AGENDA

THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES

Academic Affairs Committee Meeting
May 19, 2016

University of West Florida Conference Center, Bldg. 22
11000 University Parkway, Pensacola, FL 32514

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

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

Action Item(s): ......................................................... Bentina Terry
   1. Tenure Approval
   2. Approval of Requests to Offer Three New Degree Programs for Fall 2016 Implementation

Information Item:
   1. Instructional Site Closures
   2. The Center for Research and Economic Opportunity Update
   3. House Bills 7019 and 7029

Other Committee Business

Adjournment
**UWF Board of Trustees Meeting**

*Academic Affairs Committee*

May 19, 2016

**Issue/Agenda Recommendation:** Tenure

**Proposed Action:** Approve

**Background Information:** The University of West Florida Board of Trustees tenure approval procedure contemplates that the Board of Trustees award tenure based on the President’s recommendation. The University’s current collective bargaining agreement with the faculty also requires that tenure be awarded by the Board following the specified process.

The procedure reads as follows:

**BOT Tenure Approval Process**

- The UWF BOT considers all nominations for tenure at its (June) meeting. Tenure nominations as a condition of employment will be considered as needed.

- The University President submits to the BOT a list of those faculty nominated for tenure for approval by the BOT. The President’s transmittal certifies that each nominee has met the requirements necessary to be granted tenure and will continue to contribute to the University. Any request for tenure as a condition of employment also includes a statement justifying the special circumstances including a brief summary of the nominee’s academic credentials.

Nine individuals were nominated for tenure having fulfilled all necessary requirements. These faculty were nominated for approval in accordance with the requirements of the tenure approval procedure. This recommendation constitutes the President’s certification concerning the nominee in accordance therewith.

**Recommendation:** That the Board approves the grant of tenure for the following faculty:

<table>
<thead>
<tr>
<th>College of Arts, Social Sciences and Humanities</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>1. Ramie Gougeon, Assistant Professor</td>
<td>Anthropology</td>
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<tr>
<td>2. Brian Hood, Assistant Professor</td>
<td>Philosophy</td>
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<td>3. David Ramsey, Assistant Professor</td>
<td>Government</td>
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<tr>
<th>College of Business</th>
<th>Department</th>
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<td>4. Justin Davis, Assistant Professor</td>
<td>Management and MIS</td>
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<th>College of Health</th>
<th>Department</th>
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<tr>
<td>5. Lisa Blalock, Assistant Professor</td>
<td>Psychology</td>
</tr>
<tr>
<td>6. Justice Mbizo, Assistant Professor</td>
<td>Public Health, Clinical and Health Sciences</td>
</tr>
<tr>
<td>7. Valerie Morganson, Assistant Professor</td>
<td>Psychology</td>
</tr>
</tbody>
</table>
Hal Marcus College of Science and Engineering  
Department

8. Karen Molek, Assistant Professor  
Chemistry

9. Thomas Reichherzer, Assistant Professor  
Computer Science

Implementation Plan: Tenure grant to be effective August 8, 2016.

Fiscal Implications: None

Supporting documents:

2015-16 Tenure and Promotion Criteria  

Prepared by: Martha Saunders, Provost and Executive Vice President  
850-474-2035, msaunders@uwf.edu

Presented by: Martha Saunders, Provost and Executive Vice President
University of West Florida
Division of Academic Affairs

Policies and Procedures for:
  Promotion
  Tenure
  Annual Evaluation
  Sustained Performance Evaluation

2015-2016

Part I:  Framework for Decisions
Part II: Administrative Guidelines
# UNIVERSITY OF WEST FLORIDA
## ANNUAL EVALUATION, TENURE, AND PROMOTION POLICY

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PART I. FRAMEWORK FOR DECISIONS

A. DEFINITION OF TERMS

1. “Regional Comprehensive University”

Henderson (2007) elaborated the following unique features of the regional comprehensive university.¹ Such institutions
- democratize education, making a college education broadly available to students with diverse preparation and motivation;
- focus specific attention on meeting the workforce needs of the region;
- emphasize the importance of effective teaching over research productivity;
- range from medium to large in size;
- concentrate on undergraduate education but offer selected graduate courses at the master’s level and a limited number of doctorates;
- are primarily supported through state funding and tuition.

The term “comprehensive” does not imply that the university will offer every conceivable university program, but instead connotes that the university is multi-purpose and selective in its goals. As such, faculty roles can be diverse in the regional comprehensive university, including those entirely committed to teaching and others whose primary focus is research. However, the majority of faculty will strive to balance commitments across teaching, scholarly and creative projects, and service in accordance with their departments’ mission.

2. Compliance Levels

When describing procedures and requirements, this policy document uses the verbs must, should, and may. The meanings follow:

a. Must implies that the department must comply in all cases, without exception.

b. Should implies a presumptive requirement, and the department is expected to comply in all cases. However, when “should” is used, the department may, in certain limited circumstances, deviate from the requirement. Deviations should be the exception, not the rule, and should be justified by the department during the review process.

c. May indicates a polite suggestion that departments are encouraged to address, if appropriate.

3. **Criteria and Performance Indicators**

a. “University tenure and promotion criteria” addresses expectations about aspects of performance for major personnel decisions that are common across departments and programs.

b. “Department tenure and promotion criteria” refers to the expectations departments develop for purposes of tenure and promotion decisions.

c. “Department annual evaluation performance indicators” describes how departments adapt university criteria to fit their disciplines. Performance indicators reflect activities that faculty must have actually accomplished so that personnel committees can fairly evaluate whether a candidate satisfies the university and department expectations. These indicators might also be viewed as outcome measures, as they capture the outcomes that are expected for achieving a given performance rating.

