications for sport management indicate that UWF has approximately 340 books related to this field. Additionally, the library has access to 38 e-journals, including 22 that are peer reviewed, to support the program.

Indexing, abstracting and full text databases relevant to sport management include SportDiscus, ABI/Inform Complete, and Business Source Complete. More general resources supporting sport management are Science Direct, LexisNexis Academic, and ProQuest Complete. 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 support Sport Management as it moves to a standalone program through year 5 include:

**Databases**
- ABI/Inform Global
- Business Source Complete
- Dissertations and Theses (ProQuest)
• EconLit
• Education Journals (ProQuest)
• Education Source
• LexisNexis Academic
• Nursing & Allied Health SourceS (ProQuest)
• ProQuest Complete
• PsycINFO
• PsycArticles
• Science Direct
• SportDiscus

Major Journals (Peer-Reviewed)
• Sport, Business and Management: Full text access 2011 to present
• Journal of Sport Management: Full text 1987 to present
• Recreational Sports Journal: Full text 2006 to present
• International Journal of Sports Marketing and Sponsorship: Full text 1999 to present
• Journal of Sport Administration & Supervision: Full text 2009-2012
• Journal of issues in Intercollegiate Athletics: Full text 2008 to present
• International Journal of Sport Management, Recreation & Tourism: Full text 2008-present
• Managing Leisure: An International Journal: Full text 1998-present (18 month delay)
• Journal of Legal Aspects of Sport: Full text 2001- 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, LibChat, or telephone. The liaison for Sport Management 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 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

To support the proposed degree while keeping the program competitive, there are two Sport Management journals that should be added to the collection. These include the journals, Journal of Applied Sports Management and Managing Sport and Leisure. UWF Libraries currently has a subscription for Journal of Applied Sports Management through ABI/INFORM Global that covers 2009-present, but to support the program, we need a subscription that includes all years.

Costs to support program Year 1 through Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Journal of Applied Sports Management</th>
<th>Managing Sport and Leisure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$335</td>
<td>$1,641</td>
</tr>
<tr>
<td>Year 5</td>
<td>$440</td>
<td>$2,151</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.

The proposed BSSM degree program will utilize the same classrooms, offices, and other required physical spaces currently occupied and allocated to the Sport Management specialization. New or additional classroom space is not required to implement 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.

The proposed BSSM degree program will utilize the same classrooms and other required physical spaces currently occupied and allocated to the Sport Management specialization. New or additional classroom space is not required to implement the 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.

The proposed BSSM degree program is a conversion of an existing specialization is not anticipated to require any additional capital expenditures for instructional or research space.

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

The sport management discipline does not generally require any specialized instructional or research equipment. The equipment and facilities currently utilized by the sport management faculty for instruction and research are adequate. The Sport Management specialization has the necessary resources for instruction and research. It is not anticipated that the approval of the BSSM degree program will create any new needs for instructional or research 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.

Specialized equipment for instruction and research are not needed to support the proposed BSSM degree program it is a conversion of an existing specialization.

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.

The Sport Management degree program will require additional resources to seek and gain COSMA accreditation. The additional resources will include cost of COSMA program membership, faculty time to facilitate the program review, cost associated with COSMA site visits, and recurring COSMA membership fees.

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.

The Sport Management specialization does not award any fellowships or scholarships specifically for sport management students. The Department of Legal Studies, Public Administration, and Sport Management currently assigns a graduate assistant to sport management faculty. The proposed BSSM degree program would continue to use these existing resources.

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.
Currently, the Sport Management specialization places students in internships and practicum experiences. Given the history of placing students in the field, many of the placement sites are already developed. Currently, the Sport Management Program places students with several local and regional agencies. Examples of current placements include:

- the Pensacola Sports Association,
- the Pensacola Blue Wahoos,
- the Pensacola Ice Flyers,
- Morale, Welfare, and Recreation (MWR),
- Young Men’s Christian Association (YMCA),
- Pensacola Parks and Recreation; Escambia County Parks and Recreation,
- Pro Camps,
- Stonebrook Golf and Country Club,
- Marcus Point Gold Club, and
- the FedEx Orange Bowl

The Sport Management specialization faculty consistently seek new placement sites for students. The proposed BSSM degree program will continue to utilize the existing sites and will continue to seek additional placements. The program will specifically focus on expanding placements in professional sport and sport media. These areas have the highest student interest and job market growth respectively.
APPENDIXES
Appendix A

[EXCEL WORKBOOK: APPENDIX A TABLES 1-4 SPORT MANAGEMENT-OFFICIAL VERSION-2016 BOG VERSION]

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

Table 2 Projected Costs and Funding Sources

Table 3 Anticipated Reallocation of E&G Funds

Table 4 Anticipated Faculty Participation
Appendix B

Signatures
Appendix B

Signature of Equal Opportunity Officer, Dean of University College, Dean of Libraries, and Executive Director of Information Technology Services

__________________________________  ___________________
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
Request to Offer a New Degree Program—Approval Signatures

Program: ________________________________

Program Chairperson: __________________________ Date: ___________

College Dean: ____________________________ Date: ___________

President, Faculty Senate: ______________________ Date: ___________

Provost: _______________________________ Date: ___________

President: ______________________________ Date: ___________

Board of Trustees, Academic Affairs Committee:

Board of Trustees: _____________________ Date: ___________

Board of Governors: _______________________ Date: ___________
( as appropriate)
Appendix C

Academic Learning Compact (ALC)
Sport Management

Mission Statement
The mission of the Department of Legal Studies, Public Administration, and Sport Management is to support and prepare students to become reflective, principled, knowledgeable, and skilled professionals in their respective disciplines. Students are also prepared and encouraged to consider the pursuit of graduate-level education. To meet the preparation mission, a strong teaching focus prepares undergraduate and graduate students for their careers and further education based on a solid foundation, regardless of the career path that the students undertake. The mission of support encompasses a variety of research-based services for business and industry, non-profit organizations, government, education and training agencies, and the military. The mission also emphasizes the importance of community engagement through contributions of time, research, skills and experience to the community and our respective professions.

The mission of the undergraduate sport management program at the University of West Florida is to educate students to become reflective, principled, knowledgeable, and creative learners who will succeed in the global sport management community of the 21st century

Student Learning Outcomes
Successful UWF sport management graduates should be able to accomplish the following:

Content
- Connect the fundamental principles of the sport management to various sport management practices
- Describe key functions of management, marketing, finance, communication, and law to sport management and their applications in a practical environment
- Recognize issues of globalization and governance that occur in sport
- Identify professional and career opportunities in the sport industry

Critical Thinking
- Employ basic qualitative and quantitative research skills to assess current issues in sport management practice
- Utilize appropriate information to assist in decision-making and to solve problems in an ethical context

Communication
- Author clear and effective written communication products appropriate for sport business
• Create and deliver effective oral presentations appropriate for sport business

**Integrity/Values**
• Identify ethical dilemmas encountered in sport management and apply personal and professional principles of “good practice”
• Demonstrate sensitivity and engage in respectful behavior with respect to individual differences, including ethnicity, culture, gender, age, race, sexual orientation, physical differences, and religion
Appendix D

Faculty Curriculum Vitae
MATTHEW S. RUCKMAN

EDUCATION:

University of West Florida-Pensacola, Florida  Ohio University-
Athens, Ohio
Doctorate of Education, December 2015  Master of Science,
June 2005
Specialization: Physical Education and Health  Recreation and Sports
Sciences

University of West Florida-Pensacola, Florida  Pensacola State College-
Pensacola, Florida
Bachelor of Science, May 2004  Associate of Arts,
December 2001
Major: Health, Leisure, and Exercise Science  Major: General
Concentration: Physical Education  Concentration: Physical Education

POSITIONS HELD:

January 2016 –  Assistant Chair, Department of Legal Studies, Public Administration, and
Sport Management
Present  University of West Florida-Pensacola, Florida
Direct Supervisor: Dr. Kimberly McCorkle
* Manage the day-to-day operations of a diverse academic department with 9 full-time
faculty members and over 400 graduate and undergraduate students.
* Completed the UWF internal pre-proposal process and application to transition the Sport
Management program from a specialization to a stand-alone major
* Completed the UWF internal pre-proposal process and application to reestablish the
Master’s in Public Administration using the existing resources of the Master’s of Science in
Administration degree.
* Examined historical course offerings and enrollment data from the MSA program to
establish a more efficient and stable course rotation. Program faculty and advisers endorsed the
new course rotation.
* Analyze instructor requests and curricular needs and develop program and instructor
course schedules.
* Oversee departmental budget including planning, forecasting, spending, and reporting.
* Serve as the program coordinator for Legal Studies and Public Administration.
* Review, synthesize, and submit curriculum change requests for undergraduate and
graduate programs.
* Assist program faculty in curriculum mapping, assessment, and reporting of strategic
learning outcomes.

August 2015 – Instructor, Sport Management; Department of Legal Studies, Public
Administration, and Sport Management
Present  University of West Florida-Pensacola, Florida  
Direct Supervisor: Dr. Kimberly McCorkle  
* Serve as a full time (12 semester hours) instructor in a comprehensive Sport Management program comprised of over 100 majors and over 12 major courses.  
* Assist in curriculum development and proposal of a new Master of Science in Administration specialization in Sport Management.  
* Administer Sport Management student Field Experiences and Internships including, placement, completion, evaluation, and assessment of a final report.  
* Assist with curriculum design and development including the creation of four new major courses and the modification of six other courses.  
* Review and revise the Sport Management student learning outcome assessment plan, including revising the Academic Learning Compact (ALC), aligning learning outcomes with our ALC, designing direct and indirect measures of student learning, collecting data, and assisting with making data driven program improvements.  
* Created and submitted a UWF Quality Enhancement Plan proposal for funding by the university. The proposal is designed to teach, enhance, and assess student’s professional communication skills.  
* Developed two existing major courses into online courses. Sport Facility and Event Management and Governance of Sport may now be taken completely online. Delivering the courses online allows student additional scheduling flexibility and the ability to accept internships anywhere in the world while continuing or completing their coursework.  
* Submitted and received an Emerge Faculty Fellowship for a 2016–2017 Emerge project. The project, titled “Sport Media Community Based Learning”, is designed to engage students in hands-on experiential media projects in the community using existing partnerships.  
* Served on the department by-laws review work team. The work team reviewed, edited, and revised the by-laws for our new department. Department faculty provided input and eventually adopted the revised by-laws.  
* Created and proposed a new Sport Management course to be included in the General Education curriculum. The course, Survey of Issues in Sport, was designed to meet general education requirements and expose lower-division students to the field of Sport Management.  
* Enhance quality of instruction through continuous improvement to course syllabi and assessments.  
* Collaborate with faculty to produce and present original research.  
* Provide service to the Pensacola and university communities by providing leadership and expertise.  

August 2012 – Instructor, Sport Management; Department of Health Leisure and Exercise Science  
July 2015  University of West Florida-Pensacola, Florida  
Direct Supervisor: Dr. John Todorovich  
* Serve as a full time (12 semester hours) instructor in a comprehensive Sport Management program comprised of over 100 majors and over 12 major courses.  
* Selected as an Emerge Faculty Fellow to design and deliver High Impact Learning experiences to students.  
* Aided in successful grant writing to secure intramural funding for undergraduate research.
Assistant Director Recreation and Sports Services
University of West Florida-Pensacola, Florida
Direct Supervisor: Jeff Schmitt

* Oversee a comprehensive intramural sports program of 15 team and 12 individual/dual sports for a university community of over 11,500 students, faculty, and staff.
* Administer a sport club program comprised of 20 clubs that may be competitive, recreational, or instructional.
* Collaborate with a variety of campus departments to execute special events programming.
* Provide leadership and direction for a student run program.
* Review and revise policies including risk management, travel, participant conduct, and alcohol.
* Initiated a process with Information Technology Services to implement an annual online assumption of risk for all students for recreational sports participation to replace a paper process.
* Facilitated the annual interdepartmental leadership summit for student leaders. Students were encouraged to be leaders among their peers and join in the educational mission of our department.
* Fully implemented an online registration system for recreational sports participation. The online process eliminated another paper process and increased quality interactions with students.
* Successfully implemented non-traditional programs to meet the needs of online fee paying students.

Play Golf America University Campus Coordinator
University of West Florida-Pensacola, Florida
Direct Supervisor: Jeff Schmitt

* Administer a grant from the Professional Golfers Association of America (PGA) $30,000 for two years.
* Recruit, hire, and evaluate the professional golf instructor.
* Collaborated with the office of Alumni Affairs to host a local qualifier tournament for the Collegiate Golf Association. The event raised money for scholarships as well as provided university students a competitive golf experience.
* Implemented, in cooperation with the department of Health, Leisure, and Exercise Science, for-credit golf classes instructed by a registered PGA professional (2 sections per semester).
* Mobilized five programs within the division to secure funding and support for an on campus golf expo, which included being a stop on the 2009 Almost-Golf Campus Tour.

Adjunct Instructor, Sport Management
University of West Florida-Pensacola, Florida
Direct Supervisor: Dr. John Todorovich

* Provide academic support to the department of Health, Leisure, and Exercise Science by instructing two academic courses annually.

Coordinator of Intramural Sports and Sport Clubs
University of West Florida-Pensacola, Florida
Direct Supervisor: Dave Scott
* Oversaw a comprehensive intramural sports program of 15 team and 12 individual/dual sports for a university community of over 10,000 students, faculty, and staff.
* Administered a sport club program comprised of 20 clubs that may be competitive, recreational, or instructional.
* Managed an annual operating budget of $125,000 as well as prepared and presented the budget request.
* Provided leadership and direction for a student run program.
  * Implemented a financial security system for intramural sports (forfeit charge) a major policy change.
* Gained approval for a point system to influence sport club funding allocations.
* Supervised 2 Graduate Assistants one for Intramural Sports and another responsible for the Sport Club program.
* Employed over 90 student staff including 10 student supervisors, 7 student directors, and over 75 officials.
* Ensured the implementation of a comprehensive risk management plan including first aid, CPR, and AED.
* Worked within the guidelines of the facility to develop emergency action plans.
* Trained and evaluated all staff to ensure excellent customer service was being delivered.
* Input facility requests and ensured that the facility needs are being met for all user groups.
* Implemented an evaluation schedule for the programs including, surveys, focus groups, and interviews to determine the effectiveness of program offerings.

August 2004 - Graduate Assistant Director for Intramural and Club Sports
June 2005 Ohio University-Athens, Ohio
Direct Supervisor: Chris Morris
* Oversaw a comprehensive intramural sports program of 18 team and 21 individual/dual sports for a university community of over 26,000 students, faculty, and staff.
* Supervised an undergraduate staff of over 40 supervisors and program assistants.
* Mentored and directed seven undergraduate student directors in the operation of the intramural sports program.

April 2004 - Facility Supervisor
July 2004 University of West Florida-Pensacola, Florida
Direct Supervisor: Jeff Schmitt
* Managed a recreation facility of 54,000 square feet at a public university of nearly 9,000 students.
  * Supervised student staff responsible for the operation of the facility.

JANUARY 2001 - PROGRAM ASSISTANT / INTRAMURAL SPORTS SUPERVISOR / INTRAMURAL SPORTS OFFICIAL
July 2004 University of West Florida-Pensacola, Florida
Direct Supervisor: Michael Bond
* Actively participated in the total administration of a comprehensive intramural sports program comprised of over 40 activities at a public university of nearly 9,000 students.

APRIL 2003 -   ATHLETICS INTERN
AUGUST 2003   CITY OF PENSACOLA-PENSACOLA, FLORIDA
   Direct Supervisor: Buddy Connelly
* Contributed to a quality athletic program of over 60 activities for the 56,000 citizens in the city of Pensacola.

JANUARY 1999 -   PROGRAM ASSISTANT / INTRAMURAL SUPERVISOR / FACILITIES AND GAME MANAGEMENT
December 2001 Pensacola Junior College-Pensacola, Florida
   Direct Supervisor: Doug Rogers
* Scheduled and organized 14 sports and intramural competitions including Flag Football, Basketball, Volleyball, and Soccer Leagues.
* Managed exercise and gymnasium facilities to ensure proper upkeep and availability for athletic teams.

TEACHING EXPERIENCE:
   University of West Florida – Pensacola, Florida
* Governance of Sport
* Economic Issues in Sport
  * Sport Media
  * Sport Law and Risk Management
  * Sport Marketing
  * Sport Facilities and Event Management
  * Sport Management Career Seminar
  * Survey of Current Issues in Sport
  * Sport Management Field Experience
  * Capstone Course and Internship
  * Organizational Management and Leadership in Sport
* Organization and Administration of Professional Programs – In Physical Education and Sport
* Sports Officiating I – Fall Sports
  * Sports Officiating II – Spring Sports
  * Beginning Golf
  * Jogging

RESEARCH AND CREATIVE ACTIVITY:
* Authored and granted $1,800 from the Northwest Florida Asset Valuation and Marketing Support Program. The City of Pensacola matched the grant funds to create a $3,600 project grant. The grant supported a physical inventory of the city’s parks system.

PROFESSIONAL ASSOCIATION INVOLVEMENT:
* North American Society for Sport Management (NASSM) – Member 2016
* American Alliance for Health, Physical Education Recreation and Dance (AAPHERD) – Member 2012
* 2012 Attendee, APHERD Southern District Convention – Orlando, Florida
* 2009 Member, NIRSA William M. Wasson Award Committee
* 2008 Member, NIRSA/NCCS Flag Football Work Team
* 2008 Graduate, NIRSA School of Recreational Sports Management Level II – San Diego, California
* 2008 Presenter, NIRSA Intramural Sports Symposium – Raleigh, North Carolina
* 2007 Attendee, Learning Reconsidered II Institute – St. Louis, Missouri
* 2006 Member, NIRSA/NCCS National Club Soccer Championships Host Site and Competition Committee
* 2006 Graduate, NIRSA School of Recreational Sports Management Level I – San Antonio, Texas
* 2005 Attendee, NIRSA Sport Club Symposium – Hilton Head, South Carolina
* 2005 Member, NIRSA Region III Student Lead-On Planning Committee - Chicago, Illinois
* 2003–2012 Attendee, NIRSA National Conference and Expo
* 2001–2012 Attendee, Various NIRSA national, regional, and state conferences, workshops, and symposiums

UNIVERSITY INVOLVEMENT:
* College of Education and Professional Studies Scholarship Review Committee (2016)
* College of Education and Professional Studies Faculty Excellence Awards Review Committee (2016)
* College of Education and Professional Studies Annual Showcase Committee (2016)
* Title IX Investigator, complete three hours of monthly training and investigate student and faculty Title IX complaints (2015–present)
* College of Education and Professional Studies Academic Standards and Review Committee (2015–present)
* College of Professional Studies Emerge Advisory Committee (2013–present)
* Chair Intercollegiate Athletics Gender Equity Committee (2010–present)
  • Completed a comprehensive Gender Equity Assessment (2010)
  • Created a Five-year Gender Equity Plan (2011)
  • Administered, analyzed, and reported the Student Athlete Welfare Survey annually
Chair Pensacola State College, Rec. Tech Associate of Arts Advisory Committee (2011–2014)
* Outstanding Student Leadership Awards Judging Committee (2010–2012)
* Alumni Affairs Scholarship Classic Golf Tournament Committee (2009–2011)
* University Fall Frenzy committee (2005–2011)
* University Homecoming committee (2005–2011)
* Welcome Week committee (2005–2011)
* Greek Affairs Advisor – Part time appointment (2009)
* “U Care Award” employee excellence program for lasting contributions to UWF (2007)
* Argo Advise graduate (2007)
* Student Affairs “Star Award” (3) awarded by the Vice President for Student Affairs
* Multiple university faculty and staff search committees

PROFESSIONAL DEVELOPMENT PROGRAMMING:
* Moderator, Executive Leadership: From the Classroom to the Board Room an interactive panel discussion with NCAA President Dr. Mark Emmert and UWF President Dr. Judy Bense
* Completed Veterans on Campus training course, which teaches faculty to recognize, intervene, accommodate, and refer veterans with specific needs to appropriate resources
* 2016 Attendee, UWWF Academic Technology Center Spring Mini-Conference and Showcase
* 2016 Attendee, MIT Sloan School of Business Sports Analytics Conference
* 2016 Participant, NIH Responsible Conduct of Research: Sensitive Populations Gulf Coast Conference
* Invited speaker, UWF Center for University Teaching and Learning Assessment, engaging students through high impact teaching practices.
* Completed bi-annual UWF Sexual Harassment Training
* Presenter, UWF COPS Emerge Faculty Forum, Sport Facility and Event Management HIP project.
* Participate in the Emerge Faculty Fellow program to learn about and design High Impact Learning experiences to students (2013–2014).
* Created and facilitated the 1st Annual Adviser’s Institute with the Dean of Students.
* Presenter, 1st Annual Adviser’s Institute “The Roles We Play” an exploration of group role theory as well as an exercise in appreciating the diversity within student groups.
* Lead presenter for the 2nd Adviser’s Institute “What Would Chuck Norris Do?” learning to embrace conflict within student organizations.
* Presenter, Ohio University Transformational Leadership Workshop “Modern Ethics.”
* Instituted and led graduate assistant training for all departmental graduate assistants annually “From Theory to Practice and Back Again.”
* Presenter, NIRSA Inaugural Intramural Sports Symposium “Next Level Event Management” how to acquire, plan, implement and assess the next big event.
* Presenter, Greek Affairs Leadership Retreat 2007 “Have a Plan” the simplest way I know to manage risk.
* Presenter, Greek Affairs Leadership Retreat 2008 “The Visioning Process” an exploration of where you want your organization to be.
* Presenter, Greek Affairs Leadership Retreat 2008 “Living your Values” introspection into fraternal relevance in the 21st century.
* Implemented and planned annually the Recreation and Sports Services Student Leadership Symposium.
* Presenter, Student Leadership Symposium “Who’s Fault Is It?” straight talk about personal responsibility.
* Presenter, numerous student staff trainings on topics including social networking, conflict resolution, service recovery, customer service, student learning outcomes, Meyers Briggs personality profile, and hardwiring excellence.

ASSESSMENT EXPERIENCE:
* Executed an agreement to provide consulting services for the City of Pensacola, Department of Neighborhood Services. The scope of work includes a data inventory, developing strategic goals, key performance indicators, identifying peer and aspirant municipalities, and benchmarking against these municipalities.
* Reviewed and revised the Sport Management student learning outcome assessment plan, including revising the Academic Learning Compact (ALC), aligning learning outcomes with our ALC, designing direct and indirect measures of student learning, collecting data, and assisting with making data driven program improvements (2012–2014).
* Served on the Division of Student Affairs Assessment Team (2009–2011).
* Implemented, as a function of the Assessment Team, systematic program reviews based upon relative Council for the Advancement of Standards (CAS) standards and using each program’s Self-Assessment Guide (SAG).
* Assisted programs with preparing to use the SAG and participate fully in the review process.
* Planned and facilitated an assessment workshop with the Department of Housing and Residence Life “How to Write and Assess a Student Learning Outcome.”
* Chaired the department of Recreation’s Assessment Committee, which reviews the effectiveness of each measure, adopts new, or makes changes to existing measures. The committee also collects, interprets, and reports on data collected.
* Presented and fully participated in the Recreation and Sport Services annual strategic planning retreat including SWOT analysis, Nominal Group Technique, and budgeting exercises.

EVENT MANAGEMENT:
* 2016 Director, Pounders Memorial Open Junior USA Volleyball Regional Tournament; the event hosts 75 girls’ volleyball teams from the Gulf Coast Region ages 12U-18U. The event is played at two different sites and has an operating budget of $50,000.
* 2015 Director, Blue Angel Classic (Florida Youth Soccer Association Regional Tournament); the event will host 140 youth soccer teams from the southeast region ages 10-19. The event’s operating budget is $60,000.
* 2015–2016 Director, Pensacola Classic (Florida Youth Soccer Association Regional Tournament); the event hosted 90 youth soccer teams from the southeast region ages 10-17. The event’s operating budget was $50,000.

* 2008–2016 Director, Wavefest (formerly Lizardfest) Junior USA Volleyball Regional Tournament; the event hosts 150 girls’ volleyball teams from across the country ages 12U-18U. The event is played at nine different sites and has an operating budget of $70,000.

* 2005–2011 Director, University of West Florida Regional Flag Football Championships the event hosts 35-50 collegiate extramural teams from the southeast region and has an operating budget of approximately $15,000.

* 2006–2007, 2011 Director, American Collegiate Intramural Sports National Flag Football Championships. The event hosted approximately 75 collegiate extramural teams from across the country and had an operating budget of $75,000.

CERTIFICATIONS / SKILLS:
- American Red Cross First Aid, CPR and AED (2001-present)
- Proficient in Recreational Solutions Software
- Proficient in Microsoft Office and Web Publishing Software
CURRICULUM VITAE
Chenxiang Charlie Song

Education

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<tr>
<th>Year</th>
<th>Degree</th>
<th>Institution</th>
<th>Area of Study</th>
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| 1993 | Ed.D.  | Texas A&M University College Station, Texas | Sport Management/Administration  
Supporting Areas: Business, Administration & Administration of Higher Education |
| 1989 | M.S.   | Texas A&M University College Station, Texas | Physical Education  
Supporting Area: Administration of Community Education |
| 1983 | B.Ed.  | Beijing Sport University Beijing, China | Physical Education |

Doctoral Dissertation
The Job Satisfaction and Characteristics of Commercial Sport Managerial Personnel. College Station, TX: Texas A&M University Library.