4. **Categories of Performance**

These adjectives are ordinal rankings of the department annual evaluation performance criteria: **distinguished, excellent, good, fair, poor**. Departments must use performance criteria that reflect the same ordinal scale and the same adjectives to depict that scale.

**Distinguished** performance clearly exceeds department expectations for excellence.

**Excellent** performance is defined as meeting department expectations; no major areas of weakness exist.

**Good** performance indicates moderate progress in a given area but one or more weaknesses render the performance not quite to the expectations of excellence in the department.

**Fair** performance suggests minor progress in an evaluation area because one or more major weaknesses exist in performance. Although there may be one or more strengths as well, the performance clearly is not consistent with the department’s expectations for excellence. Performance at this level warrants remediation planning.

**Poor** performance is characterized as having substantial weaknesses that jeopardize professional progress as a UWF faculty member. Performance at this level requires remediation activity. In extreme cases, out-counseling may be the most appropriate course of action to assist the faculty to find an institution that will be a better match for the faculty member’s abilities, values, and/or work ethics.
B. TENURE AND PROMOTION CRITERIA

1. University Criteria for Tenure and Promotion

This section describes the university criteria for promotion and tenure for regular, full-time, tenure earning faculty.

Reflecting the mission of UWF as a regional comprehensive university, the university criteria emphasize teaching relative to scholarship/creative projects and service. A minimum of excellent teaching performance is required in all promotion and all tenure and promotion decisions. Favorable promotion decisions also require excellent performance in scholarship/creative projects and service for promotion decisions. However, faculty need not achieve excellent ratings in all three areas to achieve tenure. As shown in Table 1, good ratings in either service or scholarship/creative projects, combined with an excellent or distinguished rating in the other area and excellent or distinguished rating in teaching, should result in a favorable tenure decision. Except in unusual circumstances (e.g., egregious ethical violation), if faculty members meet the criteria described above, they should receive favorable decisions, but the meeting of such criteria cannot be construed as a guarantee of either tenure or promotion.

<table>
<thead>
<tr>
<th>Table 1. University Criteria for Tenure and Promotion Decisions</th>
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<tr>
<td><strong>Personnel Decision</strong></td>
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<tr>
<td><strong>Tenure</strong></td>
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<td><strong>Promotion to associate</strong></td>
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<td><strong>Promotion to professor</strong></td>
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</table>

2. Department Criteria for Tenure and Promotion

Departments should strive to create tenure and promotion evaluation criteria that are as straightforward and transparent as possible. Department tenure and promotion criteria must clearly state how ordinal annual evaluation rankings (along with other factors the department determines are important) translate to the conclusions drawn in tenure and promotion decisions as shown in Table 1.
Candidates for tenure and promotion are responsible for assembling portfolios in which the weight of evidence documents sustained performance at the appropriate levels required for favorable decisions. Departments should provide guidance to faculty on what constitutes acceptable sustained performance. For example, departments may require a specific level of achievement for two or three years as evidence of readiness for promotion or tenure. Departments may also establish a target number of publications, creative works, or performances that must take place during the evaluation period.

C. DEPARTMENT ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments should devise Annual Evaluation Performance Indicators that reflect the mission of the university and department. In each of the three areas (teaching, scholarship/creative projects, and service) departments must develop specific and measurable performance indicators that address the following:

- Quality criteria relevant to each activity;
- The frequency of activities and outcomes expected within review period, where relevant.

Performance indicators must clearly distinguish the differences between and among performance criteria (ordinal rankings: distinguished, excellent, good, fair, and poor). Appendix A provides university-level behavioral criteria for the five levels of performance that guide department discussions of their criteria.

1. Performance Indicators for Teaching

Because high-quality teaching is critical to the university’s regional comprehensive mission and vision, excellent performance is required for all tenure and promotion decisions. Teaching includes all teaching and learning activities in and out of the classroom that result in relevant, appropriate course learning outcomes, including the following:

- Face-to-face classroom teaching at Pensacola or branch campuses
- Online teaching
- Teaching in distance learning circumstances
- Research group and one-on-one supervision and mentoring
- Studio teaching in group or one-on-one formats
- Continuing education assignments
- Advising

Department performance indicators for teaching should include student evaluations of teaching. Conclusions drawn about teaching performance may also be influenced by the following indicators:
a. Teaching awards and other accomplishments related to teaching  
b. Peer evaluations of teaching  
c. Pedagogical and quality enhancement activities that improve learning (e.g., active learning and student engagement techniques)  
d. Participation in professional development activities that improve teaching  
e. Respect for students and their rights  
f. Quality of teaching philosophy  
g. Quality of syllabi and course goals  
h. Effectiveness of assessment practices  
i. Evidence of student support practices  
j. Effectiveness of advising, mentoring, and student supervision practices  
k. Quality of execution of special teaching assignments (e.g., honors, capstone, General Studies)  
l. Quality of supervision of thesis, dissertations, or field experiences  
m. Other relevant performance indicators specified by the department

2. Performance Indicators for Scholarship and Creative Projects

Departments must adopt performance indicators for scholarship and creative projects, taking into consideration issues of both quality and frequency of production, where relevant, that are consistent with the university’s mission, vision, and resources to support scholarly and creative work. Accordingly, departments should consider a broad range of activities that express their mission and vision. Moreover, departments should recognize that regional comprehensive universities have limited resources that may constrain scholarly expectations (e.g., relatively limited travel support diminishes the opportunity for international participation).

Scholarship and creative projects must be externally reviewed and publicly available. These projects include the following:

- Creation, production, exhibition, artistic performance, or publication of works by one or more individuals demonstrating originality in design or execution  
- Discovery of new knowledge  
- Development of new technologies, pedagogy, methods, materials, or uses  
- Integration of knowledge leading to new understanding  
- Application of knowledge to consequential problems

Departments should consider and address a wide range of venues for disseminating scholarly and creative projects, including the following:

- Peer-reviewed publications  
- Editorially reviewed publications
• Convention and conference contributions
• Grant activity
• Electronic outlets
• Broad performance venues for the creative and performing arts
• Other performance indicators for service deemed acceptable to the department

Conclusions drawn about the quality of scholarly and creative projects may be influenced by the following performance indicators:

a. Recognition or awards earned
b. Scholarly or creative projects agenda or creative plan
c. Peer reviews or other evidence of quality
d. Adherence to ethical standards
e. Professional development activity (e.g., licensure, technology training, etc.)
f. External grants or other support to facilitate scholarship or creative activities
g. Time management skills
h. Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)
i. Other relevant performance indicators specified by the department

3. Performance Indicators for Service

Departments must adopt performance indicators for service, taking into consideration issues of both quality and frequency, which are consistent with the university’s mission and vision. Moreover, departments should recognize that service is relatively more important in a regional comprehensive university than what might be expected at a research-intensive university.

Service activities may include the following:
• Service to university or college or department
• Discipline-related service to the community
• Service as Department Chair or Program Director
• Unremunerated consultancies
• Community activities related to one’s discipline
• Advising student organizations
• Service to academic or professional organizations (e.g., editorial review boards, organization leadership; conference organizer)
• Travel time to and from remote campuses locations

Although there is no specific requirement about the balance of service activities that faculty should select, there is an expectation that the faculty member will function effectively as a department citizen, assisting in completing the work of the department’s programs.
Faculty will vary in their execution of a service plan. For example, service may reasonably emphasize activity on the campus at the expense of the other options where that plan works with the university and department missions. In such a case, greater depth of service would be expected.

As faculty progress in their service commitments, the general trend is to move from less involved participation (e.g., "sitting" on a committee and being reactive to emerging plans) through more intense investment (e.g., exercising leadership and solving service problems proactively).

At the outset of employment, service activities are likely to be the relatively lowest priority of the three categories. As such, department Chairs and Program Directors should advise new faculty about the necessity of service in a regional comprehensive university and how these activities can be incorporated strategically into their work assignments. Service expectations should be somewhat lighter for new faculty who are establishing themselves as teachers and scholars/artists, but new faculty should ultimately be encouraged to render high quality service in their selected activities. Departments should provide equitable access to service opportunities for all members and be reasonable in making service assignments that fit with other faculty responsibilities.

Community service is more valuable when it is related to a faculty member’s disciplinary background. For example, a biology professor serving as the director of a local church choir would not represent service contributions for the purpose of promotion and tenure evaluation. However, such service for a music professor probably would. Departments’ performance indicators may address how compensated service should be evaluated in the context of their discipline and department.

Conclusions drawn about quality of service may be influenced the following performance indicators:

a. A measure of the scope of service activities
b. Peer evaluation of contributions to the service mission
c. Quality of service leadership
d. Service agenda well suited to regional comprehensive university mission
e. Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
f. Recognition for service inside or outside of the university or both
g. Synergy between faculty member’s area of expertise and service function
h. Other service activities defined by the department
PART II. ADMINISTRATIVE GUIDELINES

A. TENURE

1. Eligibility for Tenure

   a. Faculty beginning careers at UWF. Candidates for tenure must submit for tenure review no later than the fall of the 6th year of employment. Candidates for tenure with unusually strong performance records may submit for review no earlier than the fall of the 5th year.

   b. Faculty transferring to UWF. Faculty members may negotiate up to 2 years of credit toward tenure based on past performance. The initial appointment letter must clearly identify the number of years of credit toward tenure. When the Dean grants 2 years of credit toward tenure, regular consideration for tenure will transpire in the fall of the 4th year of employment. Early consideration for tenure, in cases where candidates demonstrate unusually strong performance, will initiate tenure review in the fall of the 3rd year. In cases for which service outside UWF produced credit toward tenure, a copy of the initial appointment letter documenting this credit must be included in the portfolio. Any subsequent changes to years of credit toward tenure also must be documented and included in the portfolio.

2. The Role of Chair’s Annual Evaluation in Tenure Review

   The Chair’s annual evaluations provide systematic feedback to the faculty member over the course of employment. The Chair shall evaluate each faculty member annually in writing, assess progress toward tenure and promotion, give the faculty member a copy of the written evaluation, and discuss the written evaluation with the faculty member. If the evaluation reflects deficiencies in the faculty member’s performance, the Chair shall make specific suggestions to give the faculty member an opportunity to improve performance, thereby enhancing the likelihood of successful tenure and/or promotion. The faculty member may submit a rebuttal to the annual evaluation that will become part of the official file.