Professional Experiences in Academics

August 2011-Present
Associate Professor (tenured) & Coordinator, Sport Management Program, Department of HLES, CHES, ASTA, and LPS, University of West Florida.
Teach undergraduate sport management courses and coordinate the sport management program. Conduct researches in sport management field and provide professional services to the university, local and international communities.

August 2005-July 2011
Assistant Professor (tenure track) & Coordinator, Sport Management Program, Department of Health, Leisure, and Exercise Science, University of West Florida.
Same responsibilities as stated above.

January 2002-June 2005
Adjunct Faculty, Department of Kinesiology and Physical Education, California State University at East Bay.
Taught graduate and undergraduate courses in physical education and sport management.

January 1999-February 2000
Assistant Professor (tenure track) & Program Coordinator, Department of Health, Physical Education & Recreation, Texas Tech University.
Taught graduate and undergraduate sport management courses and directed the graduate sport management program. Conducted a major reconstruction of the program curriculum to meet the NASSM (North American Society for Sport Management) /NASPE (National Association of Sport and Physical Education) program standards. Advised graduate
degree plans and theses, and supervised sport management majors’
internships.

September 1998  **Senior Lecturer.** College of Business Administration, University
of Technology Sydney, Australia. Contracted a term from August 1998 to
July 2001 (*Unable to assume the duty due to three months of visa delay by
the Australian Consulate*).

August 1997-  **Sport Management Specialist (one-year position),** Department August
1998 of Human Performance, San Jose State University.

Taught graduate and undergraduate major courses. Directed the sport
management master’s program with similar duties at Texas Tech
University. Created two major’s graduate courses, Financial Aspects in
Sport Management and Sport Marketing & Promotion in additional to the
courses previously offered in the program. Provided services to the
university and local sport community.

August 1993-  **Assistant Professor (tenure track) & Coordinator,** Sport
August 1997  Management Undergraduate Program, Department of Education, Xavier
University, Cincinnati, Ohio.

Directed the sport management undergraduate program with the
responsibilities including (not being limited to) the curriculum
development, student recruitment, majors advising, internship supervision,
and program publicity. Initiated a pre-admission counseling practice for
potential students and parents to increase enrollment, as a result, the
number of majors students grew from less than fifteen students in the first
year to over sixty (the most possibly allowed program size). Taught
graduate and undergraduate courses in sport management and physical
education. Conducted researches and published scholarly work, and served
on committees in the department, college, university, and other
community sport organizations.

September 1989-  **Graduate Assistant/Teaching**
August 1993  Department of Health and Kinesiology, Texas A&M University.

Assisted teaching the undergraduate sport management major courses and
supervising interns. Taught physical activity courses open to all university
students.

September 1987-  **Graduate Assistant/Research**
May 1989  Department of Health and Kinesiology, Texas A&M University.

Managed the department’s computer lab and assisted teaching
computer application courses to the majors students in the department.

**Professional Experiences in Sports and Other Fields**

April 2005-  **Senior Consultant for Olympic Economy,** Beijing Municipal July 2009
Government, China.

Conducted research projects on and consulted for Beijing government
policies on economic development related to the city’s sport industry and
with the opportunities created by the 2008 Beijing Olympic Games.
Samples of projects:

- Research on Beijing government’s strategic policies for the development of Beijing’s sport market before and after the Olympic Games.
- Initiated and coordinated the negotiation between Wukesong Arena (the venue for basketball competitions of the 2008 Olympics) and AEG (American Entertainment Group) that led to a venue management contact for AEG to manage the venue after the Olympics. This is the first and so far the only management contract deal made between an international company and a sport venue in China.
- Consulting for the Beijing government’s management group on the post-Olympic planning and operations of the Olympic Central Zone.
- Conference planning, programming, selection of VIP speakers, invitations of speakers, and residing the conference for the 2007 Beijing Olympic Economy Marketing and Promotion Conference (Beijing, China, May 24-26, 2007).

January 2002-December 2009 Founder of a sport management company in CA. The company was dissolved in 2005 and Gulf Sport Management, LLC was registered in FL from 2005-2009. Samples of projects:

- Negotiation of copy rights contract between the Chinese Tennis Magazine and the Tennis Magazine in the United States.
- Representation of Chinese Tennis Association to coordinate the negotiation between ATP (Association of Tennis Professionals)/WTA (Women’s Tennis Association) and Beijing government on purchasing an ATP/WTA sanctioned event that currently is annually hosted in Beijing (China Open).
- Consulting services on sport marketing and sport facility management to a sport management company (Mr. Key, Inc.) in Beijing, China.
- Contract with USA Basketball to host the Chinese Basketball Team’s trip to US and to compete in the 2002 International Basketball Championship in Indianapolis, including an exhibition game between the Chinese team and Team USA in Oakland, CA.
- Contract with a Chinese sport entertainment company to bring the Golden State Warriors’ entertainment team (the Thunders and cheerleaders) to China on a performance tour.

June 2001-December 2001 Journalist, Sing Tao Daily (Chinese language newspaper in US), South San Francisco, CA.
Reported news on and related to the U.S. federal government, the state government of California, Commonwealth Club, University of California System campuses around the Bay Area, and international issues.

Managed a team of account executives who maintained account services to the clients of E-Zone (a dot com company that provided online...
entertainment and health consulting services to fitness and athletic clubs in the United States and Canada) in the San Francisco Bay Area.

February 1995- September 1996  **Envoy Manager**, the 1996 Atlanta Paralympic Organizing Committee (APOC).

Designed and developed the 1996 Paralympic Games envoy’s training program under the APOC Director of Envoy Program. Prepared training materials, coordinated training sessions, and was responsible for the final evaluation for all envoys at the completion of the program. Managed over 150 Envoys who represented APOC to work with a total of 37 national Paralympic delegations from Asia and East Europe during the operation of the 1996 Atlanta Paralympic Games. The duties included (were not limited to) the envoys’ daily job assignment, problem-solving in game operations, and Chefs de Mission’s daily meetings and press releases.


Edited more than ten books in topics of Chinese martial art, statistics, sport management, foundation of physical education, exercise physiology, and sports education. Assumed administrative responsibilities in publication’s budgets, book exhibits, and other daily operations of the press.

June 1983- December 1984  **Managerial Staff of National Aquatic Sports**, the State Sport Commission of China, Beijing, China.

Worked under the Director of Office of Aquatic Sports to manage the national sports programs in swimming, diving, water polo, and synchronized swimming. The administrative duties also included the national teams’ operations, sports officials’ certification, supervision of the national tournaments, award selections, preparations for the Olympic Games and other international competitions, and daily operational responsibilities.


The team won the national championship in 1978 and played for the Chinese national team from 1978 to 1979.

**Scholarly Activities**

**Publications at Refereed Journals**

- **Song, C.**, Zhang, J. & Ryan, S. (2010). Perceptions and attitudes of university students in Beijing toward the international media’s


**Manuscripts in** A Reality of Economic Impact of Mega-Events: Examining the Progress Case of Beijing Games after the Post-Olympic Era. Prepared for submission to *Journal of Business Issues*.

**Pre- and post-Olympic perceptions and attitudes of university students in China toward the international media’s coverage of the 2008 Olympic Games. Prepared for submission to International Journal of Sport Management.**


Book Chapters


Reviewed Book


Research Report


Reviewed Abstracts

Thirty-five presentation abstracts for the 1996 NASSM Conference.

Grant Seeking Activities

Summer 2016
CEPS Emerge Project jointly with Dr. Ruckman: $400. Funded.

February 2014
UWF Office of Undergraduate Research Fund: $1,250. Funded.

November 2014
UWF College of Professional Studies Professional Travel Match Fund: $1,500. Funded.

November 2013
UWF College of Professional Studies Professional Travel Match Fund: $1,500. Funded.

September 2013
UWF Office of Undergraduate Research Fund: $1,450. Funded.

April 2013
UWF Research and Scholarly Activity Award: $2,000. Funded.

February 2013
UWF Office of Undergraduate Research Fund: $1,060. Funded.

February 2012
UWF College of Professional Studies Professional Travel Match Fund: $1,500. Funded.

February 2012
UWF Office of Undergraduate Research Fund: $695. Funded.

October 2011
UWF Academic Program Assessment Council Assessment Grant: $1,500. Funded.

March 2011
UWF Research and Scholarly Activity Award: $2,000. Funded.

January 2011
William T. Grant Foundation "Youth Sports and Their Impact on Adolescents' Attitudes and Behavior Toward Fair Play": $45,000. Submitted as co-researcher with Drs. F. Zengaro, S. Zengaro, and A. Mohamed. Not funded.

November 2010
UWF College of Professional Studies Professional Travel Match Fund: $1,500. Funded.

February 2009
UWF College of Professional Studies Professional Travel Match Fund: $900. Funded.


April 2007  UWF Research and Scholarly Activity Award: $2,000. Funded.


March 1996  Xavier University Summer Research Grant: $6,000. Funded.

August 2006  International Sports Programming Initiative Fund by the Bureau of Educational and Cultural Affairs, the Department of State: $60,000. Not funded.

February 2006  UWF Research and Scholarly Activity Award: $2,000. Not funded.

Professional Presentations

Invited Speaker  “The Olympic Games: A big sport business and beyond”. A one-hour presentation at University of Texas Tyler, Department of Health and Kinesiology. Tyler, Texas, October 9, 2012.


“Geo-economics of today’s China”. A 40 minutes speech to a class of 6th grade students at Sims Middle School in Pace, FL on May 12, 2010.

“Wang Zhizi’s refusal to return to Chinese National Team: Its impact on Yao Ming’s future in NBA and the relations between NBA and CBA (Chinese Basketball Association). The sole guest on KTSF (A multicultural TV station based in San Francisco, CA) Chinacross Talk, a one hour Chinese Mandarin talk show on November, 16, 2002.

Refereed Conferences


“Pre- and Post-Games’ Perceptions of University Students in China toward the International Media’s Coverage of the 2008 Olympics”. At the World Conference on Physical Education and Sport sponsored by the ISCPES (the International Society for Comparative Sport and Physical Education). Shanghai, China, June 8-11, 2011. (Principal presenter with co-authors: Drs. A. Zhou of South China Normal University, J. Zhang of Beijing Normal University, S. Ryan and R. Rotunda of UWF).

“Perceptions and attitudes of university students in Beijing toward the international media’s coverage of the 2008 Olympic Games. At the AIESEP Symposium, Pensacola, FL, September 24-26, 2009.


“Case analysis: The market and marketing strategies of ABL teams”. At the 13th NASSM Annual Conference in Buffalo, NY. June 1, 1998. (Co-presenter: Dr. Bernie Goldfine of Kennesaw State University)

“An outlook of the Paralympic Games Envoys as a major volunteer force through their motivation to participate and the supporting service for their on-duty performances”. At the 12th NASSM Annual Conference in San Antonio, TX. May 30, 1997.


“Demographic segmentation of NBA spectators”. At the 1996 TAHPERD Annual Convention in Corpus Christi, TX, December 6, 1996. (Co-presenter: Dr. James Zhang of University of Houston).


“Spectators knowledge of hockey as a significant predictor of game attendance”. At the 11th NASSM Annual Conference in Fredericton, New Brunswick, Canada. May 30, 1996. (Co-researchers: Dr. James Zhang et al. of University of Houston).

“Impact of radio broadcasting on the attendance on NBA games”. At the 11th NASSM Annual Conference in Fredericton, New Brunswick, Canada. May 31, 1996. (Co-researchers: Dr. James Zhang et al. of University of Houston).

“The nature of instructional swimming and water fitness in Mainland China and Hong Kong’. At the ICHPER-SD 38th World Congress in Gainesville, FL, July 14, 1995. (Co-presenter: Dr. Marcia Mackey of Central Michigan University).

“A study of sport administrative system and its reform in China”. At the 10th NASSM Annual Conference in Athens, GA, June 1, 1995. (Co-presenter: Prof. Xiangjun Cao, Head of the Department of Sport Management, Beijing Sport University).
“Sport management programs in the People’s Republic of China”. At the 10th Annual Conference of NASSM in Athens, GA, June 1, 1995. (Co-presenter: Prof. Xiangjun Cao of Beijing Sport University).

“Ethnic team names and logos: What should sport managers do?”. At the 10th Annual Conference of NASSM in Athens, GA, June 1, 1995. (Co-presenters: Dr. Wayne Blann, Dr. Ellen Staurowsky, and Dr. Stephen Mosher of Ithaca College).

“Future demands of the sport industry on sport management graduates”. At the AAHPERD Annual Convention in Portland, OR, March 29, 1995. (Co-presenter: Dr. Ming Li of Georgia Southern University).

“Job satisfaction and job characteristics of commercial sport managerial personnel”. Presented at the 9th NASSM Annual Conference in Pittsburgh, PA, June 3, 1994. (Co-presenter: Dr. Frank Ashley of Texas A&M University).

“A study of demographic and economic characteristics of attendants at the 1992 Texas World Speedway NASCAR/ARCA Shoot-out”. At the 8th NASSM Annual Conference in Edmonton, Alberta, Canada, June 3, 1993. (Co-presenter: Dr. Frank Ashley of Texas A&M University).

“Physical education and sport studies in higher education in the People’s Republic of China”. At the Joint Convention of Southern District AAHPERD and Texas Association of HPERD in Dallas, TX, February 13, 1993.

Tracing the development of sport management graduate program and its future direction in the United States”. Post presentation at the 7th NASSM Annual Conference in Knoxville, TN, June 4, 1992.

“Academic preparation of sport management professionals”. Presented at the 6th NASSM Annual Conference in Ottawa, Canada, June 3, 1991. (Co-presenter: Dr. Frank Ashley of Texas A&M University).

Seminars

“Business opportunities around the Olympics: Marketing strategies without official entry of the Olympic sponsorship”. A full day seminar for the middle and upper level managers of TCL Corporation. Shenzhen, China, August 3, 2006.

“Program development and curriculum designs for the sport management education in North America”. Invited by the College of Sport Management, Beijing Sport University, Beijing, China. January 5, 1998.

“Professionalization of major sports in China: The implication of major professional sports in the United States”. Invited by Mr. Yuan Weimin, the Minister of the State General Sport Administration of China. Beijing, China, December 12-13, 1994.

Newspaper Articles
1983–2002 Over 100 articles on *Sing Tao Daily*, a Chinese language newspaper circulated in the United States; *China Sport Daily (in Chinese)* and *People’s Daily Overseas Edition (in English).*

### Teaching

#### University of West Florida

**Undergraduate Courses**

- HLP 3300 Organization and Administration of Professional Programs
- HLP 4722 Health and Physical Education for Elementary Teachers
- HLP 4922 Field Experiences
- HLP 4940 Internship in Sport Management
- PET 3020 Foundations of Physical Education and Sport Management
- SPM 3004 Introduction to Contemporary Sport Management
- SPM 3104 Sport Facility and Events Management
- SPM 3306 Sport Marketing
- SPM 3905 Directed Studies
- SPM 4012 Sociology of Sport
- SPM 4604 Governance of Sport
- SPM 4723 Sport Law & Risk Management
- SPM 4945 Senior Capstone Experience in Sport Management

#### California State University East Bay

**Undergraduate Courses**

- KPE 1000 Beginning Badminton
- KPE 1024 Beginning Tennis
- KPE 1028 Jogging
- KPE 1049 Aerobic Walking
- KPE 2000 Intermediate Badminton
- KPE 2024 Intermediate Tennis
- KPE 3250 Kinesiological Foundations of Physical Education
- KPE 3702 Theory and Analysis of Individual and Duel Sports
- KPE 4006 Secondary School Physical Education
- KPE 4031 Professional Field Experience II

**Graduate Courses**

- KPE 6610 Seminar in Physical Education Programs and Facilities
- KPE 6620 Seminar in Athletics and Sport Management

#### Texas Tech University

**Graduate Courses**

- ESS 4303 Management of Exercise Sciences and Sport

#### 1999-2000

**Graduate Courses**

- ESS 5315 Research Methods in Exercise and Sport Sciences
- ESS 5322 Management of Sport and Athletics
- ESS 5324 Marketing and Promotion in Sport
- ESS 5325 Legal and Ethical Aspects of Sport

#### San Jose State University

**Graduate Courses**

- HuP 280 Internship Supervision
1997-1998 & 2002

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HuP 281</td>
<td>Legal and Ethical Issues in Sport Management</td>
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<td>HuP 282</td>
<td>Sport Marketing and Promotion</td>
</tr>
<tr>
<td>HuP 284</td>
<td>Financial Aspects of Sport Management</td>
</tr>
<tr>
<td>HuP 287</td>
<td>Thesis/Professional Projects</td>
</tr>
<tr>
<td>HuP 289</td>
<td>Professional studies in special topics</td>
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**Undergraduate Courses**

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<tr>
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<tbody>
<tr>
<td>HuP 2A</td>
<td>Beginning Swimming</td>
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<tr>
<td>HuP 2B</td>
<td>Intermediate Swimming</td>
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<tr>
<td>HuP 20B</td>
<td>Intermediate Badminton</td>
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<tr>
<td>HuP 46A</td>
<td>Beginning Social Dance</td>
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<tr>
<td>HuP 101</td>
<td>Sport Sociology</td>
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<tr>
<td>HuP 103</td>
<td>Concepts and Performance of Aquatic Activities</td>
</tr>
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<td>HuP 119</td>
<td>Concepts and Performance of Soccer</td>
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<tr>
<td>HuP 152</td>
<td>Introduction to Sport &amp; Fitness Management</td>
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<tr>
<td>HuP 170D</td>
<td>Internship Supervision</td>
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**Xavier University Graduate Courses**

1993-1997

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<tr>
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<tbody>
<tr>
<td>EDSM 521</td>
<td>Management Principles in Sport Administration</td>
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<td>EDSM 522</td>
<td>Research Methods and Statistics in Sport Administration</td>
</tr>
<tr>
<td>EDSM 567</td>
<td>Theory and Principles of Coaching</td>
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<tr>
<td>EDSM 664</td>
<td>Sport Facility Design and Planning</td>
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<tr>
<td>EDSM 692</td>
<td>Sport Administration Research Project</td>
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**Undergraduate Courses**

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<tbody>
<tr>
<td>EDPE 193</td>
<td>History and Philosophy of P. E. and Sport</td>
</tr>
<tr>
<td>EDPE 260</td>
<td>Teaching and Coaching Badminton</td>
</tr>
<tr>
<td>EDPE 276</td>
<td>Teaching and Coaching Volleyball</td>
</tr>
<tr>
<td>EDPE 342</td>
<td>Teaching Methods in Secondary P. E.</td>
</tr>
<tr>
<td>EDPE 381</td>
<td>Test and Measurement in P. E. and Sport</td>
</tr>
<tr>
<td>EDPE 460</td>
<td>Secondary Physical Education Curriculum</td>
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<tr>
<td>EDSM 110</td>
<td>Introduction to Sport Management</td>
</tr>
<tr>
<td>EDSM 322</td>
<td>Facility and Event Planning and Management</td>
</tr>
<tr>
<td>EDSM 348</td>
<td>Legal and Ethical Issues in Sport Management</td>
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**Texas A&M U. Undergraduate Courses**

1989-1993

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>KINE 333</td>
<td>Introduction to Sport Management</td>
</tr>
<tr>
<td>KINE 497</td>
<td>Facility Planning and Management</td>
</tr>
</tbody>
</table>

**Physical Activity Classes (KINE 199):**

- **Swimming** (Beginning, intermediate, and conditioning levels)
- **Social Dance** (Beginning and intermediate levels)
- **Fitness and Conditioning**
- **Badminton** (Beginning and intermediate levels)
- **Volleyball** (Beginning level)
- **Soccer** (Beginning and intermediate levels)

**Professional Membership**

- **Lifetime Member** International Chinese Society for Physical Activities and Health
1990-present  North American Society for Sport Management (NASSM).
1990-present  American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).
2005-present  Florida Alliance for Health, Physical Education, Recreation, and Dance (FAHPERD).

**Professional Conferences Attended After Joining UWF**

2014  The International Association for Physical Education in Higher Education (*AIESEP World Congress*) in Auckland, New Zealand. February 10-13.
2012  American Psychology Association Convention. Orlando, FL August 2-5, 2012
2011  International Society for Comparative Sport and Physical Education, Shanghai, China, June 8-11.
2010  North American Society for Sport Management Annual Conference, Tampa, FL, June 1-5.
2009  International Association for Physical Education in Higher Education (AIESEP) Specialist Symposium, Pensacola, FL, September 24-26.
2008  The International Convention on Science, Education and Medicine in Sport (AKA the Olympic Science Convention). Guangzhou, China, August 2-5.
2005  Florida Alliance for Health, Physical Education, Recreation and Dance, Orlando, FL, October 5-8.

University Committee Services

University of West Florida

University
Planning and Special Issues Committee (2015-2017)
International Affairs Committee (2013-2016)
Academic Council (2010-2015)
Confucius Institute Opening Ceremony Committee (Spring 2014)
Faculty-Sponsored Merit Scholarship Committee (2012-2015)
Student Orientation Advisory Committee (Spring 2013)
Planning and Special Issue Committee (2009-2010)
Strategic Planning and Resource Allocation Task Force (2011)
Integrated Planning and Budgeting Task Force (2010-2011)
Head Athletic Trainer Search Committee (2009)
International Liaison for COB and COPS (2006-2014)
Academic Integrity Task Force (2005-2009)

College
Personnel Committee (2015-2018)
Academic Standards and Review Committee (2012-2015)
Academic Program Review Committee (Substitution, 2012-2013)
Academic Program Review Committee (2010-2012)

Department
Chair of Faculty Search Committee, Physical Education/Pedagogy (Fall 2009-Spring 2010)
Hospitality and Recreation Management Faculty Position Search Committee (Fall 2007)
PETE Committee

Texas Tech University

Department
Graduate Committee
Scholarship Award Committee
Faculty Search Committee for the sport management position
San Jose State University
College Research and Faculty Development Committee
Department Graduate Committee
General Education Committee
Social Sciences Committee

Xavier University
University Presidential Scholarship Award Committee
College Curriculum Review Committee
Department Faculty Search Committee for the Athletic Training Position

Professional and Community Services
2016 Contract for consulting serve on behalf of UWF for City of Pensacola Park & Recreation Department on surveying the city’s parks and recreational facilities.
Fall, 2010-2013 Member, NASSM Diversity Committee
Spring 2010 Collaborated with the Pensacola Ice Flyers and directed majors’ students to conduct a market research and marketing projects for that aims to create the fan profile and boost the games’ attendance.
Spring 2009 Collaborated with UWF Athletics Department and directed majors’ students to conduct marketing projects to promote UWF’s new athletic logo and marketing campaign activities for UWF athletics.
Dec. 2006 - May 2007 Program Director, the 2007 Beijing Olympic Economy Marketing and Promotion Conference (Beijing, China, May 24-26, 2007).
Jan. 2006 - May 2007 Coordinated and directed sport management students to generate a total of 12 sport marketing projects for the Pensacola Sports Association and one marketing/promotion project for the UWF volleyball program.
Nov. 2006 Conducted a fan survey at the NCAA Division II Championships Festival for NCAA and created a fan profile and marketing information report to NCAA.
2001-2002 Participated in the bidding campaign for the 2012 Olympic Games organized by the (San Francisco) Bay Area Sports Organizing Committee.
1995-2001 Reviewer, the Panel of Reviewers, the NASPE/NASSM Sport Management Program Review Council.
1998-2000 Member-at-Large, the NASSM Executive Council.
1997-1998 Advisor, Advisory Panel of San Jose Sport Authority for the Development of City Tennis Complex.
1997  Member of Editorial Advisory Board, the edition of “Coaching: A Realistic Perspective”, Alta Loma, California: Collegiate Press.

1996  Language Service Manager, the Atlanta Committee for the Olympic Games.


1995-1999  Member, the ICHPERD-SD Sport Management Commission.


1994-1996  Member, the Nominating Committee of NASSM.

**Coaching Experiences**

August 1991-Coach, Water Polo Club, Texas A&M University. Conducted routine practices and directed matches.

May 1992  Head Coach, Brazos County Masters Swimming Program

August 1993  Bryan/College Station, Texas  Coach, Kingwood Swimming Club USS Programs

Summer, 1992  Kingwood, Texas  Coach, Two USS teams in Atlanta, GA.

Summer, 1989
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 (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 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.

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**Graduation and General Degree Requirements**

(lookup://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.
Appendix F

Degree Plan and Sequence
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>SCH</th>
<th>Course No.</th>
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<td>ENC1102</td>
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<td>Gen. Studies</td>
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<td>Intro. To Sociology</td>
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<td></td>
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<th>SCH</th>
<th>Course No.</th>
<th>Course Name</th>
<th>SCH</th>
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<td>SPM3004</td>
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<td>Sport Media</td>
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<td>MAN3301</td>
<td>HR Management</td>
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<td>Management Fund.</td>
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<td>PSY 4832</td>
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<th>Course Name</th>
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<td>SPM3306</td>
<td>Sport Marketing</td>
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<td>SPM4012</td>
<td>Sport Sociology</td>
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<td>SPM4503</td>
<td>Econ. Issues Sport</td>
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<td>SPM4723</td>
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<td>SPM4945</td>
<td>Senior Capstone</td>
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<td>15</td>
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</tbody>
</table>
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
College of Health
Name of College(s) or School(s)
Nursing
Academic Specialty or Field
MSN Family Nurse Practitioner
Complete Name of Degree
51.3805
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 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>
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<td>HC</td>
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<tr>
<td>Year 1</td>
<td>10</td>
<td>5.50</td>
</tr>
<tr>
<td>Year 2</td>
<td>22</td>
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<td>Year 3</td>
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<td>15.40</td>
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<td>Year 4</td>
<td>36</td>
<td>19.80</td>
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<tr>
<td>Year 5</td>
<td>40</td>
<td>22.00</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.

The University of West Florida School of Nursing proposes the Master of Science in Nursing Family Nurse Practitioner (FNP) degree program. The FNP degree program at the masters level is the recommended level of education for certification of family nurse practitioners. The School of Nursing currently offers a Master of Science in Nursing with two specializations: Nursing Education and Nursing Leadership and Management. The Family Nurse Practitioner degree program is a direct care provider program, with demonstrated needs for education and employment of these practitioners.

The Family Nurse Practitioner degree program consists of 45 credit hours and includes 600 clinical hours for completion. The Family Nurse Practitioner role is used in family practice settings, primary care clinics, urgent care units, and independent clinics in major chain stores to represent a few. Offering the masters level of education would also allow graduates of the program to complete doctoral degrees and be eligible for the partnership agreement between the University of West Florida and the University of Florida, Doctor of Nursing Practice (DNP) 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.

The pre-proposal was presented to the Council of Academic Vice Presidents, Academic Program Coordination review group on September 28, 2016. The group voiced no concerns, and stated as a matter of fact this program is needed.

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.

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

The Family Nurse Practitioner program directly impacts an area of strategic emphasis: health. There is a significant shortage of nurse practitioners in Florida. The Annual Gap Analysis from the 2014 workforce table reflects a shortage in licenses of nurse practitioners and gaps in physicians entering the primary care field. A significant need for these practitioners exists. This is particularly true in Northwest Florida where there are no other Florida universities offering this preparation. Place bound students seeking this level of educational preparation must attend school in Southern Alabama.

Increase Community and Business Workforce

The Family Nurse Practitioner program would directly impact the community and business workforce by providing health care providers needed in Pensacola and Northwest Florida. Upon graduation and completion of certification, the Family Nurse Practitioner would be eligible to become a part of the health care workforce in a variety of settings, including primary, urgent, and minute clinics as well as underserved areas across the region.

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

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

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

Program of Strategic Emphasis Category: Health

The Family Nurse Practitioner program is one of the state’s critical workforce areas of strategic emphasis. The education and clinical experience will add to the direct patient care workforce. Graduates of the program will fill gaps in health care currently underserved in Northwest Florida. The Florida Center of Nursing (FCN) 2015 Annual Report using community of need designations rates Escambia County as high need and specifically the southwestern zip code area as highest need. The FCN Report also demonstrates a significant ARNP shortage as related to the high need for Escambia County (Figure 3). Nearly twenty-six percent of ARNPs in the region specialize in anesthesia, and just over twenty-one percent specialize in adult and family health care (FCN, Northwest Florida Status Report), thus widening the gap in the primary care setting.

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 Family Nurse Practitioner program will be offered at the main campus of the University of West Florida.
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.

The provisioning of primary care in the United States is under considerable strain. With the enactment of the Affordable Care Act (ACA 2010) and the nation’s aging population, these demands have become even more evident. Demand for medical coverage for all citizens and those in need is apparent. Nationwide, medical coverage demands cannot be fully met by physicians, and therefore emphasis is given to the nurse practitioner role as a potential avenue for providing primary care needs. By 2019, visits to primary care providers will increase to 15-25 million visits per year (Hofer, A. N.; Abraham, J. M.; Moscovice, I.; 2011, Expansion of Coverage Under the Patient Protection and Affordable Care Act and Primary Care Utilization, Milbank Quarterly; 89 (1): 69-89). Currently, primary care providers are burdened to meet demands. Adding anticipated volume to primary care necessitates a solution. In a paper from the National Governors Association (Schiff, M., 2012. The Role of Nurse Practitioners in Meeting Increasing Demand for Primary Care, downloaded on 11/14/2016, from http://www.aacn.nche.edu/government-affairs/NGA-Nurse-Practitioner-Paper.pdf), the use of nurse practitioners in primary care can offset some of the projected expansion, and in particular underserved populations.

Florida demonstrates a need for additional primary care. The Florida Center for Nursing working with the Florida Board of Nursing reports that there has been an increase in ARNP licenses. The majority of ARNPs (44.3%) are employed by hospitals; there is a trend downward from 2008-2009 when 26.4% of ARNPs were employed in primary care to 21.1% in 2014-2015, though the actual number has increased there is a work shift toward hospital care (FCN, May 2016, Florida’s Advanced Registered Nurse Practitioner Supply: 2014-2015 Workforce Characteristics and Trends, downloaded 11/14/2016 from https://www.flcenterfornursing.org/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=1196&PortalId=0&TabId=151). In the Florida Center for Nursing Report (2016), 41.5% of ARNPs are over 50 years of age. This puts an additional emphasis on preparation of nurse practitioners to replace retiring ARNPs. Also, in Florida the greatest percentage (78.5%) of ARNPs are prepared at the master’s degree in nursing level.

In Northwest Florida the needs are considerable. The estimated number of ARNPs working in the 12 county region from Escambia to Liberty and Franklin is only 1,054 (FCN, 2016. Northwest Florida: Status Report on Nursing Supply and Demand July 2016, downloaded on 11/14/2016 from https://www.flcenterfornursing.org/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=1206&PortalId=0&TabId=151).

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.

The demand for a nurse practitioner program is considerable for the University of West Florida. No other
programs are offered in Northwest Florida that provide the level of education for a nurse practitioner with the exception of online programs for students who may reside in the region. The Family Nurse Practitioner degree program would focus on preparing advance registered nurse practitioners for Northwest Florida. Additionally, the School of Nursing receives inquiries and frequent questions about a nurse practitioner program.

In a discussion with the University of Central Florida College of Nursing, the representative there stated, “The Family Nurse Practitioner is the most frequently requested program.” Consideration of the greatest need for the area was determined to be the best option for UWF’s School of Nursing to pursue.

The Graduate Admissions office at the University of West Florida along with a marketing partner also report frequent inquiry regarding a nurse practitioner program. Discussions between the Chief Nursing Officers at Baptist Healthcare, Pensacola, Sacred Heart Hospital, Pensacola, and West Florida Hospital, Pensacola indicate that there is an increased need for nurse practitioners in each of their respective settings and extended service areas.

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.

Table 1. Similarity with other Public and Private University and College Degree Programs in Florida

<table>
<thead>
<tr>
<th>Institution</th>
<th>Public/Private</th>
<th>Location Program Offered</th>
<th>CIP Code (optional)</th>
<th>Degree Name</th>
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<tr>
<td>Nova Southeastern University</td>
<td>Private</td>
<td>Fort Lauderdale, FL</td>
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<tr>
<td>Florida International University</td>
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<td>Miami, FL</td>
<td>51.3805</td>
<td>MSN-Advanced Family Nurse Practitioner</td>
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<td>MSN Family Nurse Practitioner</td>
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<td>Private</td>
<td>Lakeland, FL</td>
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<td>MSN Family Nurse Practitioner</td>
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</table>

Other universities in the state offer similar degrees (Table 1). This list does not include other online programs that could potentially reach UWF students. The similarities are in the course offerings and clinical hours. For accreditation through the Commission on Collegiate Nursing Education (CCNE) programs must follow the criteria for evaluation of nurse practitioner programs set forth from the National Task Force on Quality Nurse Practitioner Education. Therefore, the course offerings and clinical hours are similar across the state. Overall each program offers courses in adult health, geriatric health, women’s health, and pediatric health care. These courses include a clinical component which must at a minimum reach 500 hours.
Each of these programs are offered at the Master’s level and include the aforementioned courses and clinicals. In addition, the curricula provide courses in advanced practice roles, evidenced based practice, and health care policy as required by CCNE. Of the programs identified, five are private and three are public; all are located in either central or southern Florida. Offering a Family Nurse Practitioner program in Northwest Florida should have negligible, if any, impact on these existing programs.

The UWF School of Nursing is proposing to offer this program in CIP 51.3805, Family Nurse Practitioner. Florida International University offers the degree in the same CIP code. Other state university programs are offered at the Doctor of Nursing Practice level and are not included in the summary.

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 32 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

Projected headcount numbers begin with modest counts from the area agencies. There would not be any students eligible for transfer within the university’s current programs of graduate study. Students will come from recent graduates of UWF’s undergraduate nursing program and other Florida public and non-public institutions. There will be interest in the program from some Florida residents who have relocated to the region, and as UWF is located close to Alabama, there is anticipated interest from out-of-state residents as well. Cumulative headcount reflects students who would be enrolled in the program in subsequent years as it is expected that most students would graduate by the end of their second year. Therefore, headcount reflects expected new students added to continuing students.

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

Regarding UWF’s proposed MSN in Family Nurse Practitioner degree program, no comments were expressed concerning impact on programs at FAMU or FIU during the 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.

The university currently attracts a diverse student body; the proposed degree program seeks to reflect institutional diversity (Figure 1).

Figure 1. Five-Year Comparison of the UWF School of Nursing’s Increasing Diversity.
III. Budget

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

Total year one costs equal $472,382, with $271,167 reallocated from existing Department of Nursing funding. The remaining $201,215 is new recurring funding. Total cost per FTE for year one equals $85,888.

Year five total costs equal $525,388; the cost per FTE is $23,881.

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

UWF does not intend to operate the program through continuing education on a cost-recovery basis, 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).

The primary resources that will be reallocated are faculty and the possible addition of another staff member. The reallocation of faculty would impact very minimally the undergraduate program by adjusting terminally degreed faculty to teach graduate level courses. The additional costs of the faculty would be offset by recuperation of the entire tuition revenue as this program would not be a cost recovery program. Other needs would be administrative as the program will need to designate a coordinator that meets accreditation requirements.

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).

There is no additional potential impact to other departments as the additional course work is only in nursing.

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.

There is potential of grant funding through the Health Resources and Services Administration (HRSA). The grant is being drafted and due in January of 2017.

The School of Nursing has obtained support letters from the Chief Nursing Officers from Baptist Healthcare Network of Pensacola, Sacred Heart Hospital of Pensacola, and West Florida Hospital of Pensacola. They agree to the necessity of the program and are willing to support with clinical sites.

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.

Area health care groups are interested in working with the university in order to enhance the healthcare delivery in the local area and region. One agency stated that they were going to be hiring twenty-five nurse practitioners in the near future. The major institutions involved include:

1. Baptist Health Care, consisting of hospitals in Pensacola, Gulf Breeze, and various outpatient medical care facilities in the region.
2. Sacred Heart Hospital and Sacred Heart Medical Group, with hospitals, and urgent care along with primary care throughout the region.
3. West Florida Hospital and West Florida Medical Group, part of the HCA Hospital group, includes a hospital and multiple primary care and urgent care facilities in the region.

The Family Nurse Practitioner would enhance UWF's standing in the state as well. The program will offset critical workforce needs within the region and the state. As the graduates of the program will be employed throughout Northwest Florida, the university's reputation and alumni relations will be enhanced.
The U.S. Bureau of Labor Statistics reported the average salary of $92,670 per year for nurse practitioners. This places the salary higher for the new graduate and enhanced healthcare service to the region.

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. This is a graduate degree program.

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.

Not applicable. This is a graduate degree program.

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

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

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

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

In alignment with the university mission, the family nurse practitioner degree program is relevant in healthcare today. There are many physicians stepping out of family practice as well as decreasing numbers of new physicians entering primary care. Along with this there are underserved areas in the Northwest Florida region. The nurse practitioner, practicing within the full scope of her or his training can help to offset this growing disparity in the community.

The Family Nurse Practitioner degree program will provide a public service through student projects alongside clinical faculty. These evidence-based experiences will serve to develop improvements in healthcare delivery. There is considerable opportunity to advance scholarship in the area of primary care.

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 Family Nurse Practitioner degree program supports the other MSN specializations and the undergraduate nursing degree program at UWF. Each of these have been designed using national standards from accrediting agencies, licensing agencies, and certification agencies. The Family Nurse Practitioner degree program affords current undergraduates an avenue to continue in a clinical practice area and potentially lead to doctoral education.

The Family Nurse Practitioner degree program is in demand by students and by employers, and therefore would provide opportunities for graduates from the region to continue their education as well. The School of Nursing also has laboratories that could be expanded that would be used within the program and as an outreach to community partners.

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.

Table 2. Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/23/2015</td>
<td>Advisory Council</td>
<td>Open discussion of adding Nurse Practitioner program</td>
</tr>
<tr>
<td>2/1/2016</td>
<td>Cynde Gamache, Randy Johnson</td>
<td>Discussion with Baptist Hospital Chief Nursing Officer</td>
</tr>
<tr>
<td>6/142016</td>
<td>Eileen McFarland, Karen White-Trevino, Randy Johnson</td>
<td>Discussion with West Florida Hospital Research and Chief Nursing Officer</td>
</tr>
<tr>
<td>8/2/2016</td>
<td>Amy Wilson, Randy Johnson</td>
<td>Discussion with Sacred Heart Hospital Chief Nursing Officer</td>
</tr>
</tbody>
</table>


### Table 3. Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1/2016</td>
<td>Planning meeting with Graduate Faculty</td>
</tr>
<tr>
<td>5/9/2016</td>
<td>Graduate faculty meeting to plan curriculum lead</td>
</tr>
<tr>
<td>6/14/2016</td>
<td>Faculty begin course descriptions</td>
</tr>
<tr>
<td>9/6/2016</td>
<td>CCRs completed and submitted</td>
</tr>
</tbody>
</table>

Discussion for the Family Nurse Practitioner degree program began in November 2015. Several members of the advisory council voiced the need for this program (Table 2; Table 3). There were follow up meetings with the School of Nursing chair and the chief nursing officers for the three major health care providers in the area. Each meeting shared ideas for planning and support for moving forward.

Throughout this time the faculty and chair of the School of Nursing, along with the Dean of the College of Health, began to work on plans for developing the program. These planning sessions outlined the need to revise the current MSN outcomes as well as create additional courses for the proposed degree program. The graduate faculty divided into work teams; one group worked on the outcomes of the program, while others worked in course and syllabus development.

Ultimately all of the activities were finalized, and courses, curriculum, and outcomes were all entered into the university’s Curriculum Change Request system.

### 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.

UWF’s MSN program is currently undergoing reaffirmation by the Commission on Collegiate Nursing Education (CCNE). The new Family Nurse Practitioner degree program will require a substantive change letter to be sent to the Commission on Collegiate Nursing Education (CCNE) between 90 days prior to or after the start date. The School of Nursing is in the process of writing the interim report to CCNE for the MSN degree program, due December 1, 2016, in which the addition of the Family Nurse Practitioner program will be discussed. The MSN program is scheduled for a CCNE reaffirmation of accreditation site visit October 2018. At this point, students will be enrolled, and a full evaluation can be made.

The internal review yielded several recommendations for the MSN program. Pursuant to BOG Regulation 8.015, all academic departments at UWF conduct program reviews every seven years. The School of Nursing conducted a program review in 2016 for the MSN program. Among the findings were: a need for additional content in informatics, business/finance concepts, and project management. The school has addressed these findings by reviewing the course offerings in the MSN program and has implemented three course change requests in the area of finance and economics, project management, and informatics as part of the overall curricular review.

### 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.
Student Learning Outcomes

Content
- Integrate scientific findings from nursing, biopsychosocial fields, and other sciences as well as
global initiatives to improve patient care across the lifespan and in diverse settings.
- Utilize organizational and systems leadership to promote decisions directed at achieving high
quality, safe, and cost efficient patient care.
- Integrate methods, technology and other tools, performance measures, and standards into quality
improvement and safety within organizations.
- Translate and integrate scholarship, educational strategies, and evidence into practice settings to
optimize quality patient outcomes.
- Collaborate as a member and leader of inter-professional teams to intervene at the system level
through policy development processes and employing advocacy strategies to influence health,
education and practice.

Critical Thinking
- Integrate scientific findings from nursing, biopsychosocial fields, and other sciences as well as
global initiatives to improve patient care across the lifespan and in diverse settings.
- Utilize organizational and systems leadership to promote decisions directed at achieving high
quality, safe, and cost efficient patient care.
- Integrate methods, technology and other tools, performance measures, and standards into quality
improvement and safety within organizations.
- Translate and integrate scholarship, educational strategies, and evidence into practice settings to
optimize quality patient outcomes.

Communication
- Implement patient-centered communication technologies to integrate, coordinate, deliver and
enhance health care across the lifespan.
- Collaborate as a member and leader of inter-professional teams to intervene at the system level
through policy development processes and employing advocacy strategies to influence health,
education and practice.

Integrity/Values
- Provide care and mentoring in a compassionate manner that respects, protects, and enhances
spiritual integrity, human dignity, and cultural diversity.

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

Admission and graduation requirements are available from the University of West Florida Catalog
http://catalog.uwf.edu).

Admission Requirements

In addition to the University graduate admission requirements described in the Admissions section of the
catalog, the department bases decisions for regular admission on a holistic review of credentials in which
the following criteria are used to assess the potential success of each applicant:
• An earned Bachelor of Science in Nursing degree from an NLNAC, ACEN, or CCNE accredited nursing program with a minimum overall grade point average of 3.0 on a 4.0 scale or a 3.0 (GPA) on a 4.0 scale in the last 60 hours of coursework on the BSN.
• Completion of an undergraduate statistics course with a grade of "C" or better.
• Students who, for academic or disciplinary reasons, are not eligible to register in the college or university last attended will not be admitted for graduate study.
• Possess a current unencumbered Registered Nurse license to practice nursing in a state or territory of the United States.
• Express Admission Students are required to become licensed as a registered nurse to practice in a state or territory of the United States by the end of the first semester of enrollment to progress in the program.
• Curriculum vitae (CV) or resume.
• Approval by the School of Nursing Graduate Admissions Committee. Admission to this program is competitive and selective.

* The graduate admission test may be waived for the following:
  • Applicant must have earned a Bachelor of Science in Nursing (BSN) from a NLN or CCNE accredited nursing program with a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale or a 3.0 (GPA) on a 4.0 scale in the last 60 hours of coursework on the BSN.

If an applicant is unable to meet the above criteria, they may petition the Nursing Department Graduate Admissions Committee and request a special review.

Please note that upon admission the MSN student will receive information concerning current UWF Nursing Department requirements for enrollment. These include, but are not limited to: physical examination and immunizations; Level 2 criminal background check; drug screen; VECHS fingerprinting; AHA BCLS certification; proof of professional liability insurance; and proof of personal health insurance.

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.

The Family Nurse Practitioner degree program totals of 45 credit hours and 600 clinical hours. Revisions were made to the MSN program core to better reflect the adjusted outcomes to meet the accreditation standard; all degree programs must have the same outcomes.
### Tables 4a-d. Proposed Family Nurse Practitioner Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours (SCH)</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Formula 4 clock hours per credit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-2 Foundations of Advanced Nursing Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-10 Evidence Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6002 Health Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6140 Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6172 Advanced Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-3 Population Based Health Promotion and Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-11 Health System Leadership and Policy Strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-4 Care of the Adult I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-5 Care of the Adult I Practicum</td>
<td>3</td>
<td>180</td>
</tr>
<tr>
<td>NGR 6XX1-22 Care of the Adult II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-21 Care of the Adult II Practicum</td>
<td>3</td>
<td>180</td>
</tr>
<tr>
<td>NGR 6XX1-6 Care of the Child and Family</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-7 Care of the Child and Family Practicum</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>NGR 6XX1-8 Care of Women</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-9 Care of Women Practicum</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>NGR 6XX1-17 Project Evaluation and Dissemination</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>45</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

**Table 4 b.**

**MSN Core consist of 14 credit hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>SCH</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 6XX1-2 Foundations of Advanced Nursing Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-10 Evidence Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-3 Population Based Health Promotion and Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6XX1-11 Health System Leadership and Policy Strategies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4 c.**

**Direct Care Core of 9 credit hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>SCH</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 6002 Health Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6140 Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NGR 6172 Advanced Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 4 d.

<table>
<thead>
<tr>
<th>Specialty Courses 22 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NGR 6XX1-4 Care of the Adult I</td>
</tr>
<tr>
<td>NGR 6XX1-5 Care of the Adult I Practicum</td>
</tr>
<tr>
<td>NGR 6XX1-22 Care of the Adult II</td>
</tr>
<tr>
<td>NGR 6XX1-21 Care of the Adult II Practicum</td>
</tr>
<tr>
<td>NGR 6XX1-6 Care of the Child and Family</td>
</tr>
<tr>
<td>NGR 6XX1-7 Care of the Child and Family Practicum</td>
</tr>
<tr>
<td>NGR 6XX1-8 Care of Women</td>
</tr>
<tr>
<td>NGR 6XX1-9 Care of Women Practicum</td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>

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

The Family Nurse Practitioner program is intended to sequence over six consecutive semesters or two calendar years.

Table 5. Family Nurse Practitioner Plan of Study

<table>
<thead>
<tr>
<th>Year 1: Fall Term (9 total credits)</th>
<th>Spring Term (9 total credits)</th>
<th>Summer (6 total credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 6002 Health Assessment (3 credits)</td>
<td>NGR 6172 Advanced Pharmacology (3 credit)</td>
<td>NGR 6XX1-4 Care of the Adult I (3 credits)</td>
</tr>
<tr>
<td>NGR 6XX1-10 Evidenced Based Practice (half term 3 credits)</td>
<td>NGR 6140 Advanced Pathophysiology (3 credits)</td>
<td>NGR 6XX1-5 Care of the Adult I Practicum (3 credits, 180 clinical hours)</td>
</tr>
<tr>
<td>NGR 6XX1-2 Foundations of Advanced Nursing Science (half term 3 credits)</td>
<td>NGR 6XX1-3 Population Based Health Promotion and Management (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Fall Term (6 total credits)</th>
<th>Spring Term (8 total credits)</th>
<th>Summer Term (7 total credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 6XX1-22 Care of the Adult II (3 credits)</td>
<td>NGR 6XX1-6 Care of the Child and Family (3 credits)</td>
<td>NGR 6XX1-8 Care of the Women (3 credits)</td>
</tr>
<tr>
<td>NGR 6XX1-21 Care of the Adult II Practicum (3 credits, 180 clinical hours)</td>
<td>NGR 6XX1-7 Care of the Child and Family Practicum (2 credits, 120 clinical hours)</td>
<td>NGR 6XX1-9 Care of the Women Practicum (2 credits, 120 clinical hours)</td>
</tr>
<tr>
<td>NGR 6XX1-11 Health System Leadership and Policy Strategies (3 credits)</td>
<td>NGR 6XX1-17 Project Evaluation and Dissemination (2 credits)</td>
<td></td>
</tr>
</tbody>
</table>

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

Family Nurse Practitioner Course Descriptions

NGR 6140 Advanced Pathophysiology (3 credits)
This course is designed to present an orientation to disease as disordered physiology. It is intended to enable those in advanced nursing practice to understand how and why the symptoms and signs of
various conditions appear. In approaching disease as disordered physiology, this course analyzes the mechanism(s) of production of the symptoms and signs of different disease states. In doing so, it recognizes that those in advanced nursing practice need to understand the mechanism(s) underlying the disease and its clinical manifestations so that rational therapies can be devised. Thus, appropriate screening and diagnostic laboratory evaluation methods will also be included.

NGR 6172 Advanced Pharmacology (3 credits)
This course is designed to expand the advanced practice student's knowledge of pharmacotherapeutics. Broad categories of pharmacological agents are examined. Skills to assess, diagnose, and manage a client's common health problems in a safe, high quality, and cost-effective manner are emphasized.

NGR 6XX1-4 Care of the Adult I (3 credits)
This course provides the opportunity to analyze the theoretical skills for diagnosis, management and evaluation of commonly occurring, complex, and/or long term health needs of adults and communities. Content focuses on providing the essentials of current practices in diagnostic reasoning, nursing management, and evidence-based practice in the care of adults.

NGR 6XX1-5 Care of the Adult I Practicum (3 credits, 180 clinical hours)
This course provides the opportunity to apply the theoretical skills for diagnosis, management and evaluation of commonly occurring, complex, and/or long term health needs of adults and communities. Content focuses on the application of current practice in diagnostic reasoning, nursing management, and evidence-based practice in the care of adults. This supervised advanced clinical experience focuses on the role of the nurse practitioner in clinical practice.

NGR 6XX1-22 Care of the Adult II (3 credits)
The course allows the learner to expand on the roles of the Advanced Practice Nurse Practitioner in the care of adults and their families across the lifespan. The foundation for synthesizing health information aimed at helping adults and their families to assume responsibility for the prevention of illness and the promotion and maintenance of health are further developed. Available health resources from local, regional, national and global sources are analyzed and incorporated into healthcare plans and decisions.

NGR 6XX1-21 Care of the Adult II Practicum (3 credits, 180 clinical hours)
The course allows the learner to engage in Advanced Nursing Practice with selected adult populations. Learners further define and expand their practice of adult and family health nursing based on the integration of theory, research, self-evaluation, and clinical supervision. A variety of approaches, theories and issues of health care service delivery are further explored, especially focused on multiple chronic diseases and their management.