   The Chair’s annual evaluations should carry some degree of weight in tenure and promotion decisions; however, this perspective represents just one component of the formal review process. At each level of review, the candidate’s accomplishments are subject to professional and peer scrutiny. Therefore, strong annual evaluations represent summative feedback about faculty performance but cannot be construed as a guarantee of either tenure or promotion.

3. The Department’s Role in Preparation of Tenure-Track Faculty
Departments must have a procedure devoted to mentoring new faculty. Departments have the responsibility for designing and maintaining a mentoring program that facilitates new faculty members’ professional growth and adaptation to the university.

It is also the responsibility of the department to conduct a review during the mid-point of the probationary period. The Dean must identify the approximate date of the mid-point review in the initial appointment letter. The Chair shall take responsibility for ensuring that the department completes the review, whether the Chair provides the evaluation or delegates the responsibility (e.g., mentoring committee). The procedure for the review shall be described in departmental by-laws.

The mid-point review is intended to provide formative feedback to optimize faculty success in the tenure decision. The review should corroborate success and encourage faculty who are making solid progress toward tenure, inform faculty who may need to improve in selected areas of performance, and warn faculty where lack of progress could jeopardize a favorable outcome. Faculty members may elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required.

All mid-point reviews should address the performance of annual assignments including teaching, scholarly and creative projects, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should assess overall performance and contributions critically in light of mid-point expectations. The mid-point review will not be as extensive as the formal tenure review that occurs toward the end of the probation period, but should be based on a set of documents, including a current vita; annual evaluations; student/peer evaluation of teaching; selected examples of teaching materials and scholarship; and a self-evaluation by the faculty member. The Dean will review the department’s written mid-point review and respond to the department and the faculty member in writing. Further use of these materials is at the discretion of the faculty member.

4. The Role of the Department in Tenure Evaluation

The Chair will request all tenured full-time faculty members to submit a formal evaluation on tenure for each eligible faculty member within the appropriate unit. (See Appendix C.) The evaluation form should be completed and signed by each faculty member and submitted to the Chair. Other full-time faculty (excluding visiting faculty) may provide the Chair with opinions of the candidate’s dossier. On a separate document, all tenured faculty in the department or unit shall vote regarding the acceptability of tenure for the candidate. The unsigned votes will be included in the tenure dossier in an envelope without disclosure of how individual faculty voted in the decision. (See Appendix D for the form on which to record the results of the secret ballot.)
B. PROMOTION

1. Eligibility for Promotion

The faculty member and the Chair shall confer about the readiness of the faculty member as a candidate for promotion. The process of submitting a dossier for consideration for promotion shall be initiated upon request of the faculty member or upon agreement between the faculty member and Chair. The Chair will forward the request to the Dean.

Eligibility for promotion involves both quality of performance and time served in existing rank. Candidates will typically be considered worthy of promotion when their annual evaluations demonstrate quality in performance consistent for three prior years with the expected level of performance for the rank to which the candidate aspires. Candidates will also have to achieve any specific targets for production of scholarly and creative projects that are identified in department by-laws, criteria or policies.

If candidates do not succeed in their bid for promotion, they should refrain from immediate resubmission unless the intervening changes show substantial improvements. Results of all prior unsuccessful reviews shall be required in subsequent promotion reviews.

a. Promotion to Professor. Candidates for Professor will typically complete at least 5 years of employment at the associate level, 3 of which should transpire at UWF. Candidates may submit for review after the completion of 4 years of employment at the associate level, at least 3 years of which have transpired at UWF, in exceptional cases where annual evaluations point to success in meeting performance expectations. A candidate being reviewed for promotion to Professor should demonstrate at least excellent ratings in all areas of review (teaching, scholarly and creative projects, and service) and at least 1 area should be rated as distinguished in the 3 years immediately preceding submission of the dossier. The distinguished rating can be in different areas over the course of the 3 years but a minimum of one distinguished rating each year must be reflected in the evaluation.

b. Promotion to Associate. Candidates for Associate Professor will typically complete 5 years of employment at the assistant professor level before submitting a dossier for review in the fall of the 6th year. Candidates may submit for review after the completion of 4 years of employment in exceptional cases where annual evaluations point to success in meeting performance expectations for the preceding 3-year period. A candidate being reviewed for promotion to Associate
Professor should be expected to have at least excellent ratings in all 3 categories of review for 3 years at UWF prior to submission of the dossier.

2. The Role of the Chair’s Annual Evaluation in Promotion Decisions

The Chair shall be responsible for keeping the faculty member informed about the Chair’s assessment of the faculty member’s accomplishments and progress toward promotion. Candidates and administrators should refer to relevant articles in the Collective Bargaining Agreement for guidance.

3. The Role of the Department Members in Promotion Evaluation

The Chair will request all full-time faculty (excluding visiting faculty) in the department or unit to submit an evaluation on promotion for the promotion candidate. (See Appendix B.) The evaluation form should be completed and signed by each faculty member and submitted to the Chair. Should a faculty member decline to submit an evaluation of a colleague, the faculty member should return the evaluation with a notation that the faculty member declined to complete an evaluation. The decision to decline the evaluation will be placed in the promotion file without attribution to the source of the decision. Promotion recommendations do not require a formal vote; however, eligible faculty members should provide input on this important decision.

In cases where there are fewer than three tenured faculty to assist in making the promotion evaluation decisions, the respective college council shall develop a procedure to provide an additional evaluation method. Chairs shall notify the college council at the start of the academic year when an alternative needs to be implemented.