NGR 6XX1-6 Care of the Child and Family (3 credits)
This course provides the opportunity to develop and apply the theoretical skills for diagnosis, management and evaluation of commonly occurring, complex, and/or long term health needs of children and their families. Content focuses on the analysis of current practices in diagnostic reasoning, nursing management, and evidence-based practice in the care of children. This includes common normal and abnormal variations in physical, cognitive, and psychological development and chronic conditions often specific to this population.

NGR 6XX1-7 Care of the Child and Family Practicum (2 credits, 120 clinical hours)
Supervised advanced clinical experience focused on the roles of the nurse practitioner while dealing with the care of the well and ill child and family. Application of theory and skills for evaluation, diagnosis and management of commonly occurring, complex, and/or long term health needs of children and their families.
NGR 6XX1-8 Care of Women (3 credits)
This course provides the opportunity to develop and apply the theoretical skills for diagnosis, management and evaluation of commonly occurring, complex, and/or long term health needs of women. Content focuses on the analysis of current practices in diagnostic reasoning, nursing management, and evidence-based practice in the care of women, including common normal and abnormal variations in physical, cognitive, and psychological development and chronic conditions often specific to this population.

NGR 6XX1-9 Care of Women Practicum (2 credits, 120 clinical hours)
Supervised advanced clinical experience focused on the roles of the nurse practitioner when providing care specific to women. Application of theory and skills for diagnosis, management and evaluation of commonly occurring, complex, and/or long term health needs of women.

NGR 6XX1-10 Integration of Evidenced Based Practice (3 credits)
This course explores complex concepts and theories including rapid critical appraisal of evidence in preparation for translation to nursing practice. The course includes the evidence-based practice process and steps in evidence-based quality improvement project implementation. The course prepares the nurse to function as a catalyst for change.

NGR 6XX1-2 Foundations of Advanced Nursing Science (3 credits)
The course includes the synthesis of concepts, principles and theories of nursing and related disciplines as applied to the role of the nurse in advanced practice.

NGR 6002 Health Assessment (3 credits)
This course will build upon health assessment skills developed in the professional nurse's basic education program. The theoretical and clinical basis for assessment in advanced nursing practice will be developed. The process whereby the advanced nurse utilizes comprehensive physical, psychological, and cultural assessment across the life span to gather specific data relevant to common health problems is demonstrated.

NGR 6XX1-11 Health System Leadership and Policy Strategies (3 credits)
This course assists the learner to synthesize organizational theory and leadership to influence health policy within the context of current complex healthcare systems. The learner will analyze policy from a socio-economic, ideological, political, historical, and technological perspective while integrating clinical management processes and utilization of community resources. Content will focus on the organizational structure of health care systems, health care financing and economic implications and the role of the provider in policy making.

NGR 6XX1-17 Project Evaluation and Dissemination (2 credits)
This culminating course focuses on project evaluation and dissemination. The project is evaluated through the assessment of the project processes, actions, measurable outcomes and impact on the healthcare organization/system. Dissemination of the project occurs with identifying audiences at the local, state, national and/or international level.

NGR 6XX1-3 Population Based Health Promotion and Management (3 credits)
The purpose of this course is to involve the learner in recognizing diverse influences of varying global populations and issues surrounding access to health care. It will distinguish between health, wellness, illness, disease and disability while examining relevant ethical issues and health disparities in current practice regulations. The content will compare levels of prevention (primary, secondary and tertiary) for health consumers across the lifespan. The student will analyze the Healthy People 2020 Initiative to determine its status and impact on the health status of vulnerable populations.
F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

The Family Nurse Practitioner degree program must meet the standards for accreditation with the Commission on Collegiate Nursing Education (CCNE). CCNE also identifies with the Criteria for Evaluation of Nurse Practitioner Programs, A Report of the National Task Force on Quality Nurse Practitioner Education. The curriculum must also prepare students for taking the certification exam through the American Academy of Nurse Practitioners (AANPCP) or the American Nurses Credentialing Center (ANCC). There is not a formal industry advisory council, however, several faculty have nurse practitioner training and have taught in nurse practitioner programs at other institutions.

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.

Accreditation with the Commission on Collegiate Nurse Education (CCNE) will require a substantive change report. The report will require submission within ninety days prior to or after the start date. In addition, the MSN program is scheduled for a reaffirmation of accreditation site visit review in October 2018, and this degree program would be reviewed during the visit.

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

Not applicable. This is not a doctoral degree program.

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

The anticipated delivery system will be combined online, which is already being used, and traditional classroom with online enhancement. In addition, the program will use the Nursing Skills and Simulation Center for validation and skill development. There may be a need for expansion at some time in the future, but the lab space should be adequate to perform all activities necessary. Clinicals will be conducted in area facilities and agencies and will not require any additional expenditures by the school or university.

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 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.

Reallocated Base for Faculty = $251,167

New Recurring for Faculty = $195,000 (presume $97,500 for new faculty line)

OPS (for adjuncts and other instructional/non-instructional staff) = $100,000

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

The following faculty vitae are included in Appendix D.

1. Dr. Crystal Bennet
2. Dr. Angela Blackburn
3. Dr. Catherine Dearman
4. Dr. Randall Johnson
5. Dr. Cynthia Morgan
6. Dr. Brandy Strahan

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.

The School of Nursing Faculty have varied backgrounds in healthcare, and offer a diverse and
challenging education at the undergraduate and graduate levels. Graduates from UWF’s Nursing degree
programs are well accepted in the community and region, and are recognized for their preparation. The
School of Nursing Faculty have been diligent in preparing for the addition of a clinical track.

The School of Nursing has demonstrated increasing enrollment in all academic degree programs. The
total enrollment has increased by 55% over the past three academic years. Table 6 shows the enrollment
growth, and totals for each semester over the last three years.
The School of Nursing has experienced steadily increasing graduation rates. In 2013 there were 136 graduates, in 2014 there were 149, and 2015 there were 230 for a three-year total of 515 graduates from the School of Nursing. Of the 515 graduates 130 were from the pre-licensure program, 372 students completed the RN to BSN, and 13 were from the newly formed MSN degree program.
Faculty teach courses based on their experience and rank reflecting tripartite outcomes of teaching, scholarship, and service. The list of faculty, their credentials, rank and courses taught for the undergraduate MSN degree program are shown in Table 8.

Table 8. MSN Degree Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentia</th>
<th>Rank</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crystal Bennett</td>
<td>MSN, PhD</td>
<td>Lecturer</td>
<td>NUR4216 Patient Centered Care I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NGR6700 Nursing Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NGR6800 Nursing Research, Statistics, &amp; Evidence based Practice</td>
</tr>
<tr>
<td>Angela Blackburn</td>
<td>MSN, PhD</td>
<td>Assistant Professor</td>
<td>NGR 6740 Contemporary Issues in the Role of Advanced Nursing Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NGR6880 Ethical Issues in Advanced Nursing Practice</td>
</tr>
</tbody>
</table>
The School of Nursing has obtained internal funding that includes $180,000 to support student engagement in the undergraduate program. Funds secured for this project are being used to include portable electronic devices for students to gain access to an electronic medical record. The funding includes provisions to support the Nursing Simulation and Skills Lab.

Nursing faculty are involved actively in scholarship through dissemination of knowledge through various publications, speaking for National, and International Conferences, and Poster presentations. Table 9 shows a selection of faculty scholarly activities for the past five years.

Table 9a-f. Select Faculty Publications, Speaking and Presentations

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Degree(s)</th>
<th>Position</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Chubb</td>
<td>MSN, PhD</td>
<td>Assistant Professor</td>
<td>NGR6728 Nursing Leadership &amp; Management Seminar I  &lt;br&gt;NGR6729 Nursing Leadership &amp; Management Seminar II</td>
</tr>
<tr>
<td>Cathy Dearman</td>
<td>MSN, PhD</td>
<td>Visiting Professor</td>
<td>NGR6715 Nursing Education Seminar II &lt;br&gt;NGR6734 Project Development &amp; Management for Nurse Leaders</td>
</tr>
<tr>
<td>Cynthia Morgan</td>
<td>MSN, DNP</td>
<td>Assistant Professor</td>
<td>NGR6002 Advanced Health Assessment &lt;br&gt;NGR6172 Advanced Pharmacology &lt;br&gt;NGR671 Nursing Education Seminar I</td>
</tr>
<tr>
<td>Brandy Strahan</td>
<td>MSN, PhD</td>
<td>Assistant Professor</td>
<td>NGR6710 Nursing Education Seminar I</td>
</tr>
</tbody>
</table>

Bennett, Crystal

**POSTER PRESENTATIONS:**


**PODIUM PRESENTATIONS:**
**Bennett, C.** (2011, April). “Shaping the Future of Nursing”, Invited Speaker, Sigma Theta Tau International Honor Society of Nursing Upsilon Kappa Chapter Induction Ceremony.


**Bennett, C.** (2015). “The Effects of Line Dancing on Physical Function and Disability in Older Adults with Mobility Difficulty”, Poster Discussion/Podium, Southern Nurses Research Society Annual Conference.

**PUBLICATIONS:**

**THESIS & DISSERTATION:**
**Bennett, C.** (August 2014). The Effects of Line Dancing on Physical Function and Disability in Older Adults with Mobility Difficulty.

<table>
<thead>
<tr>
<th><strong>Blackburn, Angela</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOLARLY AND CREATIVE ENDEAVORS: ORIGINAL RESEARCH:</strong></td>
</tr>
</tbody>
</table>

**Blackburn, A.** (2015 Longitudinal study in progress). Impact of an evidence-based nursing curriculum on Master of Science in Nursing (MSN) students EBP knowledge, readiness, beliefs, and implementation.

PUBLICATIONS: REFEREED JOURNALS-INTERNATIONAL & NATIONAL:


SCHOLARLY & CREATIVE ENDEAVORS: PROFESSIONAL NATIONAL & INTERNATIONAL REVIEW ACTIVITIES:


International Institute of Qualitative Methodology, 2016 Qualitative Health Research Conference. Kelowana, Canada. Abstract Reviewer.


PODIUM PRESENTATIONS:

Blackburn, A. (2016). The Role of Narrative Inquiry in Evidence-Based Practice. Podium Presentation at the International Institute of Qualitative Methodology Qualitative Methods (QM) Methods Conference, Glasgow, Scotland: IIQM.

Presentation at American Association of Colleges of Nursing, 2015 Master’s Education Conference, St. Petersburg, FL: AACN.


Blackburn, A. (Fall 2015). Narrative inquiry and the EBP Connection. Faculty Guest Poster Presentations:


Table 9 c.

Dearman, Catherine

RESEARCH:


REFEREED PUBLICATIONS:


REFEREED PROFESSIONAL PRESENTATIONS:


GRANTS:
Dearman, C. Project Director, Department of Health and Human Services. (2013) Interprofessional Collaboration to Build Leadership Among Nurses Funded. $1.3 million over 3 years.

Dearman, C. Project Director, Department of Health and Human Services. (2013) Nurse Faculty Loan Program. Funded $159,000 for 2013 year in student loan availability.

Dearman, C. Project Director, Department of Health and Human Services. (2011) Nurse Faculty Loan Program. Funded $137,984.


BOOKS/BOOK CHAPTERS:


Roussel, L., Dearman, C., and Williams, L. (2011). Voices from the Field: Executive Nurse Administration, Clinical Nurse Leaders, and Doctor of Nursing Practice Student Assignment Examples, Information from Professors, and Student Exemplars. In Harris, Roussel, Walters, and


<table>
<thead>
<tr>
<th>Table 9 d.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Johnson, Randall</strong></td>
</tr>
<tr>
<td><strong>PUBLICATIONS:</strong></td>
</tr>
<tr>
<td><strong>DISSERTATION:</strong></td>
</tr>
<tr>
<td><strong>GRADUATE STUDENT PROJECT CHAIR:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 9 e.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morgan, Cynthia</strong></td>
</tr>
<tr>
<td><strong>PROFESSIONAL PRESENTATIONS:</strong></td>
</tr>
<tr>
<td>Morgan, C. (2011, May). “It’s time to stop smoking but how do I get there?” a presentation to the faculty of the University of South Alabama College of Nursing and staff of the student health clinic Brown Bag Luncheon, Mobile, AL.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 9 f.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strahan, Brandy</strong></td>
</tr>
<tr>
<td><strong>PUBLICATIONS – REFEREED JOURNALS – INTERNATIONAL AND NATIONAL:</strong></td>
</tr>
</tbody>
</table>
Table 10. Sample of Nursing Faculty Service to the University

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bennett, Crystal</td>
<td></td>
<td></td>
<td>Office of Undergraduate Research (U)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Office of Undergraduate Research student project reviewer (U)</td>
</tr>
<tr>
<td>Blackburn, Angie</td>
<td>Graduate Council (Non-voting) U</td>
<td>Search Committee Nursing Chair (S)</td>
<td>Graduate Council (Non-voting) U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Council (Non-voting) U</td>
<td></td>
</tr>
<tr>
<td>Johnson, Randall</td>
<td></td>
<td></td>
<td>College of Health Chairs (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Banner Academic Team (U)</td>
</tr>
<tr>
<td>Strahan, Brandy</td>
<td>Women, Minority, and Diversity Task Force (U)</td>
<td>Occupational and Environmental Safety Committee (U)</td>
<td>Academic Misconduct Code Review Committee (U)</td>
</tr>
<tr>
<td></td>
<td>Occupational and Environmental Safety Committee (U)</td>
<td>Educational Research Center for Child Development Committee</td>
<td>COH Advisory Council (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COH Program Leader</td>
</tr>
</tbody>
</table>

Nursing Faculty are also involved in service to the School, College, and University. Table 10 shows a sample of faculty involvement in committees for the last three years.
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’s School of Nursing currently offers a B.S. in Nursing, an Online RN to BSN program, a M.S. in Nursing, and a DNP partnership with UF. While the library is able to support nursing programs, including the proposed M.S. in Nursing Practice, additional library resources are needed to support the School of Nursing, especially as UWF moves towards an emerging preeminent status.

The 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 journals and other serial titles through a discovery system. An analysis of holdings in relevant Library of Congress classifications for nursing indicate that UWF has approximately 5,900 books related to this field. Additionally, the library has extensive access to journals to support the program; the library holds 400 nursing related e-journals, 90 of which are specific to nursing practice. Indexing, abstracting and full text databases relevant to nursing practice include the specialized database PubMed, which includes MEDLINE and literature vetted by the National Library of Medicine, CINAHL Complete, and Cochrane Library by Wiley. More general health science resources supporting nursing practice are Web of Science, Science Direct, and Nursing & Allied Health Source by ProQuest. 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**

- CINAHL Complete
- Cochrane Library (Wiley)
- DDIRline
- Dissertations and Theses (ProQuest)
- Florida Statistical Abstracts
- Health and Wellness Resource Center (Gale Group)
- Immunology Abstracts (ProQuest)
- MEDLINE (OCLC)
- Nursing & Allied Health Source (ProQuest)
- OVID Nursing Full Text Plus
Physical Education Index (ProQuest)
POPline
PubMed
SPORTDiscus
ScienceDirect
Virology and AIDS Abstracts (ProQuest)
Web of Science

Free Resources
- Centre for Evidence-Based Medicine
- National Guideline Clearinghouse
- PLoS (Public Library of Science)
- Trip Database

Major Journals (Peer Reviewed)
- JAMA: Journal of the American Medical Association (1883-Present)
- AJN: American Journal of Nursing (1996-Present)
- Clinical Simulation in Nursing (2006-Present)
- American Journal for Nurse Practitioners (1997-2012)
- Nurse Practitioner (1999-Present)
- Nursing Research and Practice (2010-Present)
- Nurse Education in Practice (2001-Present)
- Registered Practical Nursing Journal (2009-Present)
- Policy, Politics, and Nursing Practice (2000-Present)
- Professional Nursing Today (2006-Present)
- Journal of Clinical Nursing (1992-Present, 1-year text-delay)

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 nursing 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.

In June 2016, the UWF Center for Research and Economic Opportunity produced a report titled, *The Second Fifty Years: Initial Assessment of the Impact on the University of West Florida of Adopting Florida’s Emerging Preeminence Standards as a Primary Drive of the University’s Strategic Planning Process*. The report states, “President [Joe] Negron frequently says that Florida’s preeminent universities should be on par with UNC, UVA, UM and other great public universities.” To support the M.S. in Nursing Practice while helping the School of Nursing move forward as UWF strives for emerging preeminence, one database should be added to the collection. The following list contains resources the aforementioned institutions provide to their programs. Not only will these resources benefit students in other allied health programs, but they will also support UWF’s College of Health as continues to grow. These resources include:

Year 1: Joanna Briggs Institute (JBI): $6,215

Year 5: Joanna Briggs Institute (JBI): $8,147

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

The School of Nursing Laboratory Space

The current Nursing Skills and Simulation Lab are available for use by faculty and students. In this lab are several different types of spaces used in teaching for the various types of settings. The current supplies and manikins will be used for teaching in the Family Nurse Practitioner program.

The School of Nursing Office Space

The current nursing office space is adequate.

The School of Nursing Research Space

Students and faculty have full access to library rooms and resources necessary for research and literature review.

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.

School of Nursing Laboratory

The nursing laboratory space is adequate.

School of Nursing Offices

Office spaces are adequate.

School of Nursing Research Space
program through Year 5. Include projected costs of additional library resources in Table 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

In June 2016, the UWF Center for Research and Economic Opportunity produced a report titled, *The Second Fifty Years: Initial Assessment of the Impact on the University of West Florida of Adopting Florida’s Emerging Preeminence Standards as a Primary Drive of the University’s Strategic Planning Process*. The report states, “President [Joe] Negron frequently says that Florida’s preeminent universities should be on par with UNC, UVA, UM and other great public universities.” To support the M.S. in Nursing Practice while helping the School of Nursing move forward as UWF strives for emerging preeminence, one database should be added to the collection. The following list contains resources the aforementioned institutions provide to their programs. Not only will these resources benefit students in other allied health programs, but they will also support UWF’s College of Health as continues to grow. These resources include:

<table>
<thead>
<tr>
<th>Year</th>
<th>Resource Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Joanna Briggs Institute (JBI)</td>
<td>$6,215</td>
</tr>
<tr>
<td>5</td>
<td>Joanna Briggs Institute (JBI)</td>
<td>$8,147</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.

**The School of Nursing Laboratory Space**

The current Nursing Skills and Simulation Lab are available for use by faculty and students. In this lab are several different types of spaces used in teaching for the various types of settings. The current supplies and manikins will be used for teaching in the Family Nurse Practitioner program.

**The School of Nursing Office Space**

The current nursing office space is adequate.

**The School of Nursing Research Space**

Students and faculty have full access to library rooms and resources necessary for research and literature review.

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.

**School of Nursing Laboratory**

The nursing laboratory space is adequate.

**School of Nursing Offices**

Office spaces are adequate.

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

No new capital expenditures are anticipated through year 5.

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

Classrooms will be available for smaller class sizes. These rooms are equipped with the technology to provide the course materials. Research will be conducted in collaborative rooms in the library and in faculty offices.

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

No specialized equipment will be needed to implement or sustain the proposed program through year 5.

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

No additional special categories of resources will be needed through year 5.

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

The proposed program will not offer fellowships, scholarships, or graduate assistantships.

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.

The Family Nurse Practitioner program has clinical courses that require the students be placed with qualified preceptors in various clinical settings. These settings include adult, pediatric, women, and geriatric healthcare settings. The Healthcare networks within and around Pensacola contain these types of clinical agencies. The School of Nursing has obtained letters of agreement from the Chief Nursing Officers and administrators from Baptist Healthcare Network of Pensacola, Sacred Heart Hospital of Pensacola, and West Florida Hospital of Pensacola stating an agreement to provide clinical opportunities for family nurse practitioner students.

Other agencies have agreed to be providers of clinical opportunities for the students in the family nurse practitioner program including the Health Department of Escambia County. Further, agencies will be added as the student population expands so that the clinical needs will be met.
Table 1b Projected Headcount from Potential Sources ( Graduate Degree Program)

Table 2 Projected Costs and Funding Sources

Table 3 Anticipated Reallocation of E&G Funds

Table 4 Anticipated Faculty Participation
## APPENDIX A

### TABLE 1-B

**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**

(Graduate 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>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td>
<td>3</td>
<td>1.7</td>
<td>7</td>
<td>3.85</td>
<td>10</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Individuals who have recently graduated from preceding degree programs at this university</td>
<td>2</td>
<td>1.10</td>
<td>5</td>
<td>2.75</td>
<td>7</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
<td>2</td>
<td>1.10</td>
<td>4</td>
<td>2.20</td>
<td>5</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>1</td>
<td>0.55</td>
<td>2</td>
<td>1.10</td>
<td>2</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>1</td>
<td>0.55</td>
<td>2</td>
<td>1.10</td>
<td>2</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>1</td>
<td>0.55</td>
<td>2</td>
<td>1.10</td>
<td>2</td>
</tr>
<tr>
<td>Additional foreign residents***</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</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>10</strong></td>
<td><strong>5.50</strong></td>
<td><strong>22</strong></td>
<td><strong>12.10</strong></td>
<td><strong>28</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.
## APPENDIX A

### TABLE 2

**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Funding Source</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reallocated Base* (E&amp;G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enrollment Growth (E&amp;G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Recurring (E&amp;G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New Non-Recurring (E&amp;G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contracts &amp; Grants (C&amp;G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philanthropy Endowments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enterprise Auxiliary Funds</td>
</tr>
<tr>
<td>1+...+7</td>
<td></td>
<td>9+...+14</td>
</tr>
<tr>
<td><strong>Columns</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
<td>310,871</td>
<td>0</td>
</tr>
<tr>
<td>A &amp; P Salaries and Benefits</td>
<td>0</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>10,000</td>
<td>0</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>10,000</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>Total Costs</td>
<td>$330,871</td>
<td>$0</td>
</tr>
</tbody>
</table>

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

### Faculty and Staff Summary

<table>
<thead>
<tr>
<th>Total Positions</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>4.41</td>
<td>4.60</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>Year</th>
<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>Year 1</td>
<td>$571,086</td>
<td>3.5</td>
<td>$103,534</td>
</tr>
<tr>
<td>Year 5</td>
<td>$636,721</td>
<td>22</td>
<td>$28,942</td>
</tr>
<tr>
<td>Column</td>
<td>Explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocated Base* (E&amp;G)</td>
<td>E&amp;G funds that are already available in the university’s budget and will be reallocated to support the new program. Please include these funds in the Table 3 – Anticipated reallocation of E&amp;G funds and indicate their source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Growth (E&amp;G)</td>
<td>Additional E&amp;G funds allocated from the tuition and fees trust fund contingent on enrollment increases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Recurring (E&amp;G)</td>
<td>Recurring funds appropriated by the Legislature to support implementation of the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Non-Recurring (E&amp;G)</td>
<td>Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>Contracts and grants funding available for the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropy Endowments</td>
<td>Funds provided through the foundation or other Direct Support Organizations (DSO) to support of the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise Auxiliary Funds</td>
<td>Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal columns 1*...+7</td>
<td>Subtotal of values included in columns 1 through 7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Base** (E&amp;G)</td>
<td>Includes the sum of columns 1, 2, and 3 over time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Enrollment Growth (E&amp;G)</td>
<td>See explanation provided for column 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other*** (E&amp;G)</td>
<td>These are specific funds provided by the Legislature to support implementation of the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>See explanation provided for column 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropy Endowments</td>
<td>See explanation provided for column 6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise Auxiliary Funds</td>
<td>Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal columns 9*...+14</td>
<td>Subtotal of values included in columns 9 through 14.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX A

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocated from Existing MSN Degree Program</td>
<td>330,871</td>
<td>330,871</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Totals                                                                           | $330,871                 | $330,871                 | $0                      |

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

### TABLE 4

**ANTICIPATED FACULTY PARTICIPATION**

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Highest Degree Held</th>
<th>Academic Discipline or Speciality</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Initial Date for Participation in Program</th>
<th>Mos. Contract Year 1</th>
<th>FTE Year 1</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1</th>
<th>Mos. Contract Year 5</th>
<th>FTE Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Cynthia Morgan, DNP</td>
<td>Assistant Professor</td>
<td>Clinical Track</td>
<td>Track</td>
<td>Fall 2017</td>
<td>9</td>
<td>0.75</td>
<td>0.80</td>
<td>0.60</td>
<td>9</td>
<td>0.75</td>
<td>0.80</td>
<td>0.60</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>(coordinator) New Hire, DNP or PhD Nurse Practitioner</td>
<td>Professor</td>
<td>Earning</td>
<td>Fall 2017</td>
<td>12</td>
<td>1.00</td>
<td>0.80</td>
<td>0.80</td>
<td>12</td>
<td>1.00</td>
<td>0.80</td>
<td>0.80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>New Hire, DNP or PhD Pediatric Nurse Practitioner</td>
<td>Professor</td>
<td>Track</td>
<td>Spring 2018</td>
<td>9</td>
<td>0.75</td>
<td>0.80</td>
<td>0.60</td>
<td>9</td>
<td>0.75</td>
<td>0.80</td>
<td>0.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>New Hire, DNP or PhD Pediatric Nurse Practitioner</td>
<td>Professor</td>
<td>Track</td>
<td>Spring 2018</td>
<td>9</td>
<td>0.75</td>
<td>0.80</td>
<td>0.60</td>
<td>9</td>
<td>0.75</td>
<td>0.80</td>
<td>0.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Catherine Dearman, PhD, RN</td>
<td>Professor</td>
<td>Track</td>
<td>Fall 2017</td>
<td>9</td>
<td>0.75</td>
<td>0.75</td>
<td>0.56</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Angela Blackburn, PhD, ARNP</td>
<td>Professor</td>
<td>Earning</td>
<td>Fall 2017</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>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Crystal Bennett, PhD, RN</td>
<td>Lecturer</td>
<td>Track</td>
<td>Fall 2019</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>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Brandy Strahan, PhD, RN</td>
<td>Professor</td>
<td>Earning</td>
<td>Fall 2017</td>
<td>12</td>
<td>1.00</td>
<td>0.25</td>
<td>0.25</td>
<td>12</td>
<td>1.00</td>
<td>0.25</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Randall Johnson, PhD, RN</td>
<td>Professor</td>
<td>Earning</td>
<td>Fall 2017</td>
<td>12</td>
<td>1.00</td>
<td>0.25</td>
<td>0.25</td>
<td>12</td>
<td>1.00</td>
<td>0.25</td>
<td>0.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>Current Education &amp; General Revenue</td>
<td>1.25</td>
<td>2.00</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>Current Education &amp; General Revenue</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>New Education &amp; General Revenue</td>
<td>0.80</td>
<td>0.80</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Contracts/Grants</td>
<td>1.16</td>
<td>0.60</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Contracts/Grants</td>
<td>1.20</td>
<td>1.20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Totals for</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Person-Years (PY)</td>
<td>4.41</td>
<td>4.60</td>
</tr>
</tbody>
</table>

Worksheet Table 4 Faculty
Appendix B

Signatures
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.
Request to Offer a New Degree Program—Approval Signatures

Program: Master’s Degree Family Nurse Practice

Program Chairperson: ___________________________ Date: __________

College Dean: ___________________________ Date: __________

President, Faculty Senate: ___________________________ Date: __________

Provost: ___________________________ Date: __________

President: ___________________________ Date: __________

Board of Trustees, Academic Affairs Committee: ___________________________ Date: __________

Board of Trustees: ___________________________ Date: __________

Board of Governors: ___________________________ Date: __________
(as appropriate)
Appendix C

Academic Learning Plan
MASTER OF SCIENCE IN NURSING

Mission Statement
The mission of the University of West Florida Graduate Nursing Program is to educate the student to make contributions in advanced nursing practice in roles including leader, administrator, educator, researcher, scholar, and a life-long learner. The nursing graduate of the UWF Graduate Nursing Program will critically and accurately use the nursing process with diverse clients while remaining sensitive to a variety of subcultural influences, healthcare delivery systems, and global environment. Based on progression from the baccalaureate nursing program, the graduate nursing program refines clinical skills and stimulates the use of research, analysis, synthesis, and active inquiry. The student will use knowledge to respond critically and make appropriate decisions. This graduate nursing program provides a service to the healthcare community by increasing the number of nurses who practice professional nursing at an advanced level in education, executive, and primary care. The program also serves the populations’ health needs by providing quality nursing care.

Student Learning Outcomes
Graduates of the UWF Master of Science in Nursing program should be able to do the following:

Content
- Integrate scientific findings from nursing, biopsychosocial fields, global initiatives and other sciences to improve patient care across the lifespan and in diverse settings.
- Use Methods, technology and other tools, performance measures, and standards related to quality improvement and safety with organizations.

Critical Thinking
- Utilize organizational and systems leadership to promote decisions directed at achieving high quality, safe, and cost efficient patient care.
- Translate and integrate scholarship, educational strategies, and evidence into practice settings to optimize quality patient outcomes.
- Integrate broad organizational, client-centered, and culturally appropriate concepts to provide evidence-based clinical prevention, care and services to individuals, families, and populations.
**Communication**
- Utilize patient-centered communication technologies to integrate, deliver and enhance health care across the lifespan.
- Collaborate as a member and leader of inter-professional teams to intervene at the system level through policy development processes and employing advocacy strategies to influence health, education and practice.

**Integrity/Values**
- Provide care and mentoring in a compassionate manner that respects, protects, and enhances spiritual integrity, human dignity, and cultural diversity.

**Assessment of Student Learning Outcomes**
Nursing graduate students will acquire advanced skills and knowledge that enable them to practice advanced professional nursing or pursue doctoral level study. Direct measures of the student learning outcomes are conducted using examinations, essays, papers, group work, online presentations, observation, and problem solving activities. The capstone experience is a required role practicum under the direction of a preceptor. Finally, the graduating student will participate in an exit survey upon completion of degree requirements.

**Job Prospects for Master of Science in Nursing Graduates**
- Director of Nursing
- Nursing Administrator Hospital Administration
- Healthcare Organization Administrator Middle and Upper Management Healthcare position
- Undergraduate Nursing School Faculty
- Continuing Educator Director Nursing Service Educator Staff Development Director
- Case Manager Consultant
- Primary care office
- Minute clinic
- Urgent care
- Hospital care provider

Find out more about Nursing at UWF:
- School of Nursing Website

12/19/2016
Appendix D

Faculty Curriculum Vitarum
Crystal G. Bennett, PhD, RN

A. Education

2014  PhD  University of Florida, Gainesville, FL  Nursing Science
       Minor: Aging
2003  MSN  University of South Alabama, Mobile, AL  Nursing Education/Adult Health
1997  BSN  University of West Florida, Pensacola, FL  Nursing
1995  ADN  Pensacola Junior College, Department of Nursing, Pensacola, FL

B. Academic Appointments

2014- Present  Lecturer, University of West Florida, Department of Nursing, Pensacola, FL
2014- 2016  Adjunct Faculty, University of South Alabama, College of Nursing, Mobile, AL
2013-2014  Lecturer & TBSN Program Coordinator, University of West Florida, Department of Nursing, Pensacola, FL
2007 – 2013  Assistant Professor, University of West Florida, Department of Nursing, Pensacola, FL
2004-2007  Visiting Assistant Professor, University of West Florida, Department of Nursing, Pensacola, FL
2003-2004  Adjunct Clinical Instructor, Pensacola Junior College, Department of Nursing, Pensacola, FL

C. Clinical Employment

1999-2003  Staff Registered Nurse/Charge Nurse, Baptist Hospital, Pensacola, FL
1996-1999  Staff Registered Nurse/Charge Nurse, West Florida Hospital, Pensacola, FL

D. National Board Certification(s) and state RN Licensure(s)

RN Florida License, #RN 3033232, Exp. 4/2017
RN Alabama License, #1-088573, Exp. 12/31/2018
AHA Basic Life Support/CPR for Health Care Provider, Exp. 8/2017

E. Professional Memberships and Activities

Professional Organizations:
   Southern Nurses Research Society, 2011-Present
   Sigma Theta Tau International Honor Society of Nursing, 2008-Present
   Gerontological Society of America, 2006-Present

Community Organizations:
Professional Activities:

- Quality Matters Training: Course Improvement workshop, 5/16
- Preceptor for South University Nurse Educator Graduate Student, 4/16
- Leading Health Indicators Webinar: Injury and Prevention, 1/21/16
- EBP Session: Using Virtual Learning Techniques to Enhance Nursing Education, 11/15
- Effects of Toxic People in Nursing, 11/15
- Plenary Session: STTI as Edge Runner Through Serving Locally, Transforming Regionally, and Leading Globally, 11/15
- Shadow Health Digital Experience Training, 8/15
- Preceptor for UWF Nurse Educator Graduate Student, Fall 15
- AACN: “Debriefing in Simulation”, 5/15
- Certified as a Quality Online Instructor, 8/14
- Quality Matters Training: Teaching a Quality Online Course, 8/14
- Quality Matters Training: Designing a Quality Online Course, 3/14
- AACN Executive Leadership Series, AACN Baccalaureate Conference, 11/13
- Preceptor for University of Alabama Graduate Student, 1/2013-4/2013
- Preceptor for Nurse Educator Graduate Student, 1/2012-5/2012
- AACN GNEC Series: “Preparing Nursing Students to Care for Older Adults: Enhancing Gerontology in Senior-level Undergraduate Courses Part II: Teaching Strategies to Infuse Geriatric Content”, 11/30/11
- AACN: “Clinical Teaching and Evaluation”, 10/26/11
- AACN GNEC Series: “Preparing Nursing Students to Care for Older Adults: Enhancing Gerontology in Senior-level Undergraduate Courses Part I: Project Overview”, 10/4/11
- AACN: “Revising Curricula for the New Master’s Essentials”, 5/26/11
- Preceptor for FSU Nurse Educator Graduate Student, 1/09
- CAS Teaching Partners Program, 10/08-04/09
- Preceptor for USA Nurse Educator Graduate Student, 1/08
- Preceptor for FSU Nurse Educator Graduate Student, 9/06
- Preceptor for FSU Nurse Educator Graduate Student, 1/06

F. Honors and Awards

2013-2014    Jean and Jewell Ahrano Scholarship Award, University of Florida
2012-2013    Charlotte Memorial Scholarship, University of Florida
2011-2012    Charlotte Memorial Scholarship, University of Florida
2009         Emanuel and Radie P. Merdinger Scholarship, University of Florida
2006         Emanuel and Radie P. Merdinger Scholarship, University of Florida
2003         Graduated Summa Cum Laude, University of South Alabama
2008-present  Sigma Theta Tau International Honor Society of Nursing

G. Committee Assignments and Administrative Services

Service to University:
- Office of Undergraduate Research, 2015-Present
  - Volunteered as reviewer for OUR student project and travel award applications
- Military Committee, 2012
  - Participated in meetings with Chair, Dean and General Counsel regarding the Department of Nursing Memorandum of Understanding (MOU) with the Military Resource Center.
  - Completed final revisions to the MOU with General Counsel.
- UWF Student Health Services RN Position Search Committee, 2012
  - Evaluated application submissions for registered nurse position.
  - Participated in interview process of selected applicants.
- UWF Center on Aging Academic Core Committee, 2011
  - Invited to serve on committee as representative from Department of Nursing.
  - Collaborated with community partners at the Center on Aging Fall Summit to devise strategies to improve overall health of older adults in the community.

Service to Department:
- Chairperson Nursing Department Recruitment, Admission, Retention, and Progression (RARP) Committee, 2014-Present
  - Participated in recruitment events such as UWF Open House quarterly.
  - Participated in reviewing nursing program applications annually.
  - Participated in revising nursing program admission policies and procedures.
- Chairperson Nursing Department Student Affairs Committee, 2014-2015
  - Performed revisions to UWF Prelicensure Nursing Student Handbook
  - Led the planning of orientations for incoming nursing students
  - Led the planning for annual pinning ceremony
- Coordinator of Traditional BSN Program, 2013-2014
  - Assisted the Department Chair with development, assessment, and expansion of the traditional BSN program.
  - Assisted with development and evaluation of TBSN courses and collection of required data for accreditation of the program.

- Nursing Faculty Position Search Committee, 2013
  - Participated in search committee meetings, interviews, and campus visits with selected applicants
- Chairperson Nursing Faculty Position Search Committee, 2012
  - Coordinated search committee meetings, interviews, and on campus visits for selected applicants.
• Associate Chairperson Nursing Department, Spring/Summer 2012
  ▪ Assumed lead role in organizing meetings and content for CCNE accreditation reports.
  ▪ Served as liaison between Chair and Military Resource Center, clinical affiliations, and community organizations.
• Chairperson Nursing Department Bylaws Committee, 2011-2013
  ▪ Led committee in revisions to bylaws document.
  ▪ Successful completion of bylaws and approved by Provost.
• Chairperson Nursing Department Evaluation Committee, 2009-2012
  ▪ Led data collection and analysis of student exit interviews, program assessment and employer assessments. Information shared with faculty at departmental review meeting.
  ▪ Continuous review of use of ATI assessments in courses. Compiled information in preparation for CCNE accreditation report.
• Nursing Department Scholarship Review Committee, 2010-2012
  ▪ Reviewed nursing scholarship applications annually.
• Chairperson Nursing Department Student Affairs Committee, 2007-2009
  ▪ Performed revisions to UWF Prelicensure Nursing Student Handbook
  ▪ Led the planning of orientations for incoming nursing students
  ▪ Led the planning for annual pinning ceremony
• Faculty Advisor UWF Student Nurses Association, 2007-2009
  ▪ Increased student participation in various community service events and state and national student nurse association conferences.
• Nursing Department Curriculum Committee, 2007-2009
  ▪ Reviewed course syllabi and participated in program wide syllabi revisions.
  ▪ Collaborated with faculty to revise curriculum in undergraduate programs.
• Florida Board of Nursing Program Review, 2006
  ▪ Compiled data for report submitted to Florida Board of Nursing for continued state approval of nursing program.
• Commission on Collegiate Nursing Education (CCNE) Baccalaureate Nursing Program Review, November 2006
  ▪ Participated in writing and completing the UWF Nursing Program Self-Study Report to CCNE.
  ▪ Participated in interviews with CCNE site visitors.
• Nursing Department Student Affairs Committee, 2004-2007
  ▪ Performed revisions to UWF Prelicensure Nursing Student Handbook
  ▪ Led the planning of orientations for incoming nursing students
  ▪ Led the planning for annual pinning ceremony
• Nursing Department Recruitment, Admission, Retention, and Progression (RARP) Committee, 2004-2007
  • Participated in recruitment events such as UWF Open House quarterly.
  • Participated in reviewing nursing program applications annually.
  • Participated in revising nursing program admission policies and procedures.

Service to Profession:
• 2016- Present President Elect, Upsilon Kappa Chapter, Sigma Theta Tau International Honor Society of Nursing
• 2014- 2015 Treasurer, Upsilon Kappa Chapter, Sigma Theta Tau International Honor Society of Nursing
• 2011-2013 Chapter President, Upsilon Kappa Chapter, Sigma Theta Tau International Honor Society of Nursing
• 2010 President-Elect, Upsilon Kappa Chapter, Sigma Theta Tau International Honor Society of Nursing
• 2009-2010 Faculty Counselor, Upsilon Kappa Chapter, Sigma Theta Tau International Honor Society of Nursing
• 2008-2009 Chapter President, Upsilon Kappa Chapter, Sigma Theta Tau International Honor Society of Nursing
• 2009-2011 Charter Review Task Force member, Upsilon Kappa Chapter, Sigma Theta Tau International Honor Society of Nursing

H. Journal Editorial Boards, Advisory Councils, Peer Reviewer of Manuscripts

• Invited as an expert content reviewer for Lemone Medical Surgical Nursing Textbook, Prentice Hall Publications, July 2008

• Tobacco Continuing Medical Education Reviewer for West Florida Area Health Education Center, August 2008

I. Board Memberships
• Women’s Board of Baptist Healthcare Foundation, 2011-2014

J. Teaching

  a. Undergraduate
  Patient Centered Care III (formerly Med Surg Nursing III) 2005-Present
  Community Health Nursing Clinical Lab 2014 – Present
  Patient Centered Care IV 2016
  Patient Centered Care IV Lab (Preceptorship) 2016
Community Health Nursing 2016
Mental Health Nursing Lab 2016
Integration of EBP into Professional Nursing 2015
Introduction to Pharmacological Nursing 2015
Essentials of Nursing Research 2014
Achieving Professionalism II 2015
Pharmacology II 2012
Nursing Leadership and Management/Preceptorship Lab 2005-2015
Foundations of Medical Surgical Nursing 2009-2011
Concepts of Professional Nursing Practice (Blended) 2011-2014
Pharmacology I 2011
Nursing Systems Management (RN-BSN online) 2011-2012
Gerontological Nursing (RN-BSN online) 2008-2013
Nursing Research (RN-BSN online) 2010-2014
Transitions to Professional Nursing (RN-BSN online) 2010
Pharmacology (RN-BSN online) 2009
Medical Surgical Nursing I 2004-2008

b. Graduate
NGR 6800 Nursing Research, Statistics, and Evidence Based Practice
NGR 6700 Nursing Theory
NGR 6740 Contemporary Issues in the Role of Advanced Nursing Practice
NU 607- Critical Analysis of the Scientific Underpinnings of Advanced Nursing Practice

K. Presentations

a. Poster Presentations


b. Podium Presentations

c. Poster Discussion/Podium Combined Presentations

L. Research Funding
Principal investigator, “The Effects of Line Dancing on Physical Performance and Health in Older Adults with Mobility Difficulty”. UWF Scholarly and Creative Activity Faculty Grant Award, April 2009, Funded $1240.00.

M. Publications, Book Chapters, Monographs and Textbooks

Publications

Thesis & Dissertation
• Bennett, C.G. (August 2014). The Effects of Line Dancing on Physical Function and Disability in Older Adults with Mobility Difficulty.

Book Chapters & Monographs

N. Clinical Practice/Service
• Health Screenings at Myrtle Grove Baptist Church, 12/15
• Fall Carnival at Asbury Place ALF, 11/15
• Health Screenings at the Moorings Apartment Complex, 2/28/13
• American Cancer Society “Making Strides Against Breast Cancer Walk”, 10/27/12
• Autism Awareness Fair, Spectrum House, 4/23/12
• American Cancer Society Relay for Life, UWF, 4/10/12
• American Cancer Society “Making Strides Against Breast Cancer Walk”, 10/29/11
• UWF Family Weekend, Performed Cardiovascular Risk Assessments, 9/24/11
• Council on Aging Fundraiser Event, 9/23/11
• “Make New Connections”, Healthcare Consumer presentation, Sterling House ALF, 8/6/11
• “Careers in Nursing”, Career Fair, Escambia County School District, 5/2011
• “Shingles” presentation, Senior Health Fair, Felix Miga Center, 5/2011
• American Cancer Society Relay for Life, UWF, 4/2011
• “Line dancing for fun and fitness”. Presented at UWF Leisure Learning Society, 9/2010
• American Cancer Society Relay for Life UWF, 4/2010
• Employee Health Fair, Navy Federal Credit Union, 10/2009
• “Move IT” presentation, Sterling House ALF, Pensacola, FL, 3/2009
• Relay for Life Participant, UWF, 4/2009
• American Heart Association Heart Walk, 9/2008
• Relay for Life Participant, University of West Florida, 4/2008
• Valentine’s Day SNA Scrapbook Event, Sacred Heart Children’s Hospital, 2/2008
• Halloween SNA Scrapbook Event, Sacred Heart Children’s Hospital, 10/2007
ANGELA BLACKBURN, PH.D., ARNP, NNP-BC
International Institute of Qualitative Methodology Member Scholar

CURRENT POSITION

2011-Present  Assistant Professor, MSN Program Coordinator, Department of Nursing, University of West Florida, Pensacola, Fl.

EDUCATION

1998  Masters of Science in Nursing, Neonatal Nurse Practitioner Program, The University of South Alabama, Mobile Al.
1997  Bachelors of Science in Nursing, The University of South Alabama, Mobile, Al.
1989  Associate of Science Degree in Nursing, Jefferson Davis Community College, Brewton, Al.

LICENSURE

1998-Present  Advanced Registered Nurse Practitioner, Florida
1989-1998  Registered Nurse, Florida

CERTIFICATION

Neonatal Nurse Practitioner Board Certified, National Certification Corporation, 1998-present

ACADEMIC PROFESSIONAL EXPERIENCE

2011-Present  Assistant Professor, MSN Program Coordinator, Department of Nursing, University of West Florida, Pensacola, Fl. Appointment: August 2011
2014-2016  Interim Associate Chair, Department of Nursing, University of West Florida, Pensacola, Fl. Appointment
2010-2011  Adjunct Faculty, Department of Nursing, University of South Alabama
2005-2010  Adjunct Clinical Faculty, Department of Maternal Child Nursing/ Nurse Practitioner Program, College of Nursing, University of South Alabama, Mobile, Al.

NON-ACADEMIC PROFESSIONAL, CLINICAL EXPERIENCE

2000-2014  Advanced Registered Nurse Practitioner, Pediatric Medical Group, Pensacola Fl.
2009-2010  Associate Nurse Educator, MEDNAX Center for Research, Education and Quality, Fort Sunrise, Fl.
1998-2000  Advanced Registered Nurse Practitioner/Coordinator of Clinical Programs, University of Florida, Shands Teaching Hospital, Gainesville, Fl.
1997-1998  Neonatal Nurse Practitioner Internship, Sacred Heart Hospital, Pensacola, FL.
1990-1990  Registered Nurse, Pendleton Memorial Methodist Hospital, New Orleans, LA
1989-1990  Registered Nurse, Sacred Heart Hospital, Pensacola, Fl.

SCHOLARLY AND CREATIVE ENDEAVORS: ORIGINAL RESEARCH (ONGOING)

Blackburn, A. (2015 Longitudinal study in progress). Impact of an evidence-based nursing curriculum on Master of Science in Nursing (MSN) students EBP knowledge, readiness, beliefs, and implementation.

SCHOLARLY AND CREATIVE ENDEAVORS: ORIGINAL RESEARCH (COMPLETE)


PUBLICATIONS: REFEREED JOURNALS-INTERNATIONAL & NATIONAL


PUBLICATIONS: REFEREED INTERNATIONAL ABSTRACTS & CONFERENCE PROCEEDING


PUBLICATIONS: REFEREED NATIONAL ABSTRACTS & CONFERENCE PROCEEDINGS


PUBLICATIONS: BOOKS/BOOK CHAPTERS


PUBLICATIONS: BLACKBURN, A. WORK CITED IN OTHER’S PUBLISHED WORK


SCHOLARLY AND CREATIVE Endeavors: FUNDED RESEARCH, INSTRUCTION & SERVICE

Blackburn, A. (2016). Primary Investigator University of West Florida, Faculty Scholarly and Creative Activities Award. Nursing students’ satisfaction and self- confidence with high fidelity simulation: A mixed methods study. Funding $3000


• Speaker, Introductions
• Steering Committee Member
• Round Table Work Group Leader/Facilitator
• Developed monograph template for writing group

• Facilitated MSN program curriculum redesign
• Conference Chair: Essential Elements of Evidence-Based Practice, Keynote Speaker, Dr. Marthe Moseley
• Speaker/Introductions
• Round Table Work Group Leader/Facilitator with Community Partners
• Primary Investigator: Blackburn, A. (2015 Longitudinal study in progress). Impact of an evidence-based nursing curriculum on Master of Science in Nursing (MSN) students EBP knowledge, readiness, beliefs, and implementation.

SCHOLARLY AND CREATIVE ENDEAVORS: NON-FUNDED PROPOSALS


SCHOLARLY & CREATIVE ENDEAVORS: PROFESSIONAL INTERNATIONAL REVIEW ACTIVITIES

International Institute of Qualitative Methodology, 2016 Qualitative Health Research Conference. Kelowna, Canada. Abstract Reviewer.

SCHOLARLY & CREATIVE ENDEAVORS: PROFESSIONAL NATIONAL REVIEW ACTIVITIES

Pediatric University NNP Certification Prep Course 2010 Reviewer

INTERNATIONAL REFEREED PODIUM PRESENTATIONS
Blackburn, A. (2016). The Role of Narrative Inquiry in Evidence-Based Practice. Podium Presentation at the International Institute of Qualitative Methodology Qualitative Methods (QM) Methods Conference, Glasgow, Scotland: IIQM.

NATIONAL REFEREED PODIUM PRESENTATIONS


REGIONAL & LOCAL INVITED PODIUM PRESENTATIONS


Blackburn, A. (Fall 2015). Narrative inquiry and the EBP Connection. Faculty Guest Lecturer, Pre-licensure BSN program. University of West Florida, Pensacola, Fl.

Blackburn, A. (Spring 2012). Role of Advanced Nursing Practice. Faculty Guest Lecturer, Pre-licensure BSN program. University of West Florida, Pensacola, Fl.


Blackburn, A. (October 2008). Birth Injuries. Florida State University Resident Lecture Sacred Heart Hospital, Pensacola, Fl.

NATIONAL REFEREED INVITED POSTER PRESENTATIONS


REGIONAL & LOCAL REFEREED POSTER PRESENTATIONS


PROFESSIONAL SERVICE LEADERSHIP/ MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

2015-Present  Governance Committee, Member, Sigma Theta Tau International Honor Society of Nursing, Upsilon Kappa Chapter.

2011-2015 Faculty Advisor & Governance Chair, Sigma Theta Tau International Honor Society of Nursing, Upsilon Kappa Chapter.
2013-Present Member, Improvement Science Research Network 1989-Present Member, National Association of Neonatal Nurses
1997-Present Member, Florida Association of Neonatal Nurse Practitioners 2001-Present Member, American Nurses Association

PROFESSIONAL SERVICE, DEPARTMENT OF NURSING
Graduate Program Coordinator, School of Nursing Leadership Committee, 2011- Present.
Member, Nursing Faculty Organization, 2011-present.
Committee Chair, University of West Florida, Department of Nursing Graduate Program Committee Chair, 2011-present.
Committee Chair, Evidence-Based Practice subcommittee, 2013-2014.
Committee Chair, University of West Florida, Department of Nursing Admission, Retention, and Progression (RARP) Committee 2012-2014
Member, University of West Florida, Department of Nursing, Curriculum Committee 2010-2014
Member, University of West Florida, Department of Nursing, Bylaws Committee 2011- 2014
Member, University of West Florida, Department of Nursing, Leadership Council, 2011- Present

COLLEGE OF SCIENCE, ENGINEERING AND HEALTH SERVICE COMMITTEES

Voting Member, University of West Florida, Graduate Council, Fall 2013-2015
• Chair, CCR review committee, 2015-2016.
• College of Health Dean Representative, Fall 2015-2016.