C. GENERAL PRINCIPLES AND PROCESSES FOR TENURE AND PROMOTION

1. Confidentiality. All evaluators, including faculty, Chairs, Deans, and committee members as well as staff members who assist in the process shall keep all recommendations and committee deliberations in strict confidence.

2. Securing colleague supporting materials. Candidates will secure a total of 6 colleague evaluations for inclusion in their dossiers.

   a. External evaluations. In consultation with the candidate, the Chair must secure 3 evaluation letters for personnel decisions (tenure and/or promotion) from knowledgeable peers outside the university who have expertise in the candidate’s discipline. For these letters, peers should be in a position to make independent judgments. The evaluators should specify how long and in what capacity they have known the candidate and include an abbreviated curriculum vita. Prior to
the consideration of the faculty member’s candidacy, the candidate should review the contents of the relevant file and may attach a brief response to any materials therein.

b. Internal letters of support. Candidates must include 3 letters of support from knowledgeable peers within the university (outside the home department).

3. Preparing the dossier. Faculty members are encouraged to consult with the Chair as a mentor to facilitate the smoothest preparation process possible; however, ultimately the candidate shall be responsible for including all pertinent information in the dossier in the recommended order and meeting appropriate deadlines. The Chair shall assist the candidate with preparation of the dossier and shall make available to the candidate all necessary materials, information, and forms. Materials from the candidate should be presented in digital format, when possible.

4. Levels of Review. Before the President makes a final decision on the status of the application, the candidate’s dossier will undergo sequential review by the following entities:
   - the department and Chair;
   - the College Personnel Committee (CPC);
   - the Dean;
   - the University Personnel Committee (UPC); and
   - the Provost.

Each review judgment should be regarded as independent and advisory.

A review by the UPC will be required if there are any negative reviews from any prior reviewing bodies. Additionally, the Provost may request a UPC review if he or she believes that further deliberation and input will facilitate the most defensible decision. Any candidate may also request a review by the UPC.

A review by the UPC will not be required under the following conditions:
   a) The departmental faculty render majority support or tie vote in favor of the candidate; and
   b) The Chair agrees with the majority (or breaks the tie) in favor of the candidate; and
   c) The CPC agrees in favor of the candidate, with no negative opinions; and
   d) The Dean agrees in favor of the candidate.

In summary, a candidate whose dossier produces no negative feedback through the Dean’s level of review should not expect to be reviewed by the UPC unless extenuating circumstances prompt to the Provost to ask for additional assistance from the UPC.
The President shall recommend to the University Board of Trustees on all tenure matters, taking into account the recommendations of all groups or individuals described in this statement. Promotion decisions do not go before the Board for confirmation, which means the President is the final authority in these decisions.

5. **Review Decisions.** All reviewers shall exercise independent judgment. Each decision, starting with the decision rendered by the Chair, must be accompanied by a rationale for the decision rendered. When a decision is unfavorable, the rationale should provide sufficient detail to enable the candidate to address the concerns in a rebuttal. The conclusions of the CPC and UPC committee must reveal the vote tally; however, the decision must not disclose how individual committee members voted in the decision.

6. **Department Procedures and/or Bylaws.** Departments shall ensure that relevant department procedures and/or bylaws are in accord with the principles outlined in this document.

7. **Promotion and Tenure Review Calendar.** The following represents the schedule by which the various levels of decisions will be rendered for promotion and tenure.

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<th>Date</th>
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<tr>
<td><strong>2015</strong></td>
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<tr>
<td>JUL 1</td>
<td>The Dean shall provide to each Chair a list of faculty members eligible to apply for tenure and promotion in the Chair’s department.</td>
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<td>SEP 4</td>
<td>Deadline for those faculty members with credit towards tenure to withdraw all or a portion of such credit. (may only be withdrawn once)</td>
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<td>SEP 8</td>
<td>Candidate provides curriculum vitae (CV) update and other materials as set out in II. F. Annual Evaluation Procedures (page 21).</td>
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<td>OCT 2</td>
<td>Chair requests peer evaluations and confers with candidate.</td>
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<td>OCT 30</td>
<td>Chair adds his/her evaluation to the dossier and must assure that a copy of his/her evaluation is accessible by the candidate no later than this date.</td>
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<tr>
<td>NOV 6</td>
<td>Candidate adds rebuttal letter (if he/she chooses) to the dossier. Chair forwards dossier to the Dean.</td>
</tr>
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<td>NOV 9</td>
<td>Dean forwards the dossier to the College Personnel Committee (CPC).</td>
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<tr>
<td>DEC 2</td>
<td>CPC adds its recommendation and returns the dossier to Dean. CPC must assure that a copy of the recommendation is accessible by the candidate no later than this date.</td>
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Candidate provides a rebuttal letter (if he/she chooses). The Dean includes the rebuttal in the dossier.

2016

JAN 6  Dean adds his/her recommendation to the dossier and must assure that a copy of the recommendation is accessible by the candidate no later than this date. Dean also informs the members of CPC regarding his/her recommendation and sends a copy of recommendation to the candidate’s Chair.

JAN 13  Candidate provides a rebuttal letter (if he/she chooses). The Dean includes the rebuttal in the dossier.

JAN 14  Dean forwards complete dossier to Provost who forwards dossier to University Personnel Committee (UPC), when necessary.

FEB 12  UPC adds its recommendation and forwards complete dossier to Provost. UPC sends a copy of the recommendation to the candidate, Chair, and Dean.