UNIVERSITY/SERVICE COMMITTEES
Appointed Member, University of West Florida, Institutional Review Board, Fall 2013- Present

COMMUNITY SERVICE COMMITTEES
Member, Sacred Heart Hospital Clinical Research and EBP Council, 2015-Present
Appointed Member, Sacred Heart Hospital, Bioethics Committee, 2011-Present

TEACHING: GRADUATE COURSES

NGR 6002 Advanced Health Assessment (Developed/Facilitated) University of West Florida (Spring, 2012, 2013)
NGR 6880 Ethical Issues in Advanced Nursing Practice (Developed/Facilitated) University of West Florida (Spring, 2012, 2013, 2014, 2015, 2016)
NGR 6834 Nursing Research II: Nursing Education (Developed/Facilitated) University of West Florida (Fall 2012)
NGR 6700 Nursing Theory (Facilitated/Revised) University of West Florida (Fall 2012-2014)
NGR 6990 Advanced Pathophysiology (Developed/Facilitated) University of West Florida (Fall 2011)
NGR 6636 Health Promotion and Primary Prevention (Developed/Facilitated Course) University of West Florida (Fall 2011)
NGR 6740 Advanced Nursing Practice Roles (Developed/Facilitated/Revised) University of West Florida (Fall 2010-2015)
NGR 6800 Nursing Research, Statistics & Evidence-Based Practice (Developed/Facilitated/revised)
University of West Florida (Spring 2011, 2012, 2013) HSC 5905 Directed Study/Bioethics (Developed/Facilitated)
University of West Florida (Spring 2011)
MCN 573 Advanced Neonatal Nursing II Practicum (Facilitated Course) University of South Alabama (Spring 2010)
MCN 569 Advanced Infant/Neonatal Assessment Practicum (Facilitated Course) University of South Alabama (Fall 2005; Fall 2007)
MCN 572 Advanced Infant/Neonatal Nursing Practicum I (Facilitated Course) University of South Al (Spring 2005; Spring 2006; Spring 2007)
MCN 575 Advanced Infant/Neonatal Nursing Practicum II (Facilitated Course) University of South Al (Summer 2005; Summer 2006; Summer 2007)
MCN 576 Advanced Infant/Neonatal Nursing Internship (Facilitated Course) University of South Alabama (Fall 2005, Fall 2006, Fall 2007)

ACCREDITATION ACTIVITIES

October 2016 University of West Florida, Department of Nursing Self-Study for Commission on Collegiate Nursing Education Accreditation Site Visit BSN Program Review. Chair, Standard One Task Force.

April 2014 Clinical Lab Science Program Review Team Member. Reviewed Self- Study for NAACLS site review and Participated in Site Visit.

October 2013 University of West Florida, Department of Nursing Self-Study for Commission on Collegiate Nursing Education Accreditation Site Visit, MSN Program Review. Co-Author complete self-study with Dr. Ermalynn Kiehl. Facilitated successful on-site evaluation.

INTERNATIONAL ACTIVITIES

June 2016 University of West Florida/Edinburgh Napier University Research Collaborative Teleconference.
Blackburn, A. (2016). The Role of Narrative Inquiry in Evidence-Based Practice. Podium Presentation at the International Institute of Qualitative Methodology Qualitative Methods (QM) Methods Conference, Glasgow, Scotland: IIQM.

May 2016  UWF faculty site visit with Edinburgh Napier University Nursing Faculty, Edinburgh, UK. Facilitator/Guide from Edinburgh Napier University-Ruth Patterson.

May 2016  UWF faculty site visit with Fort Valley Hospital, Larbert, UK. Facilitator/Guide from Edinburgh Napier University-Anne Moylan.

DISSERTATION COMMITTEES

2015-2016  Diane Harris Ed.D. (c) University of West Florida, Exploring the constructs of the Neuman Systems Model and Social Leaning Theory Relative to the Preparation of Nurses Nurse Practitioner/Doctorate of Nursing Practice (DNP) Student Preceptor/Mentorship 2015

Kristy Cheshire

2012-13 Kim Porter  University of South Alabama
University of South Alabama DNP Program/Nursing Ed. Neonatal NP

2011 Angela Brandon University of Missouri-Kansas City  Neonatal NP

2009-11 Kimberly Frasier  University of Alabama Birmingham  Neonatal NP

2010 Sheena Lawson  University of South Alabama Neonatal NP

2009-10 Jessica Peters  University of South Alabama Neonatal NP

2005-6 Caytie Rayborn  University of South Alabama Neonatal NP

2004-5 Paula Milstead  University of South Alabama Neonatal NP

PROFESSIONAL ACTIVITIES, WORKSHOPS, CONTINUING EDUCATION

The STABLE Program Course (6/9/2016)
Respecting Choices ACP Facilitator Certification (6/8/2016)
QM Independent Improving Your Online Course (IYOC) workshop (5/2016) Respecting Choices ACP Facilitator Online Learner-Directed Training (4/2016)
• First Steps Advance Care Planning Facilitation Overview
• Facilitating First Steps Advance Care Planning Conversations
• Facilitating First Steps Advance Care Planning Conversations with Adults with Chronic Illness
• Communication Skills for Facilitating Advance Care Planning Conversations

International Institute of Qualitative Methodology Conference. Qualitative Methods Conference, Glasgow, UK (5/1-5/5/2016)

ATC Spring Faculty Showcase (4/8/2016)

Studer Community Institute, Leading and Managing Change (3/1/2016)
University of West Florida, CUTLA, Documenting the Quality of Your Teaching (1/2016)
American Association of Colleges of Nursing Doctoral Education Conference (January 20-23/2016)


University of West Florida, CUTLA, Grant Writing for External Funding of Scholarship (10/15)
EdX Georgetown University, PHL101-02x: Introduction to Bioethics (7/15) UWF Preventing Discrimination and Harassment for Supervisors (7/15)
American Association of Colleges of Nursing, Master’s Education Conference (2/2015)
Organizational Leadership Network (OLN) Program (10/2014)
American Association of Colleges of Nursing, 2014 Fall Semiannual Meeting (10/2014)
American Association of Colleges of Nursing, Master’s Education Conference (2/2014) NIH Protecting Human Subject Research Participants Certificate of Completion (7/2013)

Online Research Ethics Course via Practical Ethics Center at the University of Montana with Office of Research Integrity (ORI). (2013)

Summer Institutes on Quality Improvement: Summer Institute on Evidence-Based Practice (7/2013)
Summer Institutes on Quality Improvement: Improvement Science Summit (July 2013) QM independent applying the QM rubric (6/10/2013)
American Association of Colleges of Nursing Master’s Education Conference (2/2013)

Florida Association of Neonatal Nurse Practitioner’s National Neonatal Nurse Practitioner Symposium: Clinical Update & Review (10/2012)

Designing a Quality Online Course (2011)
University of West Florida Teaching Partners Program (2011-2012)
Teaching Partner: Dr. Laura White, Software Engineering Program Director & Assistant Professor, Department of Computer Science

University of West Florida Teaching Partners Program (2012-Present)
Teaching Partner: Dr. Raina (Bre) Garrett, Assistant Professor Department of English & World Languages
American Heart Association Neonatal Resuscitation Program Instructor (2009-Present)
UNC-Chapel Hill School of Nursing 10th Annual Summer Institute in Qualitative Research/ The Qualitative Research Interview (July 2005)
UNC-Chapel Hill School of Nursing 8th Annual Summer Institute in Qualitative Research/ Methodological Approaches in Qualitative Research (July 2003)

Intensive Bioethics Course, Kennedy Institute of Ethics (June 2003)
CURRICULUM VITAE
CATHHERINE ELIZABETH NORED DEARMAN, PhD, RN

PRESENT RANK: Professor, Appointed August, 2015.

LICENSENUE: Alabama

EDUCATION:

University of Mississippi Oxford
1988
Ph.D.
Higher Education/ Student Personnel
University of Alabama Birmingham
1980
MSN
Clinical Specialist in Maternal Infant Nursing Education
Mississippi University for Women
1979
BSN
Nursing
Meridian Junior College
1972
Associate in Arts
Matty Hersee Hospital School of Nursing
1972
Diploma

PROFESSIONAL EXPERIENCE:

University of West Florida Department of Nursing Professor
August 2015- present

University of South Alabama College of Nursing Professor/Associate Dean Research and Development
August 2008 – May, 2015

University of South Alabama Chair/Professor
2000-2008

College of Nursing Auburn University Montgomery Maternal Child Nursing Professor
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

- Alabama Higher Education Partnership, 1998 - present
- American Association of Colleges of Nursing, 2000-present
- Alabama Association of University Professors, 2004- present
- Alabama Board of Nursing, 2009- present
- NCSBN’s NCLEX Examination Review Committee, 2011- present SREB
- Nurse Educator Consortium, founding member, 2002- present

AWARDS:

- Faculty Excellence in Scholarship Award, 2009, College of Nursing
- Excellence in Nursing Leadership, 2008, Zeta Gamma Chapter, Sigma Theta Tau International
- Excellence in Nursing Leadership, 2003, Zeta Gamma Chapter, Sigma Theta Tau International

RESEARCH:

- RESEARCH, continued: Funded, Auburn University Montgomery $2,500. Published and Presented.
- Davis, D., Dearman, C., Schwab, C., Kitchens, E. (1989). Competencies of novice nurse faculty of the WICHE area. $5,000, Funded: Alabama Nurses’ Foundation,
- Davis, D., Dearman, C, Schwab, C., Kitchens, E., (1989). Competencies of novice nurse faculty of the SREB area. $1,500, Funded: All University Faculty and Professional Staff Development Committee Research Grant, Troy State University,
- Jenkins, J., Dearman, C., Henderson, M.C. (1988). Readability level of required textbooks and reading level of students enrolled in the Troy State University School of Nursing Associate Degree Program. $1,200, Funded: All University Faculty and Professional Staff Development Committee Research Grant, Troy State University.
- Dearman, C., Jenkins, J., Davis, D., (1989). Readability of required texts and reading levels of students enrolled in Associate Degree Programs in Alabama. $1,200, Funded: All University Faculty and Professional Staff Development Committee Research Grant, Troy State University.
Dearman, C. (1988). The relationship between the reading ability of students currently enrolled in masters’ programs in the southeastern United States and the readability of their research texts. The University of Mississippi, $1,200, Funded: All University Faculty and Professional Staff Development Committee Research Grant, Troy State University.

REFEREED PUBLICATIONS:


Varner, J. & Dearman, C (2013) HIV and Older Adults. Proceedings from the 11th Annual Hawaii International Conference on Education, Honolulu, HI


Competencies: Development and validation of a model. Nursing Outlook, 53, 206-211.


Dearman, C., Temple, J. & Weitzel, M. Issues in Maintenance of Rigorous Academic Standards


Dearman, C. (1992) Readability of Required Texts and Reading Levels of Students in Associate Degree Programs in Alabama. Proceedings of The Alabama Academy of Science, Mobile, AL.


REFEREED PROFESSIONAL PRESENTATIONS:


Varner, J. & Dearman, C (2013) HIV and Older Adults. Proceedings from the 11th Annual Hawaii International Conference on Education, Honolulu, HI


REFERENCES:


Literacy in Women’s Health, International Conference on Women’s Health, Saskatoon, Saskatchewan, Canada, June, 1997.

Readability of Required Texts and Reading Levels of Students in Associate Degree Programs in Alabama. Alabama Academy of Science, Mobile, AL 1990. Presented by J. Jenkins.

Competencies of Novice Nurse Educators In SREB and WICHE Regions, Alabama Academy of Science, Mobile, AL 1990. Presented by D. Davis.

Masters’ Students Reading Ability and the Readability of Their Research Texts, Seventh Annual Research Conference, Brenau Hall School of Nursing, April 1989.
The Relationship Between the Reading Ability of Students’ Enrolled in Masters’ Programs and the Readability of Their Research Texts. Eight annual Research Conference of the Southern Council on Collegiate Education for Nurses in Atlanta, GA, December 1, 1988.

The Relationship of Students’ Reading Ability and the Readability of Their Research Text. Troy State University School of Nursing Research Day, May 1988.

GRANTSMANSHIP:

Dearman, C. Project Director. Community Foundation of South Alabama. Interprofessional Coordination of Clinical Services, Submitted, awaiting funding decision

Dearman, C. Project Director, Department of Health and Human Services (2014) Interprofessional Care for Vulnerable Adult Populations; Submitted, awaiting funding decision

Dearman, C. Project Director; Department of Health and Human Services. (2013) Nurse Faculty Loan Program. Awaiting funding decision.

Dearman, C. Project Director, Department of Health and Human Services. (2013) Interprofessional Collaboration to Build Leadership Among Nurses Funded. $1.3 million over 3 years.

Dearman, C. Project Director, Department of Health and Human Services. (2013) Nurse Faculty Loan Program. Funded $159,000 for 2013 year in student loan availability.


Dearman, C. Project Director, Department of Health and Human Services. (2011) Nurse Faculty Loan Program. Funded $137,984.


Dearman, C. Project Director, Department of Health and Human Services. Advanced Nursing Education Expansion (ANEE) for Primary Care Nurse Practitioners (Not funded).

Dearman, C. Project Director, Department of Health and Human Services. Our Neighborhood Healthcare Clinic Expansion of Services (Not Funded).


Dearman, C. Project Director, Department of Health and Human Services. Nurse Faculty Loan Program (Funded $195,000).

Dearman, C. Project Director, Department of Health and Human Services. Scholarships for Disadvantaged Students (Funded $149,185)

Dearman, C. Project Director, Department of Health and Human Services. Clinical Nurse Leader: Expert at the Point of Care. (Funded 2006-2009 $979,817.00)


Dearman, C. Project Director, Department of Health & Human Services: Nurse Educator Educational Technology & Diversity (NEED). (Funded 2 year extension 2005-06 $445,959.00).

Dearman, C. Project Director, Department of Health & Human Services: Recruitment Decision Making for Military Nursing Careers, (Submitted, funded, 2003) $157,274.00.

Dearman, C. Project Director, Department of Health & Human Services: Clinical Nurse Educator for the Underserved South, (Submitted, funded 2001 - 2004), $899,953.

Dearman, C. Project Director, Community Outreach Grant to meet health care and health care teaching needs of a community population in Montgomery, AL. Internal Grant, AUM, funded, 1999, $1,500.

Dearman, C. Project Director, Helene Fuld Health Trust Grant, Submitted, not funded, 1998.

Dearman, C. Project Director, Medical Auxiliary of Montgomery, Elmore and Autauga Counties, Submitted, not funded, 1998.


Dearman, C. Project Director, Helene Fuld Health Trust Grant, Submitted, not funded, 1996.

Dearman, C. Project Director, Helene Fuld Health Trust Grand, Funded 1993, $35,000.

BOOKS/BOOK CHAPTERS:

Harris, J., Roussel, L., Walters, S., & Dearman, C (2011) Project Planning and Management: A guide for CNLs, DNPs and Nurse Executives, Sudbury, MA: Jones and Bartlett


**PROFESSIONAL SERVICE:**

Founding member of the Nurse Educator Consortium for the Southern Regional Education Board which promotes the education and development of nurse educators.

Member of the Planning Committee for the annual meeting of the Southern Regional Education Board Council on Collegiate Education for Nursing, 2010 and 2011.

Selected as Faculty Excellence in Scholarship Award recipient for College of Nursing, 2009.

Gubernatorial Appointment to the Alabama Board of Nursing in a Nurse Educator position, 2009- present; President of Alabama Board of Nursing, 2014.

Commission on Collegiate Nursing Education on-site evaluation team member 2005- present
Southern Regional Educational Board on-site evaluation team member, 2008- present
Health Resource Service Administration Grant Reviewer, 2004-present

NCLEX Evaluation Committee for National Council of State Boards of Nursing, 2011- present

**PROFESSIONAL SERVICE, College of Nursing/Division of Health Services:**

Steering Committee CIPR report for CCNE, December, 2013
Founding member HC3 an Interprofessional Action group focused on improving health and dietary habits of children in Mobile and Baldwin County, 2012- present.
Assisted Physician Assistant Chair and Faculty to submit Health Resources and Services Administration Grant to fund Physician Assistant in Primary Care Training Grant, 2012
Steering Committee Co-Chair CCNE Self Study, September 2010. Chair, College of Nursing
Evaluation Committee, 2008-2011
Chair, College of Nursing Tenure and Promotion Evaluation and Review Committee, 2007-2010
Coordinator, College of Nursing Self Study Committee, 2008-2010.
Member, Admissions Committee DNP Program, College of Nursing, 2006-present
Member, Tenure and Promotion Evaluation and Review Committee for the College of Allied Health Professionals, 2004-07.
Member, Tenure and Promotion Evaluation and Review Committee for the College of Nursing 2003-08.
Member, Ad Hoc Committee to develop CNL curriculum for College of Nursing. Member, Ad Hoc Committee to develop DNP curriculum for College of Nursing. Member, Administrative Council 2000-Present.
College of Nursing Representative to Mobile Chamber of Commerce Annual Health Occupations Career Fair, 2003-2009
Graduate Faculty (Full) 2000 – present.

UNIVERSITY/SERVICE COMMITTEES:

Member HIPPA Compliance and Clinical Issues Committee, 2013- present Member,
Institutional Effectiveness and Evaluation Committee, 2013-present Member, Distance Learning Committee, 2012-present
Member Faculty Development Committee, 2008- present
Member, Cost Accounting Standards Committee, 2011- Member, College Research Council, 2009-present
Member, University Wide Assessment Committee, 2008-2011 Member, Institutional Review Board, 2008- present
Member, General Education Assessment Committee for USA 2005- present. Member, University of South Alabama Academic Standards Committee, 2006-present Member, University Bookstore Committee, 2005- 2008.
Member, Ad Hoc Committee to develop CNL curriculum for College of Nursing. Member, Ad Hoc Committee to develop DNP curriculum for College of Nursing. Member, University Writing Committee 2003-2009.
Member, College of Nursing Tenure Committee 2003-2012 Member, University Safety Committee, 2000-2003. Member, Safety Committee, 2000-2006
Member, School of Nursing Dean Search Committee, 1997-1998. Member, Research Council, 1997-1998.
PROFESSIONAL SERVICE --Other Universities
Member, Student Affairs Committee, 1997. Chair, Program Evaluation Committee, 1997.
Member, Program Evaluation Committee, 1996. Chair, MSN Curricular Review Committee, 1994
Chair, Self-Study Committee, MSN Program, 1993-1994. Co-Chair, Ad Hoc Committee on
Faculty Orientation, 1994.
Chair, Ad Hoc Committee for Review of Philosophy and Organizing Framework, 1990. Chair,
Chair, School of Nursing Curriculum Committee, 1988-1991.
Anniversary Celebration Committee, 1990-1991. Member, School of Nursing Recruitment
Member, Curriculum Committee for MSN Program 1987-1996. Member, Evaluation Committee
Member, Learning Resources Committee for School of Nursing 1987-1989. Member, School of
Member, Comprehensive Examination Committee for MSN Program 1986-1994. Chair,

PROFESSIONAL CLINICAL EXPERIENCE:

Institution Jackson Hospital Position Staff Nurse Nursery Date 1990-2000
(part-time)
Golden Triangle Regional Medical Center Staff Nurse (part-time) Neonatal Intensive Care Unit
1980-1986
Brookwood Medical Center Neonatal Intensive Care Unit Staff Nurse (part-time)
1979-1980
Golden Triangle Regional Medical Center Staff Nurse (part-time) Neonatal Intensive Care
Unit 1977-1979
Jeff Anderson Memorial Hospital Care Unit Head Nurse Nursery/Neonatal Intensive 1975-1977
Jeff Anderson Memorial Hospital Staff Nurse, Obstetrics 1972-1975

INVITED CONSULTANCIES/PRESENTATIONS (NON-REFEREED):

Consultation with Goodwin College, Hartford CT, curriculum review for RN to BSN, and MSN
preparation.
Consultation with Winston Salem State University, related to curriculum review and faculty
preparation for beginning DNP program, 2013.
Consultation with Coppin State University related to curriculum review and faculty preparation,
2012
Consultation with University of Massachusetts Dartmouth, curriculum review and faculty
preparation for online education, 2012
Consultation with Uniformed Services University to prepare for DNP on site accreditation
review, 2011.
Consultation with University of Massachusetts Worchester, curriculum review, 2011.
Consultation with State University of New York—Binghamton. External reviewer for DNP
Consultation with Winston Salem University related to moving to online programs to prepare
MSN students, 2008
Consultation with University of Mississippi Medical Center School of Nursing related to moving
to online program to prepare nurse educators.
Classroom Management, Brown Bag Presentation, University of South Alabama College of
NRP certification and recertification, Jackson Hospital, Montgomery, Alabama, annually 1991-
2002
Test Construction, Alabama State Nurses Association, Annual Convention, Birmingham,
UAC Insertion and Maintenance, Jackson Hospital, 1994.
Member, Panel Discussion Alabama League for Nursing “Nursing Education’s Role, 1994.
Nursing Education’s Agenda for Health Care Reform. Alabama Deans and Directors of Schools
of Nursing, Birmingham, AL, October 1993.
Neonatal Intravenous Therapy, Jackson Hospital, Montgomery, Alabama, 1993.
Neonatal Assessment, Alabama State Nurses Association Convention, 1992, Auburn, AL.
Neonatal Assessment, Jackson Hospital, Montgomery, Alabama, 1992.
Professional Activities/Continuing Education Activities (Attended, 1995- present):
NCSBN Mid-Year. March 10-13 Kansas City, MO
11th Annual Hawaii International Conference on Education, Honolulu, HI, January 3-6, 2013
American Association of Colleges of Nursing Master’s Conference, San Antonio, TX, February,
2012
Southern Regional Educational Board Council on Collegiate Education of Nurses Annual
Meeting, October, 2011
2nd National Doctor of Nursing Practice Conference, Hilton Head, SC., 2010
Southern Regional Educational Board Council on Collegiate Education of Nurses Annual
Meeting, October, 2010.
Health Services Resources Administration Technical Assistance Workshop Washington, DC,
September, 2010.
National Institutes of Health Regional Meeting, Philadelphia, PA, April, 2010.
American Association of Colleges of Nursing Doctoral Conference, Leveraging Doctoral
Nursing Education to Impact Healthcare Reform, Captiva Island, FL January, 2010
American Association of Colleges of Nursing Master’s Education in Nursing: Faculty
Preparation for Changing Times, New Orleans, LA, February, 2010
American Association of Colleges of Nursing Annual Convention: 40 Years of Excellence,
Celebrating the Past, Shaping the Future of Nursing Education, Washington, DC, October, 2009.
Preparing and Mentoring New Doctoral Faculty, American Association of Colleges of Nursing
Commission on Collegiate Education for Nurses (SREB) Faculty Workload: A fresh look at an
ongoing issue. October, 2009
Alabama Board of Nursing Continuing Education Provider Workshop. Prattville, AL May, 2009
Second Annual Doctor of Nursing Practice Conference. Drexel University. Hilton Head, SC
March, 2009
American Association of Colleges of Nursing Doctoral Conference, San Diego, CA January, 2009
American Association of Asian and Pacific Islander National Convention, Las Vegas May, 2008
HRSA All Grantees Meeting, Washington, DC February, 2008
SREB Council on Collegiate Nursing Education Meeting, Atlanta, GA, October, 2008 Nurse Faculty-Nurse Executive Summit Albuquerque, NM November 2007
SREB Council on Collegiate Nursing Education Meeting, December 2007. AACN – DNP Regional Meeting, Atlanta, GA November 2-4, 2006
SREB Council on Collegiate Nursing Education meeting, Atlanta Georgia October 1-4, 2006
Open Presentation by Jean Kelley, “Igniting Evidence-Based Practice in Clinical and Educational Settings”, UAB June 29, 2006
Member Southern Regional Education Board’s Task Force for Doctor of Nursing Practice May, 2006.
CCNE Site Visit, San Diego State University, San Diego, CA April 24-27, 2006
Evidence Based Practice: Implementing strategies in clinical and didactic courses, College of Nursing, University of South Alabama, Mobile, AL May 5, 2005, 3.5 CEUs.
Update for Nurse Educators, College of Nursing, University of South Alabama, Mobile, AL December 8, 2004, 5 CEUs.
Nurse Educator Program Committee, SREB, Evaluate courses for Electronic Consortium for SREB.
SREB Council on Collegiate Nursing Education Meeting, December 2004.
31st Annual National Conference for Professional Nursing Education and Development. Cosponsored by Rutgers University College of Nursing, Villanova University College of Nursing and University of Pennsylvania College of Nursing. Atlanta, GA October 27-31, 2004, 14.5 CEUS.
Critical Thinking, and Test Construction: Preparing for the New NCLEX Examination. College of Nursing, University of South Alabama, Mobile, AL August 19, 2004, 6 CEUs. 
Critical Thinking, Learning, and Evaluation. College of Nursing, University of South Alabama Mobile, AL. August, 18, 2004, 6 CEUs. 
2nd Biennial Distance Education Conference for Health Professions. Omaha, NE, July, 2004. 12 CEU’s. 
2nd Annual Research Conference, National League for Nursing. Minneapolis, MN, April 2004, 6 CEU. 
SREB Annual Meeting, November 2003, 8 CEU. 
NLN Summit, San Antonio, TX, September 2003, 15 CEU. Nursing Education 2003, Philadelphia, PA, June 2003, 16 CEU. 
Master Teacher Program. CD Rom Course 2000-2001, 8.0 contact hours. Wellness 2001, Myrtle Beach, SC, March 11-14, 2001, 16 contact hours. Teaching Online. LERN Online Instruction, Feb. 5-9, 2001, 4.0 contact hours. PBL 2000, Birmingham, AL, October 29-31, 2000, 16 contact hours. 
Computers on Campus, Columbia, SC, November 14-17, 1999, 16 contact hours. Outcomes Assessment, Indianapolis, ID, November 9-11, 1999, 24 contact hours. 
Community Based Clinical, AACN and Helene Fuld workshop, Orlando, FL June 8-10, 1999, 21 contact hours. 
Selected Participant in WEB CT Summer Internship, Auburn University Montgomery, 1999. 
CCNE Workshop on Accreditation, San Antonio, TX, November 10-12, 1998, 16.2 contact hours. 
Women’s Health Issues: A Global Nursing Perspective, St. Thomas, USVI, August 4-6, 1997, 21 contact hours. 
International Conference on Women’s Health, Saskatoon Saskatchewan, Canada, June 1997, 16 contact hours. 
Obstetrical Update, CE’s at Sea, January, 1997, 16 contact hours. 
Learning Resources for Lifelong Learning, Indianapolis, Indiana, 1996, 16 contact hours. 
Neonatal Resuscitation Program Hospital Based Instructor, 1991-present. 
Learning Resources for Lifelong Learning, Indianapolis, Indiana. April 1996, 16 contact hours. 
Neonatal Infections, Jackson Hospital, Montgomery, Alabama, March, 1996, 2 contact hours. 
Neonatal Infections Update, Auburn University at Montgomery, February 1995, 4 contact hours. 
Developed Distance Learning Coursework, 1995-1999, 16 contact hours.
CURRICULUM VITAE