FEB 19  Candidate provides a rebuttal letter to Provost, if he/she chooses, to be included in dossier.

MAR 15  Deadline for withdrawal for tenure and/or promotion consideration.

MAR 18  Provost adds his/her recommendation and sends a copy to candidate, Chair, Dean, and members of the CPC and UPC.

MAR 25  Candidate provides a rebuttal letter (if he/she chooses). The Provost includes the rebuttal in the dossier.

MAR 28  President receives complete dossier.

APR 25  President informs the candidate of the promotion decision and/or tenure recommendation, in writing, with copies to Chair, Dean, Provost, and the Chairs of the CPC and UPC. Dossier returned to Deans’ Office.

D. SPECIAL CONSIDERATIONS

1. Linkage of Tenure and Promotion

Many candidates will go up for promotion to associate and tenure at the same time; however, that linkage is not a university requirement. Reviewers should recommend tenure, but not promotion, only when they have confidence that the candidate is close to qualifying for promotion. Otherwise, departments may end up with the challenge of having made a career commitment to a faculty member who will be
unable to realize the full range of faculty demands during their careers at the university, perhaps having an adverse long-range impact on the quality or scope of what the department can accomplish.

2. Enhanced Department Requirements

Departments can exercise more stringent performance requirements than the university standards as described in Part I, as long as they are consistent with the Collective Bargaining Agreement. Such enhancements must be clearly identified in department bylaws as enhancements beyond university standards so reviewers who do not share the department’s disciplinary orientation can understand and support the department’s standards.

3. Changing Department Standards

When departments choose to change or enhance their standards, the UPC must review these proposed changes. Changes in department standards must be consistent with the applicable provisions in the Collective Bargaining Agreement.

4. Early Review Considerations

Some candidates for tenure and/or promotion may be inclined to take advantage of the option to go up early for review for tenure or promotion. In general, candidates should only go up early when the history of work supports a favorable and easy decision at all levels of review. If the candidate is unsuccessful in an early bid for tenure and/or promotion, the results of the first review along with any recommendations made by the reviewing body will be included in any subsequent review.

5. Joint Appointment

If a faculty member is hired as a joint appointment, the Chairs of the respective departments will confer at the time of the appointment to determine which department will serve as the primary for administrative purposes. The Chair of the primary department shall be responsible for personnel decision processes, but is obliged to confer with the Chair of the secondary department before rendering judgment. The relevant departments shall confer regarding how the faculty member’s scholarly or creative agenda should relate to relevant evaluation criteria. If an existing faculty member’s status is changed to a joint appointment, the administrative responsibilities between the departments should be determined at the point the change in status transpires. In a joint appointment, the standard for scholarly production should be a hybrid of the two departments’ expectations; the faculty in a shared appointment should not be expected to meet separate production targets for both departments.
E. SUGGESTED ORDERING OF MATERIALS IN PROMOTION AND TENURE DOSSIERS

1. Format, Scope, and Custody of Dossier Materials

To facilitate the work of review committees and responsible University officials, candidates applying for promotion and/or tenure should arrange their binders and supporting material in the order listed below. Where electronic display of basic materials has been made available, candidates are encouraged to organize their materials comparable to the format described below. In the absence of digital support, candidates are limited to only one, 3-inch binder and one box for supporting materials (primarily the candidate's scholarly and creative projects).

When a candidate is applying for promotion and tenure in the same year, one portfolio should be used for both with a divider marking off the section for official recommendations for promotion.

Candidates should restrict the inclusion of materials in their evaluation files to those that are germane to fair consideration of candidate's contributions. Evaluation files that include irrelevant or redundant materials inhibit the work of committees and administrators and are inimical to the best interests of the faculty member and the institution.

Once the candidate submits the dossier, the custody of the dossier moves from Chair to Dean to Provost, in accordance with the tenure and promotion schedule. Should the candidate wish to include additional material after submitting the dossier, the custodian of the dossier will indicate date of receipt on the added materials. The custodian must notify the candidate if materials (e.g., late-arriving evaluations) are added to the file after submission. A copy of the materials will be sent to the faculty member within 5 days. See the Collective Bargaining Agreement for additional detail. Materials added after submission shall not trigger reevaluation from reviewers who have already rendered judgment.

2. Order of Dossier Materials

a. A copy of the approved departmental promotion and tenure criteria.

b. Statement of contributions justifying tenure and/or promotion. This statement should include the candidate’s self-evaluation concerning teaching, creative and scholarly activities, and service. The candidate should address not only the quantity but the quality and significance of his/her work.

c. Curriculum Vitae (CV). The CV should clearly define publication headings; e.g., books and other monographs, journal articles, conference proceedings, and technical reports. Published items and items forthcoming should be clearly
distinguished and separately listed. The CV should also distinguish work that is peer reviewed.
d. Letter of initial appointment.
e. Annual work assignments and Chair’s evaluations of the candidate’s performance since joining UWF or since his/her last promotion. Candidates may initially choose to redact the Chair’s statements regarding progress toward tenure; however, the candidate must honor a request from any reviewer to submit the statements of progress.
f. Student evaluation data. Candidates must submit numerical results of all student course evaluations that have been conducted during the 3 years preceding the review. Those who have been on sabbatical or leave during the preceding 3 years should submit all student course evaluations conducted over the 4 years preceding the review. Ideally the 3 most recent years of student evaluation data should be considered. If any data are missing for any other reason, the candidate shall offer an explanation.
g. External evaluations (3 letters, extra letters may be placed in bin).
h. Internal letters of support (3 letters from UWF colleagues outside the home department).
i. Departmental peer evaluations.
j. Secret ballot results (in the case of tenure).
k. Recommendation of Chair. (Any rebuttal letter.)
l. Recommendation of CPC (including the vote tally). (Any rebuttal letter.)
m. Recommendation of Dean. (Any rebuttal letter.)
n. Recommendation of UPC (including the vote tally). (Any rebuttal letter.)
o. Recommendation of Provost. (Any rebuttal letter.)
p. Documentation of special circumstances. Any situations that require a departure from expected procedure should be documented in this section. Examples include:
• If a candidate has been unsuccessful in a prior application for tenure and/or promotion, the candidate must include the judgments and recommendations (Chair, CPC, Dean, UPC, Provost, and President) from the prior deliberation in this section of the current dossier.
• If a candidate or Chair has requested materials to be included after the dossier has been submitted, the cover letter making the request should be included in this section of the current dossier.
q. List of supporting materials, e.g., books, reprints, and research reports. (Examples of scholarship and/or creative activity should be submitted in a separate container along with selected materials addressing teaching and service.)

F. ANNUAL EVALUATION PROCEDURES

1. Evaluation Period

- 20 -
The evaluation period should correspond to the type of appointment. For example, 12-month faculty should be evaluated over the entire year whereas 9-month faculty should be evaluated only for those semesters included in the regular contract; summer teaching for 9 month faculty members should not be included.

2. Materials

a. Faculty Prepared Materials

For the evaluation period, the faculty member will prepare the following for submission to the Chair:

- Updated CV
- CAERS forms or other indication of distribution of effort
- Statement of contribution. The purpose of the statement is to highlight noteworthy achievements of the year. Any extenuating circumstances that should be considered in rendering judgment about unusual constraints should also be articulated in the statement. The contribution form may include a self-assessment of quality where endorsed by the department or college. The statement of contribution should not merely repeat or list data provided in either the vita or CAERS form. Instead, the emphasis should be on quality of effort and scope of impact. Chairs, Deans, and the Provost may require specific forms or narrative formats for the statement of contribution.

Examples of appropriate contributions may include the following:

a) indication of high quality of course-related student contacts, including advising, counseling, student conferences, and thesis and/or intern supervision;

b) high quality of course syllabi that provide appropriate and clear direction, including articulation of student learning outcomes;

c) evidence of appropriately rigorous intellectual demands made upon students, including examples of high quality of test design or assignments;

d) peer or Chair classroom evaluation;

e) assessment data reflecting appropriate student progress in mastering course content and achieving course outcomes;

f) description of substantial revision of established courses or development and teaching of new courses;

g) description of professional growth that will enhance the faculty member's value as a teacher;
h) peer evaluations that identify progress made toward achieving pedagogical goals;

i) evidence of quality derived from peer reviewed process related to a performance or scholarly work;

j) a formal note of appreciation for service that emphasizes scope of impact or significance of service; and

k) self-assessment that highlights how submitted material supports success in fulfilling course objectives and achievement at a particular performance level.

b. Student Evaluation Data

Student evaluations will be conducted on all courses and all sections for the contract period. The faculty member has access to the evaluations only after grades in the courses have been assigned.

Candidates must submit numerical and narrative student comments on all courses conducted during the regular academic year. Candidates may choose to submit additional evaluation material from the summer session, but it is not required.

3. Order of Materials for Annual Evaluation File

a. Assignment letter;
b. Statement of contributions;
c. CAERS form or equivalent;
d. Updated vita;
e. Student Evaluation Data;
f. Any relevant materials that support the evaluation;
g. Chair’s evaluation and appraisal of progress toward tenure and promotion;
h. Dean’s evaluation; and
i. Rebuttal letters, if any, should be placed immediately following the rebutted evaluation.

4. The Chair’s Review

The Chair and faculty member discuss the evidence the faculty member has submitted. The Chair considers and weighs all evidence relevant to the decision and produces a defensible judgment that is subsequently reported to the faculty member. The Chair may propose that judgment as tentative and request further feedback and discussion from the faculty member. The Chair’s judgment will include both quality of performance
during the academic year as well as estimate progress, or lack thereof, toward relevant
tenure and promotion decisions.

Both the Chair and the faculty member sign the evaluation. Faculty signature signifies
that the discussion has been conducted. It does not connote agreement with the Chair’s
conclusions. The Chair submits to the Dean the total annual evaluation file on which the
Chair’s judgment was based.

5. Faculty Rebuttal

A faculty member who is convinced that the Chair has rendered judgment that
underestimates performance is encouraged to submit a written rebuttal to the Chair’s
evaluation, which becomes an official part of the annual evaluation file.

6. Dean’s Review

The Dean’s judgment about both annual performance and progress of tenure and
promotion decisions must be rendered in writing. Any unresolved differences between
Chair and Dean evaluations shall be discussed concurrently among the Chair, Dean, and
faculty member. Either the Chair or Dean can initiate a meeting to address and resolve
the difference in opinion.

7. Provost’s Review

Generally, only those annual evaluations for tenure-earning faculty will be forwarded to
the Provost for review.