Randall L. Johnson, PhD, RN
Chair and Associate Professor of Nursing
University of West Florida
College of Health
School of Nursing

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree of Course</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>1980</td>
<td>Associate of Science (AS)</td>
<td>University of Wisconsin – Barron County Campus, Rice Lake, WI</td>
</tr>
<tr>
<td>1985</td>
<td>Bachelors of Science Nursing (BSN)</td>
<td>Cedarville College (University), Cedarville, OH</td>
</tr>
<tr>
<td>1996</td>
<td>Masters of Science Nursing (MSN) Nurse Practitioner, Clinical Nurse Specialist Pediatric Critical Care</td>
<td>University of Pennsylvania, Philadelphia, PA</td>
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<td>2007</td>
<td>Doctor of Philosophy in Nursing (PhD)</td>
<td>University of Central Florida, Orlando, FL</td>
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</table>

LICENSURE/CERTIFICATION

RN Florida, 9414125

EMPLOYMENT

ACADEMIC APPOINTMENTS:

08/2015-Present  Chair and Associate Professor
University of West Florida
School of Nursing
Pensacola, FL

08/2009-08/2015  Assistant Dean and Director of Graduate Nursing
Professor of Nursing
Lead Developer and Coordinator RN to BSN (Online)
Cedarville University, Cedarville, OH

08/2008 – 07/2009  Professor of Nursing
Level IV Coordinator – Director of the Bachelors in Science in Nursing Program RN to BSN (Online)
Florida Hospital College of Health Sciences, Orlando, FL

08/99-07/2008  Associate Professor of Nursing,
Florida Hospital College of Health Sciences, Orlando, FL

01/97-05/97  Adjunct Faculty, Clinical Instructor,
Atlantic Community College, Atlantic City, NJ

COURSES TAUGHT
University of West Florida
NUR 4905 Directed Study

Cedarville University
NSG 3030 – Care of Children

NSG 3110 – Pharmacology

NSG 2060 – Clinical Immersion

NSG 2000 – Roles in Disease Prevention

**NSG 5010 – Advanced Physiology and Pathophysiology

**NSG 5070 – Policies and Strategies for Health Care Delivery

Florida Hospital College of Health Sciences
NRSG 212 - Parent and Child Nursing/ NRSG 241 - Nursing Care of the Child and Family

NRSG 310 - Adult Health III

NRSG 311 - Nursing Leadership

NRSG 210 - Adult Health II

*DNRS 497 - Nursing Research

*DNRS 328 - Principles of Pathophysiology

*DNRS 329 – Pharmacology

**MSNA 523 – Advanced Pharmacology

*Indicates online course

** Graduate Level

CLINICAL APPOINTMENTS:

<table>
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<tr>
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<th>Title</th>
<th>Institution</th>
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<tr>
<td>08/99- 8/2003</td>
<td>Staff Nurse, (Supplemental Staff), Pediatric Intensive Care Units, Pediatric Unit</td>
<td>Florida Children’s Hospital, Orlando, FL, and East Orlando</td>
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<tr>
<td>09/97-08/99</td>
<td>Clinical Nurse Specialist, Pediatric Intensive Care Unit, and Pediatrics</td>
<td>Florida Children’s Hospital, Orlando, FL</td>
</tr>
<tr>
<td>11/92-8/97</td>
<td>Clinical Manager Pediatrics, Staff Nurse, Pediatrics, Pediatric Step Down, Adult Trauma Intensive Care Unit, House Supervisor</td>
<td>Atlantic City Medical Center, Atlantic City, NJ</td>
</tr>
</tbody>
</table>
09/90-11/92  Clinical Manager, School-age, Adolescent, Head Injury Unit  Health Hill Hospital, Cleveland, OH
09/87-11/92  Clinical Nurse, Pediatric Intensive Care Unit, Per Diem in 09/90  Rainbow Babies and Children’s Hospital, University Hospitals, Cleveland, OH
09/85-08/87  Staff Nurse, Medical, Surgical Unit and Pediatric Intensive Care Unit  Texas Children’s Hospital, Houston, TX

PUBLICATIONS and PAPERS

PUBLICATIONS:


DISSERTATION:

PUBLISHED ABSTRACTS:


DOCTORAL PAPERS:


Johnson, R. L. (2005). Risk factors for ventilator associated pneumonia in the pediatric patient:
a systematic review: University of Central Florida.


PRESENTATIONS

INVITED (NON-REFEREED) REGIONAL/STATE/LOCAL:


**AWARDS**

2007 Faculty Merit Award - Scholarship  
2007 Sigma Theta Tau, Theta Epsilon Chapter; Research Grant

**PROFESSIONAL ACTIVITIES & COMMUNITY SERVICE**

**PROFESSIONAL ORGANIZATIONS:**

Florida Nurses Association, 2005 -2009  
Southern Nursing Research Society, 2005-2009  
Sigma Theta Tau, Theta Epsilon Chapter, 2002-Present  
National League for Nursing, 2003-Present  
Florida Hospital College of Health Sciences Nursing Honor Society, 2003-2009  
Community Training Center and PALS Coordinator, 1999  
Staff Development Classes, 01/98-12/98

**PROFESSIONAL DEVELOPMENT WORKSHOPS:**

<table>
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<tr>
<th>Date</th>
<th>Workshop title</th>
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<tr>
<td>8/18/2016</td>
<td>CCR Training/Work Session</td>
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3/29/2016  Conducting Effective Recruitments
3/29/2016  Welcome to “Class” (Cross-Cultural Competency course)
3/15/2016  Acceptance Respect: The Foundation (Cross-Cultural Competency course)
1/26/2016  The Global Village (Cross-Cultural Competency course)
1/19/2016  Gender, Sex & Sexuality (Cross-Cultural Competency course)
11/17/2015 Employee Relations Symposium
11/9/2015  The Disappearing Male (Cross-Cultural Competency course)
9/15/2015  Preventing Discrimination and Harassment (Required, and Cross-Cultural
Competency course)
4/5/2013   Critical Thinking and Test Item Writing
2/3/2012   Laerdal Sim-Baby
4/11/2011  Online RN to BSN Program Development Webinar
2010-2011  Inventive Professor through Center for Teaching and Learning
11/18/2010 Scholarship of Teaching and Learning
2009-2010  Faculty Integration and Tenure Seminars
11/4/2008  Wimba 5.2 in ANGEL software
11/12/2007 Technology Showcase
11/6/2007  Portfolio Review
9/24/2007  Learning Outcomes
7/23/2007  Educational Technology
5/21/2007  Advising
10/30/2006 Learning Outcomes
9/25/2006  Service Learning
1/23/2006  Learning Institution

SEMINARS ATTENDED:
AACN Metropolitan Orlando Chapter, Emergent Pediatric Burn Care, July 2008
Pediatric Critical Care, 2007
Southern Nursing Research Society, 2007
Seventh Day Adventist, Nurse Educators, 2006
Fourteenth Annual Nursing Research Day, Sigma Theta Tau, Theta Epsilon Chapter, 2006
Southern Nursing Research Society, 2006
Teaching Enrichment – Florida Hospital College of Health Sciences, 2000
Critical Care Pediatric Intensive Care Course, 1988
CQI Institute for Healthcare Improvement, 1991
Dorthea Orem Seminar, 1985

SCHOLARSHIP:
2011- 2015  Development of an online RN to BSN completion program for Cedarville
University: includes curriculum development, and course development.
2012- 2015  Dayton Children’s Hospital Evidenced Based Nursing collaborative practice
venture, initiated relationship between clinical agency and university
research interests.

SERVICE:
1999-2008  Faculty Consultant for Florida Hospital College Nursing Student
Association
2000-2006 Faculty Consultant Student Submissions of Resolutions to Florida Student Nurses Association
2006-2007 Student Nursing Forum – Faculty Chair

UNIVERSITY COMMITTEES:
2015-present College of Health Chairs
2015-present Banner Academic Team
2012-2014 Faculty Academic Advisory Council (FAAC)
2009-2015 Technology Use Committee
2009-2015 Technology Committee
2000-2009 Faculty Handbook Committee
2001-2009 Faculty and Staff Social Committee

NURSING DEPARTMENT/SCHOOL COMMITTEES:
2015-present Nursing Faculty Organization (Chair)
2010-2015 RN to BSN Development Team (Chair)
2009-2015 MSN (Graduate) Committee
2009-2015 Nursing Curriculum Committee
2007 - 2009 Chair, Nursing Baccalaureate Faculty and Curriculum
2006 Nursing Faculty Mentorship
2006-2009 Nursing Department Testing Committee
2001-2009 Department Curriculum
2001-2009 Nursing Faculty Handbook
2001-2009 Student Handbook Supplement
1999-2009 AS Faculty and Curriculum

MENTORSHIP & ADVISING:
2011-present Academic Advisement for Masters of Science Nursing Students
2009-present Academic Advisement for Bachelors of Science Nursing Students
2007- 2009 Academic Advisement for Bachelors of Science Degree Nursing Students
1999-2007 Academic Advisement for Associate Degree Nursing Students
2001-present Faculty assistance for technology

LEADERSHIP:
2006 Chair: Nursing Student Forum
2007 Level 4 Coordinator – Responsible for B. S. N. courses and faculty (Online)

CONSULTATION:
2007 Pediatric Graduate Nurse Program – Seizures in Children
Disney’s Florida Children’s Hospital, Orlando, FL
2006 Pediatric Intensive Care Core
Florida Children’s Hospital, Orlando, FL
2000 Pediatric Intensive Care Transition Education
Florida Children’s Hospital, Orlando, FL
CURRICULUM VITAE
Cynthia L. Morgan, MSN, DNP, CNM

LICENSURE: RN/ARNP/CNM Alabama, Tennessee, Florida and Georgia

EDUCATION:

University of South Alabama DNP Nursing
Frontier School of Midwifery CNM Nurse Midwifery
Univ. of Tennessee/Knoxville MSN Maternal Education
Univ. of Tennessee/Knoxville BSN Nursing

AREA OF SPECIALIZATION:
Nursing Education Nurse Midwifery Obstetrics/Gynecology Maternal/Women’s Health

PROFESSIONAL EXPERIENCE:

University of West Florida 1/2016 Assistant Professor
University of South Alabama 9/2010-2015 (full time) Assistant Professor
Frontier School of Midwifery 7/08-9/2010 DNP Program Director & Family Nursing
University of Tennessee 8/2006 – 6/2008 Nursing Faculty at Chattanooga

2005-2006 Member of the University Faculty Senate
2004-2006 Member of the University Academic Standards Committee

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:
American College of Nurse Midwives
Sigma Theta Tau International Nursing Honor Society Florida Nurses Association
Bay Area Association of Nurse Practitioners

PROFESSIONAL PRESENTATIONS:


Morgan, C. (2010, September) Scaffolding in a Nurse Educator Subspecialty Program at the University of South Alabama. Podium presentation at the DNP National Annual Convention in St. Louis, Mo.
An Update on Women’s Health: What’s new in STIs Diagnosis and Treatment? A symposium presentation to the Department of Health and Human Services Annual Conference. “Providing Leadership to Combat Health Risks and Threats to our Families, Children and Community”, Chattanooga, TN.

Morgan, C. (2011, May). “It’s time to stop smoking but how do I get there?” a presentation to the faculty of the University of South Alabama College of Nursing and staff of the student health clinic Brown Bag Luncheon, Mobile, AL.

GRANTS

Morgan, C. (Project Director/Principal Investigator) & Minchew, L. (Co-Project Director/Co-Principal Investigator), (2010). BSN to DNP for Women’s Health Nurse Practitioners, Health Resources Services Administration. Funded for over three years for 1 million dollars.

Dearman, C. (Project Director/Principal Investigator) & Morgan, C. (Co-Project Director/Co-Principal Investigator), (2010). Continuation of DNP for Nurse Educators, Health Resources Services Administration. Funded for over six years for over 900,000 dollars.

PROFESSIONAL SERVICE

Faculty practice with Dr. Karen Kennedy in Gulf Breeze Florida Training as a Sexual Assault Nurse Examiner

Presentation at the Mobile Teen Center on the Current Methods of Contraception.

Committee Member. Family Promise for homeless families. St Paul’s Episcopal Church, Daphne, AL.

Member of the Bay Area Nurse Practitioner Association

Developed the report to the National League of Nursing to get initial accreditation for the DNP program at Frontier School of Midwifery and Family Nursing 2009

Developed the SACS Substantive Change report for the DNP program that received initial approval in 2009.

PUBLISHED BOOKS REVIEWS


PROFESSIONAL ACTIVITIES/CONTINUING EDUCATION
March 2015   Training for Sexual Assault Nurse Examiner
September 2013  Integrative Medicine in Women’s Health Care March 2012 ASCCP
                   Comprehensive Colposcopy
                   Conference on Challenges in Gynecology
June 2008      2008 NLN Immersion in Evidenced-Based Nursing Education
July 2008      Emerging Technologies in Nurse Education
November 2007  Contraceptive Technology

COURSES DEVELOPED/SIGNIFICANTLY ENHANCED

University of South Alabama:
Developed and currently teach NU 620, 621, 622 and 623. The nurse eleven-hour course content for the DNP nurse educator option.

Frontier School of Midwifery and Family Nursing:
Developed and significantly enhanced:
N702 Evidenced Based Practice I N705 Ethics and Health Care Policy N707 The Nurse as Educator
N712 Clinical Practicum I N720 The Capstone Project

COURSES TAUGHT

University of South Alabama:
BSN level:
MCN 340  Women’s Health and Maternal Infant Care
MCN 341  Women’s Health and Maternal Infant Care Clinical
NU409Nursing Leadership and Management
NU325Online Physical Assessment for RN to BSN students MSN level:
MCN 538  Advanced Women’s Health Nursing
MCN 539  Advanced Women’s Health Nursing Practicum I
MCN 541  Health Promotion/Disease Prevention and Issues for Women’s Health Nursing
MCN 542  Advanced Women’s Health Nursing II
MCN 543  Advanced Women’s Health Nursing Practicum II
MCN 544  Advanced Women’s Health Nursing III
MCN 545  Advanced Women’s Health Assessment Practicum III
NU518Advanced Nursing Assessment
NU 534  Advanced MSN Leadership and Roles NU590  Nursing Education Practicum

DNP level:
NU607Critical Analysis of Scientific Underpinnings of Advanced Nursing Practice
NU620Instructional Design and Technology for Nurse Educators
NU621Curriculum and Outcomes Evaluation in Nursing Education
NU622Nursing Education Role Synthesis
NU623Nursing Education Role Synthesis II
The University of Tennessee at Chattanooga:
N556  Primary Care of Women for FNP concentration
N557  Primary Care of Women Practicum for FNP concentration Precept FNP students in
       Women’s Health clinical sites
N226  Pathophysiology for pre-nursing students
N352  Maternal/Infant care for undergraduate students

Frontier School of Midwifery and Family Nursing: MSN level:
N400  Physical Assessment
N401  Communication and Introductions to Scholarly Writing
N406  Nursing Leadership N407  Theories of Nursing PC615  Women’s health care
NP611  Women’s health care for FNP students WH634  Advanced women’s health care
WH629  Clinical Bound course for women’s health

DNP level:
N702  Evidenced Based Practice I N705  Ethics and Health Care Policy
N707  The Nurse as Educator
N712  Clinical Practicum I
N720  The Capstone Project
CURRICULUM VITAE
Brandy E. Strahan, PhD, RN

PRESENT POSITION

2015 – Present Director, BSN Program, University of West Florida, Department of Nursing
2012 – Present Assistant Professor, University of West Florida, Department of Nursing

EDUCATION

2015 Doctor of Philosophy
University of Florida
Gainesville, Florida
Nursing Science
Autism Spectrum Disorders

2010 Master of Science (Nursing)
Florida State University
Tallahassee, Florida
Area of Study:
Nursing Education

1997 Bachelor of Science (Nursing)
University of Mississippi Medical Center
Jackson, Mississippi

1989 – 1993 High School Diploma
Booneville High School
Booneville, Mississippi

LICENSURE

2009 – Present Registered Nurse, Florida
1997 – 2009 Registered Nurse, Mississippi

ACADEMIC PROFESSIONAL POSITIONS

2012 – Present Assistant Professor
University of West Florida
Department of Nursing
Pensacola, Florida

2011 – 2012 Visiting Assistant Professor
University of West Florida
Department of Nursing
Pensacola, Florida

2010 – 2011
Instructor
Pensacola State College
Department of Nursing
Pensacola, Florida

NON-ACADEMIC EXPERIENCE

2009 – 2010
Circulating Nurse, Main Operating Room
Sacred Heart Hospital
Pensacola, Florida

2002 – 2004
Circulating Nurse, Main OR
Jeff Anderson Regional Medical Center
Meridian, Mississippi

1998 – 2000
Case Coordinator
Child Protection Team
Pensacola, Florida

1997 – 1998
Registered Nurse
Infant/Toddler Unit
Sacred Heart Children’s Hospital
Pensacola, Florida

1997
Registered Nurse
Newborn-Adolescent Unit (4C)
Blair E. Batson Children’s Hospital,
Jackson, Mississippi

NON-INSTITUTIONAL PROFESSIONAL SERVICE

2015
Southern Nursing Research Society Annual Conference Abstract Reviewer

2015
Advisory Council, Evidence Based Research Committee
Sacred Heart Hospital, Pensacola, Florida

2015
Sigma Theta Tau International Upsilon Kappa Chapter Governance Committee and Scholarship Chair

2013 – 2014
Sigma Theta Tau International Upsilon Kappa Chapter Treasurer

2012 – Present
Community Drug and Alcohol Council Continuing Education Program Advisory Planning Committee
PUBLICATIONS – DISSERTATION


PUBLICATIONS – REFEREED JOURNALS – INTERNATIONAL AND NATIONAL


SCHOLARLY AND CREATIVE ENDEAVORS: NON-FUNDED PROPOSALS

2014  Increasing Graduation and Retention Rates in Nursing Education: A Second Cohort. Submitted to University of West Florida Division of Academic Affairs for Pace Academic Development Award, $98, 304.44.

SCHOLARLY AND CREATIVE ENDEAVORS: JOURNAL REVIEWER

2014 – Present  Research in Autism Spectrum Disorders

SCHOLARLY AND CREATIVE ENDEAVORS: INTERNATIONAL PODIUM PRESENTATIONS


SCHOLARLY AND CREATIVE ENDEAVORS: POSTER PRESENTATIONS


PROFESSIONAL ORGANIZATIONS

2011 – Present  Sigma Theta Tau International Upsilon Kappa Chapter

2010 – Present  Sigma Theta Tau International Beta Pi Chapter

UNIVERSITY SERVICE: COLLEGE OF HEALTH UNIVERSITY OF WEST FLORIDA

2015 – Present  College of Health Advisory Council

2015 – Present  Academic Misconduct Code Review Committee

2013 – 2015  Environmental Health and Safety Committee

2013 – 2014  Women, Gender, and Diversity Studies Task Force

2012 – Present  Educational Research Center for Child Development Advisory Board

TEACHING ACTIVITIES

University of West Florida

2015  NGR 6715 Nursing Education Seminar II

NUR 6710 Nursing Education Seminar I

NUR 3990 Health Care Informatics

NUR 4827 Nursing Management/Leadership

NUR 4257 Medical Surgical Nursing III (Pediatrics)

NUR 4945 Nursing Preceptorship Lab

NUR 3990 Patient Centered Care II Lab (Pediatrics)

2014  NUR 4992 Public and Community Health Nursing

NUR 4945 Nursing Preceptorship Lab

NUR 4636 Community and Public Health Nursing and Lab

NUR 4257 Medical Surgical Nursing III and Lab (Pediatrics)

NUR 3736 Medical Surgical Nursing II Lab (Pediatrics)
NUR 3990 Acute and Chronic Nursing I (Pediatrics)

2013
- NGR 6834 Nursing Education Practicum
- NUR 4827 Nursing Management/Leadership
- NUR 4615 Family and Community Health Nursing and Lab
- NUR 4257 Medical Surgical Nursing III (Pediatrics)
- NUR 3736 Medical Surgical Nursing II Lab (Pediatrics)

2012
- NUR 4827 Nursing Management/Leadership
- NUR 4615 Family and Community Health Nursing and Lab
- NUR 4257 Medical Surgical Nursing III (Pediatrics)
- NUR 4165 Nursing Research
- NUR 3837 Health Care Issues
- NUR 3736 Medical Surgical Nursing II
- NUR 3735 Foundations of Medical Surgical Nursing

2011
- NUR 4615 Family and Community Health Nursing
- NUR 3736 Medical Surgical Nursing II
- NUR 3735 Foundations of Medical Surgical Nursing and Lab
Appendix E

Admission and Graduation Requirements
GRADUATE ADMISSIONS AND GRADUATION REQUIREMENTS

General Information
The Graduate School administers the application, admission, and readmission process for all degree-seeking and non-degree seeking graduate students. It also assists prospective graduate students in obtaining information about UWF.

General Policies
The University of West Florida encourages applications for admission from qualified students regardless of gender, culture, religion, ethnic background, age, marital status, or disability. Students with documented visual impairments, hearing impairments, motor impairments, or specific learning disabilities may petition for substitution of admission requirements provided such substitution does not significantly alter the nature of the program for which admission is being sought. For more information about the University's admission requirement substitution policy contact the Graduate School.

Admission of students to the University of West Florida is within the jurisdiction of the University, but subject to the minimum standards adopted by the UWF Board of Trustees and the Florida Board of Governors.

Conditions of Admission
The Graduate School will notify the applicants of the admission decision. Admission to the University is often contingent upon the subsequent receipt of satisfactory and official college or university transcripts and verification of baccalaureate degrees. Failure to submit such documents may result in the cancellation of admission. Refer to Provisional for more information.

Ownership of Submitted Documents
All credentials and documents submitted become the property of the University of West Florida. The originals or copies of the originals will not be returned to the applicant or forwarded to another institution, agency, or person.

Fraudulent Records
If it is found that an applicant has made a false or fraudulent statement or a deliberate omission on the application for admission, the residency statement, or any other accompanying documents or statements, the applicant may be denied admission. If the student is already enrolled when the fraud is discovered, the case will be adjudicated using the procedures specified for violations of the UWF Student Conduct System as contained in the Student Handbook and Planner which is available online at http://uwf.edu/studenthandbook/.

Applicant Conduct
The University shall evaluate an applicant's previous conduct to determine whether offering the applicant admission is in the best interest of the University. Applicants with a record of previous misconduct at an educational institution or criminal conduct will be evaluated during the admission process in accordance with UWF Regulation 3.003.

Request for Admission for a Later Semester
Applicants are admitted to the University only for the semester for which they apply. Students
who do not enroll in the semester for which they have been admitted and want consideration for a different semester must reapply for admission and pay another application processing fee. Applicants will be considered for admission under the policies in effect at that time. Admission is not automatic. If an applicant has attended, or is currently attending, another collegiate institution since the submission of the previous application, the applicant must indicate the institution on the new application and provide an official transcript of all work attempted.

**Admission Documents Required**

Applicants for graduate admission must provide the Graduate School with the following documents:

**Application for Admission**

Applicants must apply for graduate level admission online. All graduate applications are available online at [http://uwf.edu/graduate/graduate-admissions/apply-now](http://uwf.edu/graduate/graduate-admissions/apply-now). The application for admission and a non-refundable, non-deferrable $30 processing fee payable to the University of West Florida should be submitted six to nine months prior to the semester for which admission is requested. It is the policy of the University not to defer or waive the application for admission and the application processing fee. The application processing fee must be in U.S. currency and drawn from a U.S. bank. There is an option to pay via credit card when the web application is submitted.

**College Transcripts**

Applicants must submit one official transcript from each college and university attended to the Graduate School. Applicants who received their undergraduate degree from UWF do not need to provide UWF transcripts. Transcripts are considered official when they are sent from a college or university directly to the Graduate School and bear an official seal and signature. Transcripts bearing the statement "Issued to Student," faxed transcripts, or transcripts submitted by the applicant are not considered official. Original documents or signed, officially certified photocopies of original documents may be submitted by the applicant only when institutions outside the U.S. will not send academic records to other institutions. The verifying signature should preferably be that of an officer of the institution attended. All academic records that are not in English must be accompanied by certified English translations.

**Test Scores**

Official test results from a nationally standardized graduate admission test are required for all applicants unless otherwise specified by the graduate program to which you are applying. Applicants should contact the graduate department for which he/she applied to inquire as to which test is acceptable for that program or if it may be waived. The University of West Florida accepts the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the Graduate Management Admissions Test (GMAT). For the majority of departments, it is recommended that the graduate admission test be taken no later than April for the fall semester, August for the spring semester, or January for the summer semester. Applicants should contact the specific department for departmental deadlines for admission tests. Applicants to the Ed.D. program should take the GRE or MAT one year prior to desired admission. The test scores are considered official only when they are sent directly to the Graduate School from the testing agency. Examinee copies are not considered official. The GRE, GMAT, and MAT are offered several times a year at numerous testing centers in the U.S. and abroad. Advanced registration is
required. Registration forms, as well as detailed information on the availability and character of the examinations, may be obtained from the UWF Testing Center.

Departmental Requirements
Some departments have additional admission requirements such as auditions, portfolios, goal statements, letters of recommendation, departmental applications, writing samples, personal interviews, and diagnostic testing. Applicants should contact the department directly regarding any departmental admission requirements.

Deadlines for Applications and Supporting Documents
The final deadlines for applications and supporting documents for graduate applicants are:

- Fall: June 1
- Spring: October 1
- Summer: March 1

Because some departments have earlier deadlines, applicants should contact the specific academic departments for departmental deadlines. It is in an applicant's best interest to apply early. Files completed after the published deadlines may not be processed in time for the applicant to be considered for enrollment in the desired semester.

Admission Policies
Admission to a UWF graduate program is a selective process that is governed by University requirements and department requirements that may exceed University-level requirements. Admission decisions are based on a holistic review of credentials in which multiple criteria are used to judge the appropriateness of an applicant to pursue graduate study. Each department selects factors it considers will help predict probable success in the graduate program and may include, but are not limited to, the quality of the applicant's undergraduate or graduate preparation as determined by the undergraduate or graduate institution attended; undergraduate or graduate grade point average and performance in specific courses; scores on standardized admission tests; the motivation and attitude of the applicant as determined by a personal statement, letters of reference, and/or a personal interview or other means; and writing ability.

Preference for admission to any semester is given to students whose credentials indicate the greatest promise for academic success. Because of factors related to a department's enrollment capacity, the fact that a student meets minimum requirements does not guarantee admission to a specific program. Admission requirements shall not include preferences in the admissions process for applicants because of race, national origin, or gender.

Requirements for Regular Admission to a Master's Program
Each applicant shall be required to meet minimum University requirements:
- An earned bachelor's degree from an institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education or a comparable degree from an international institution with a minimum cumulative grade point average (GPA) of 3.0 on a 4-point scale, or a 3.0 (GPA) on a 4-point scale on the last 60 hours of coursework in the baccalaureate degree.
• Be in good standing at all previous institutions of higher learning. Students who, for academic or disciplinary reasons, are not eligible to register in the college or university last attended will not be admitted for graduate study.

• A score on a nationally standardized graduate admissions test, such as the General Test of the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), the Graduate Management Admission Test (GMAT), or an equivalent that is acceptable for the program to which the student is applying. Applicants should contact the graduate department for which he/she applied to inquire as to which test is acceptable for that program or if it may be waived. Test scores must be no more than five years old.

• Approval by the department offering the degree to which the applicant is applying.

Departments may establish standards that exceed these University requirements or require additional application materials. Departments may accept an earned graduate degree from a U.S. institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education or a comparable degree from an international institution in lieu of the bachelor's degree and required standardized admission test.

**Provisional Admission**
With approval from the department, students who do not have all application materials available at the time of admission may be granted provisional admission by the Graduate School. Provisional admission is appropriate for circumstances such as when the baccalaureate degree has been awarded but the undergraduate institution has not yet posted the degree, when graduate admissions has not received the applicant's official standardized test score, or when information required by the department is incomplete. Students who are granted provisional admission must submit all application materials during the first semester of graduate study or risk removal by the Graduate School of their status to pursue graduate study.

**Conditional Admission**
Students who do not meet the minimum requirements for regular admission may be admitted by a department on a conditional basis. In order to be considered for conditional admission, students must submit all required admission materials. Also, students who have graduated from a recognized, although non-accredited, institution may be admitted on a conditional basis at the department’s discretion. Students admitted on a conditional basis may be permitted to register for up to 12 semester hours, identified by the department as appropriate to the degree. In addition, the student must:

1. Earn at least a grade of “B” on each of those courses during the semester(s) where the student is admitted on a conditional basis
   or
2. Earn a semester grade point average above a 3.0, earning no less than a C+ on any given course, during the semester(s) where the student is admitted on a conditional basis.

Failure to accomplish the above may result in the removal of his/her status to pursue graduate study. Admission on a conditional basis should not be routine.

**Appeal of Admission Denial**
**Denial of Admission to Graduate Programs**
Applicants who have been denied admission or readmission to a graduate program at the University may appeal the denial by filing a written letter of appeal with the Director of the Graduate School, by sending it to gradadmissions@uwf.edu or The University of West Florida, Graduate School, Building 11 Room 207, 11000 University Parkway, Pensacola, Florida 32514. The letter of appeal must address the reasons why the applicant believes the decision is in error. It must be received by the Graduate School within 30 days of the date of the denial letter, or by the first day of classes of the semester for which admission was requested, whichever is shorter. Once received, the appeal letter will be forwarded to the appropriate College Dean. The College Dean will convene a faculty committee to review the denial within 20 days of the date of the appeal letter. The committee will consider the materials submitted by the applicant including the letter of appeal. The committee’s decision will be forwarded to the applicant by the Graduate School within five business days of the date of the receipt of the committee’s decision. This appeal decision is final.

Applicants who are denied admission or readmission to the University for judicial and/or conduct reasons should refer to UWF/REG. 3.003.

General Readmission

Readmission to Master's and Specialist Programs
Graduate students not in attendance during three or more consecutive academic semesters (including summer semester), but less than five years, must complete the "Application for Readmission" and provide any required documentation. The application must be filed according to readmission deadlines stated in the Academic Calendar for the semester to which the student is reapplying. The "Application for Readmission" does NOT include an application processing fee.

Readmitted students will have their official catalog year automatically updated to the catalog year in effect at the time of re-enrollment. Readmitted students also have the option of changing their catalog year to the catalog year in effect at the time of graduation.

Degree-seeking students file the readmission application in the Graduate School. Official transcripts from each college or university attended since previous enrollment at UWF must be submitted to the Graduate School prior to readmission. If a student is currently enrolled at another institution, the final transcript must be submitted when the term has ended. Readmission is not automatic and is at the discretion of the Graduate School and graduate department.
Graduate students who last attended their graduate program five years ago or more must reapply to their program using the graduate application for admission.

International Graduate Admission
Applicants to the University are considered international if they are not U.S. Citizens, dual citizens, or permanent residents. In addition to the policies and procedures stated for the different categories of admission, the following information pertains to international applicants.

International Student Office (ISO)
The International Student Office provides immigration assistance to all international students, scholars, and employees at the University of West Florida and is available to assist students with problems ranging from immigration to cultural and personal matters. Students should feel free to ask questions and seek assistance from this office at any time. Among the services offered are:
• Advising on immigration rules, regulations, responsibilities, and deadlines processing immigration requests and forms such as travel documents, employment authorizations, dependent documents, and social security card applications/approvals
• Optional Practical Training (OPT) and Curricular Practical Training (CPT) Workshops
• Communication with the international student community of any changes in immigration rules and regulations
• Connecting students with appropriate university offices or federal and state agencies
• Serving as a liaison with other university units on behalf of international students

The Office of International Education and Programs is located in Building 71 and may be reached at 850-474-2479. Please see additional information for international students and available services at uwf.edu/internationaloffice.

Academic Records
International applicants must submit original documents or signed, officially certified photocopies of original documents, as well as certified translations of all documents that are not in English. International applicants must also have their foreign credentials evaluated by one of the four evaluation services listed below. The evaluation should contain a course-by-course description and a grade point average from each institution attended. Applicants have the responsibility to contact the evaluation agency directly and have the evaluation agency send the official evaluation report to UWF. The official evaluation report must be received by the application deadline for the semester the applicant plans to attend.

English Proficiency Test
If the international applicant's native language is not English or the applicant is from a country in which the primary language is not English, he or she must take one of the following tests before consideration of admission. English proficiency test scores are considered official only when they are sent directly to the Graduate School from the testing agency. Not all exams are available outside the U.S. and most are offered on a fixed schedule. Contact the testing agencies directly for scheduling information.
• Test of English as a Foreign Language (TOEFL)
• International English Language Test System (IELTS)
• Michigan English Language Assessment Battery (MELAB)

Minimum scores required by the University are listed below. However, individual departments may require higher scores.
- Paper-based TOEFL (pBT): 55 Listening/Comprehension Sub Score: 53
- Internet-based TOEFL (iBT): 79/80 Listening Sub Score: 19
- IELTS: 6.5 Listening/Comprehension Sub Score: 7
- MELAB: 78

International students expecting to receive appointments as teaching assistants also are required by Florida law to pass a test of spoken English and must obtain and report a minimum TOEFL iBT Listening sub score of 23 to the Graduate School.
International non-degree seeking applicants, including applicants attending UWF under an international exchange agreement, must meet the English proficiency requirement.

Exemptions from proof of English proficiency
UWF Intensive English Program (IEP) students who successfully complete the advanced level with an average of B+ (88) and score 78 or higher on the IEP exit test (MELICET) are eligible for admission to the University of West Florida if they meet all other requirements of the University.

International students with a bachelor's degree from a U.S. institution or who have successfully completed a full year of full-time academic course work at a regionally accredited institution in the U.S. preceding the semester for which admission is sought. Intensive English course work does not qualify.

Certification of Finances
Certification of finances must be completed and returned to the International Student Office before the student visa, "Certificate of Eligibility" (Form I-20), is issued. The University is required by U.S. Citizenship and Immigration authorities to check the financial resources of each student prior to issuing Form I-20. Therefore, it is important for the applicant to know the costs of attending the University and have the necessary funds for the entire period of enrollment. Funds for one year of study and living expenses must be documented and approved by the University before an I-20 is issued.

The "Confidential Financial Statement" form must be completed, signed by the student, and verified by the student's or sponsor's bank or financial institution with a statement of deposit. Before completing the "Confidential Financial Statement," the applicant should review the estimate of institutional costs and living expenses under Tuition and Fees. The total amount of funds available to the student must be listed for each year of planned attendance and must equal or exceed the total estimate of institutional costs and living expenses. This form must be accurate and documented to avoid unnecessary delay in processing. The "Confidential Financial Statement" and supporting documents from the student's or sponsor's bank or financial institution should be submitted to the International Student Office by email at intered@uwf.edu.

Health Form/Health Insurance
Applicants must submit a "Mandatory Immunization Health History Form" completed by the applicant. Refer to the Immunization Requirements for more information.

International students are required to show certified proof of adequate medical insurance coverage for illness or accidental injury for an entire academic year before they will be permitted to register or to continue enrollment. An adequate medical insurance policy must meet a number of requirements as listed on the "Health Insurance Compliance Form", including that the insurance proceeds are payable in U.S. currency. Insurance may be obtained at the University before registration.

Notice of Admission
If a student's application for admission to UWF is approved, an official letter of admission will be sent by the Graduate School. Admission is for a specific semester only. If the student is unable to enroll for the semester indicated on the letter of admission, the Graduate School should be informed immediately. Under no circumstances should an applicant make departure plans for Pensacola until official approval has been given by the Graduate School and the student has received the Form I-20 from the International Student Office (see section on passports and visas). Students who come to the campus without first receiving an official notice of acceptance do so at their own risk. The student's presence on the campus will not influence the decision on
an application for admission.

**International Exchange**
International students interested in participating in the UWF exchange program must be nominated by their home institution. Once confirmation of a student's eligibility has been received by the home institution, the acceptance process can begin through the International Student Office. For a list of participating exchange partner institutions and application procedures, please see the International Student Office's [J-1 Exchange Student Admission](#) webpage.

**Passports and Visas**
Students meeting all admission requirements of the University will be mailed a "Certificate of Eligibility" by the International Student Office. Students possessing a valid Form I-20 will be considered for a F-1 visa by presenting it and the following documents to the nearest U.S. Embassy or Consulate:

- A valid passport,
- Evidence of adequate financial support,
- Evidence of proficiency in the English language, and
- Any other additional documentation required by the U.S. Embassy or Consulate.
- The student visa is stamped on a page in the passport.

**Transfer of Funds**
Prospective students should familiarize themselves with the current regulations of their own governments, as many restrict the purchase of U.S. dollars. Students should arrive with ample funds in U.S. dollars or in a credit card which is authorized to be used in the U.S. International wire transfer service to UWF is also available.

**Graduation and General Degree Requirements**
[http://catalog.uwf.edu/graduate/academicpolicies/graduation/#mastersdegreerequirements](http://catalog.uwf.edu/graduate/academicpolicies/graduation/#mastersdegreerequirements)

**Master's Degree Requirements**
Requirements for a master's degree from UWF are listed below. The colleges and departments may have requirements which exceed these minimums. Please consult the individual departments and the individual program descriptions in this Catalog for details. Minimum requirements are the following:

- Students must be admitted and enroll at UWF for a minimum of one semester as degree-seeking in the degree program for which a degree is awarded;
- Completion of minimum 30 semester hours in an approved program;
- Completion of minimum 15 semester hours of coursework at the 6000 level or above;
- Completion of minimum 24 semester hours of credit at UWF. The department offering the program may require additional residency;
- Graduate GPA of a minimum of 3.0, refer to [GPA Requirement](#) for more information;
- Complete degree requirements within six years from the date the UWF degree is awarded, refer to the [Time to Degree](#) requirement for more information;
A degree will not be awarded for a student on academic probation or suspension;
A maximum of 6 semester hours of credit may be applied toward a master's degree for successful completion of a thesis;
Master's students must enroll as degree-seeking for a minimum of one semester at UWF within the last five years of the date the degree is to be awarded. Students who need to be readmitted will be required to meet the degree requirements of the current Catalog.

Requirements for Second UWF Master's Degree
Requirements listed below are applicable for students who already hold a master's degree from UWF or who are pursuing two masters' degrees simultaneously. Students who have earned a master's degree from another institution must meet the requirements listed under Master's Degree Requirements.

- Master's students may be candidates for two master's degrees at UWF. Candidacy in two separate master's programs may be held in overlapping time periods. Candidates must meet the conditions of graduate status stipulated by both departments;
- Since a master's degree represents a level of attainment, some (or all) courses included in one graduate program may be used by another department to satisfy the formal requirements for a second graduate degree. A minimum of 18 semester hours must be taken for the second graduate degree which were not a part of the first degree;
- A degree will not be awarded for a student on academic probation or suspension;
- Master's students must be admitted and enroll at UWF for a minimum of one semester as degree-seeking in the degree program for which a degree is awarded;
- Master's students must enroll as degree-seeking for a minimum of one semester at UWF within the last five years of the date the degree is to be awarded. Students who need to be readmitted will be required to meet the degree requirements of the current Catalog.
- A second master's degree may not be earned in the same program area.

Application for Graduation
Students fulfilling requirements for a UWF master's or specialist degree must submit an "Application for Graduation" online by the application deadline stated in the Academic Calendar. Program Office. Graduation application forms are available on the Office of the Registrar website. Retroactive graduation to a prior semester will not be approved.

Commencement
Commencement ceremonies at UWF are held twice a year, fall and spring, for students graduating with a Baccalaureate, Master's, Specialist, or Doctorate degree. Those master's students who plan to graduate in the summer should apply for summer graduation only. Prospective summer graduates have the option to participate in either the preceding spring or following fall ceremony. "Applications for Graduation" should be submitted by the date stated in the Academic Calendar. Students will receive information about graduation through their student e-mail accounts. Commencement information is also available on the web at uwf.edu/commencement. UWF does not have a graduation honors program for master's, specialist, and doctoral students.

Degree Audit System
Degree Works will identify and track all graduation requirements for each degree at the University. Students may check their individual progress toward degree completion by reviewing their degree audit, which is available in MyUWF. The degree audit is used for the final graduation check and a completed audit is required before a degree is awarded.

Posthumous Graduate Degree
To be considered for a posthumous degree, graduate students shall have successfully completed at least eighty percent of the chosen UWF degree program, have been in good standing at UWF, and have met UWF degree residency requirements. In exceptional circumstances the Dean of the Graduate School may make exceptions to these requirements. The student’s academic department must initiate the request for a posthumous degree through the College Dean, Dean of the Graduate School, and the Provost’s Office.

Substitution of Graduation Requirements for Students with Disabilities
Students with documented visual impairments, hearing impairments, motor impairments, or specific learning disabilities may petition for substitution of degree requirements provided such substitutions do not significantly alter the nature of the program in which the student is enrolled. For more information about the University's degree requirement substitution policy, contact the college dean of the program.
**Issue/Agenda Recommendation:** Update on Textbook Affordability

**Proposed Action:** Informational

**Background Information:**
On April 14, 2016, Governor Rick Scott signed into law House Bill 7019.

**House Bill 7019:**
- Requires university boards of trustees to examine cost of textbooks and instructional materials;
- Authorizes university boards of trustees to adopt policies which allow for use of innovative pricing techniques and payment options for textbooks and instructional materials; and
- Requires each university board of trustees to report to the chancellor by September 30 of each year, starting in Fall 2016, on matters related to textbooks and instructional materials.

**Update:**
- UWF is in compliance for textbook adoptions for the Spring 2017 semester with a 95.81% textbook compliance rate (compliance = 95.0%).
- UWF is making changes to current textbook adoption procedures to align with new Florida Board of Governors draft definitions/guidance that came out on January 24, 2017 and likely to be implemented for Fall 2017, which requires us to track the use of Open Educational Resources (OERs).*
- There are 1,242 total courses and a total of 2,264 courses and course sections taught in Spring 2017.
- There are 36 courses out of 1,242 with a cost variance percentage greater than $0 or a dollar cost variance greater than $0.00 between sections within a course with two or more sections.
- There are only six Gen Ed courses with a cost variance of greater than or equal to $50.00 or 50.0%.

* "OERs are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge." The William and Flora Hewlett Foundation.

[http://www.hewlett.org/programs/education-program/open-educational-resources](http://www.hewlett.org/programs/education-program/open-educational-resources)

**Implementation Plan:** None

**Fiscal Implications:** None

**Supporting documents:** None

**Prepared by:** Jay Clune, Interim Vice Provost, 850-747-2536, jclune@uwf.edu  
Bob Dugan, Dean, University Libraries, 850-474-2446, rdugan@uwf.edu

**Presented by:** Jay Clune, Interim Vice Provost
Board of Trustees Policy  
BOT-08.02-05/14

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.

BOT-08.02-05/14 Policy Concerning Naming Opportunities 5.15.2014
• 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.
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:  

[Signature]

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>
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<tbody>
<tr>
<td><strong>CAMPUS FACILITIES</strong></td>
<td></td>
<td><strong>REQUIRES BOARD OF TRUSTEES APPROVAL</strong></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>
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<tr>
<td><strong>MAJOR UNITS (NON-FACILITIES)</strong></td>
<td></td>
<td><strong>REQUIRES BOARD OF TRUSTEES APPROVAL</strong></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>
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<tr>
<td>Centers</td>
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<tr>
<td>Institutes</td>
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<td>Programs (curricular or co-curricular)</td>
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<td><strong>OTHER CAMPUS SPACES</strong></td>
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<td><strong>REQUIRES PRESIDENT APPROVAL</strong></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><strong>OTHER NAMING OPPORTUNITIES</strong></td>
<td></td>
<td><strong>REQUIRES PRESIDENT OR DESIGNEE APPROVAL</strong></td>
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<tr>
<td>Distinguished Endowed Chair</td>
<td>$2 million</td>
<td>Endowment for projected full salary/support of Chair</td>
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<tr>
<td>Endowed Chair</td>
<td>$1 million</td>
<td>Endowment for salary/support of Chair</td>
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<tr>
<td>Endowed Professorship</td>
<td>$300,000</td>
<td>Endowment for salary supplement/support of Professor</td>
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<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>
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<tr>
<td>Endowed Lectureship</td>
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<td>Endowment to support lectureship</td>
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<tr>
<td>Endowed Library Fund</td>
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<td>Endowed Assistantship/Fellowship</td>
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<td>Endowment to support salary supplement for research, teaching, etc.</td>
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<td>Endowed Scholarship</td>
<td>$25,000</td>
<td>Endowment to support student scholarship</td>
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<tr>
<td>Term Scholarship</td>
<td>$5,000 at $1,000/yr. for five years</td>
<td>Term support for student scholarship</td>
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UWF Board of Trustees Meeting
Academic Affairs Committee
February 21, 2017

Issue: Naming the Usha Kundu, MD College of Health

Proposed Action: Information Only

Background Information: In February 2017, Dr. Usha Kundu and Mr. Mahadeb “Dave” Kundu committed in excess of $5 million to name the UWF College of Health. This gift will support academic excellence for students, including opportunities for active, engaged and experiential learning. Additionally, the gift will support equipment and instrumentation for use in the academic and research environment, as well as academic excellence for faculty within the college.

In keeping with the University Of West Florida Board Of Trustees Policy (BOT-08.02-05/14), approval will be sought from the Board of Trustees at the March 23, 2017 meeting to name the Usha Kundu, MD College of Health.

Dr. Kundu grew up in rural Bihar, India and graduated from the Rajendra Medical College at Ranchi University in 1969 before she immigrated to the United States to complete her residency in obstetrics and gynecology. Dr. Kundu opened her private practice in Pensacola in 1983. She is a board certified OB-GYN, Fellow of the American College of Obstetricians and Gynecologists, and Diplomat of American Board of Obstetrics and Gynecology. Dr. Kundu is affiliated with Sacred Heart Hospital, Baptist Hospital and West Florida Hospital. Mr. Mahadeb Kundu is a Fellow of American Society of Civil Engineers, Fellow of Institute of Engineers (India), charter member of Structural Engineering Institute and member of ASCE codes and Standard Activities Committee. Mr. Kundu earned his Master of Business Administration from UWF in 1992 and served as an adjunct professor for the University of West Florida from 1984-86.

Implementation Plan: Immediately Upon Approval

Fiscal Implications: No funding required

Supporting documents: BOT Policy -08.02-05/14–Policy Concerning Naming Opportunities

Prepared by: Dr. Meredith N. Brunen, Interim Vice President for University Advancement, 850-474-3306, mbrunen@uwf.edu

Facilitator/Presentor: Dr. Meredith N. Brunen, Interim Vice President for University Advancement
Board of Trustees Policy  BOT-08.02-05/14

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.
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><strong>NAMING OPPORTUNITY</strong></th>
<th><strong>MINIMUM GIFT FROM DONOR (MATCH DOES NOT COUNT TOWARD MINIMUM)</strong></th>
<th><strong>COMMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAMPUS FACILITIES</strong></td>
<td></td>
<td><strong>REQUIRES BOARD OF TRUSTEES APPROVAL</strong></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><strong>MAJOR UNITS (NON-FACILITIES)</strong></td>
<td></td>
<td><strong>REQUIRES BOARD OF TRUSTEES APPROVAL</strong></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><strong>OTHER CAMPUS SPACES</strong></td>
<td></td>
<td><strong>REQUIRES PRESIDENT APPROVAL</strong></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><strong>OTHER NAMING OPPORTUNITIES</strong></td>
<td></td>
<td><strong>REQUIRES PRESIDENT OR DESIGNEE APPROVAL</strong></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>
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<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>
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<td>Endowment to support lectureship</td>
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<tr>
<td>Endowed Library Fund</td>
<td>$50,000</td>
<td>Endowment to support Library</td>
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<tr>
<td>Endowed Assistantship/Fellowship</td>
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<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>
Issue: Naming the Linda Evans Educational Pavilion at Museum Plaza

Proposed Action: Information Only

Background Information: During the final week of December 2016, David and Emily Walby made a $100,000 gift to the University of West Florida Foundation designated for an educational and recreational play space located in Museum Plaza. This gift was made in recognition and memory of their dear friend, Linda Carol Evans, a UWF alumna and charter class member, who devoted her life to teaching elementary school students.

In keeping with the University Of West Florida Board Of Trustees Policy (BOT-08.02-05/14), approval will be sought from the Board of Trustees at the March 23, 2017 meeting to name the Linda Evans Educational Pavilion at Museum Plaza.

Linda Evans earned a bachelor's degree in Elementary Education from the University of West Florida in Pensacola. She was in the first graduating class (June 1969), along with David, and later became the president of the university’s alumni association. Linda was a loving and dedicated teacher for 41 years at Royal Green Elementary School in Miami and is remembered fondly by hundreds of students and their families. The Walbys believe strongly in the vision of the University of West Florida and chose to honor Linda in this way.

Implementation Plan: Immediately Upon Approval

Fiscal Implications: No funding required

Supporting documents: BOT Policy -08.02-05/14–Policy Concerning Naming Opportunities

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