8. Review Calendar for Annual Evaluations

The calendar governing annual evaluations should be followed by all parties involved in
the process and should reflect the general targets below:

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<table>
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<tbody>
<tr>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>MAY 23</td>
<td>Faculty member provides evaluation file to Chair.</td>
</tr>
<tr>
<td>JUN 10</td>
<td>Chair shares evaluation with faculty member; Faculty member may rebut Chair’s statement and should have one week to complete rebuttal before packet goes forward to the Dean.</td>
</tr>
<tr>
<td>JUN 17</td>
<td>Chair adds evaluation and forwards evaluation file, including faculty rebuttal, to the Dean.</td>
</tr>
</tbody>
</table>
JUL 15  By this date, the following must take place:
- Dean provides his/her written evaluation to the faculty member;
- Faculty member is provided the opportunity to submit a rebuttal to Dean's evaluation and should have one week to complete the rebuttal before the packet goes forward to the Provost (tenure-earning only).

JUL 22  Dean forwards to the Provost the evaluation file, including the faculty member's rebuttal (if any).

AUG 12  Provost reviews annual evaluations, for tenure-earning faculty, and returns evaluation file to the Dean.

G. SUSTAINED PERFORMANCE EVALUATION

1. Process

Based on the Collective Bargaining Agreement (2014-2017), the Sustained Performance Evaluation Process has changed. Please reference CBA articles 11.1 (b) and 11.3 (b) for full details.

Tenured Professors and Associate Professors, University Librarians and Associate University Librarians will receive a Sustained Performance Evaluation. CBA 11.1 (b)

The purpose of the Sustained Performance Evaluation is to assess the faculty member's sustained performance and professional growth as of the date of the evaluation. The expectations for sustained performance shall be aligned with the qualifications for tenure in place at the time of the evaluation. For faculty in the ranks of Librarian or Associate University Librarian, the expectation shall be aligned with the qualifications for promotion in place at the time of the evaluation. CBA 11.3 (b)(1)

The Sustained Performance Evaluation shall be conducted in the tenured faculty member's sixth (6th) year after receiving tenure and every sixth (6th) year thereafter and will evaluate the faculty member on his or her performance over the previous six (6) year period. Each faculty member may elect a one (1) year deferral once in his or her career at UWF. This would allow the sustained performance evaluation to be conducted in the seventh (7th) year. For University Librarians and Associate University Librarians this Sustained Performance Evaluation shall be conducted the sixth (6th) year after appointment or promotion to the rank of University Librarian or Associate University Librarian and every sixth (6th) year thereafter. CBA 11.3 (b)(2)

There are three tiers for the Sustained Performance Evaluation. The attainment of Distinguished (Tier One) shall reflect distinction that clearly exceeds the University and departmental tenure standards and expectations in place at the time of the evaluation for excellence in quantity, quality or both. The attainment of Satisfactory (Tier Two)
shall satisfy the University and departmental tenure standards and expectations in place at the time of the evaluation for excellence in quantity, quality or both. An evaluation that is Unsatisfactory (Tier Three) reflects performance that does not satisfy the University and departmental tenure standards and expectations in place at the time of the evaluation for excellence in quantity, quality or both. A Tier Three Rating will require the faculty member to enter into a formal Performance Improvement Plan. University Librarians and Associate University Librarians will be evaluated in the same manner except that the University and departmental promotion standards and expectations in place at the time of the evaluation will apply. **CBA 11.3 (b)(3)**

Faculty receiving a ‘Distinguished’ (Tier 1) or ‘Satisfactory’ (Tier 2) evaluation are eligible for a base salary increase. Faculty receiving an ‘Unsatisfactory’ (Tier 3) evaluation are not eligible. **CBA 11.3 (b)(4)** is summarized in the chart below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>SPE Tier</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor / University Librarian</td>
<td>Tier 1</td>
<td>$6,000</td>
</tr>
<tr>
<td>Professor / University Librarian</td>
<td>Tier 2</td>
<td>$4,000</td>
</tr>
<tr>
<td>Professor / University Librarian</td>
<td>Tier 3</td>
<td>no increase</td>
</tr>
<tr>
<td>Assoc. Professor / Assoc. Univ. Librarian</td>
<td>Tier 1</td>
<td>$3,000</td>
</tr>
<tr>
<td>Assoc. Professor / Assoc. Univ. Librarian</td>
<td>Tier 2</td>
<td>$2,000</td>
</tr>
<tr>
<td>Assoc. Professor / Assoc. Univ. Librarian</td>
<td>Tier 3</td>
<td>no increase</td>
</tr>
</tbody>
</table>

2. **Steps of the SPE Evaluative Process for Faculty Members.**

The Faculty Member submits his or her dossier to his or her Chair, Director, or Unit Head for review. The Chair/Director/Unit Head will make a recommendation regarding whether the employee has met the University and departmental tenure criteria in place at the time of the evaluation. The dossier will be forwarded to the Dean. The Dean will ask the College Personnel Committee (CPC) to make a recommendation on the same question. The Dean will then review the dossier and the recommendation of the CPC, and make a recommendation to the Provost regarding whether the tenure criteria in place at the time of the evaluation were met and recommend to the Provost the SPE Tier at which the employee should be ranked. The Provost will review the dossier and consider the recommendations of the Chair/Director/Unit Head, CPC, and Dean. The Provost will make a final decision on whether the employee has met the University and departmental tenure criteria in place at the time of the evaluation, and will assign the employee an SPE ranking of Tier One, Tier Two or Tier Three.

3. **Steps of the SPE Evaluative Process for Librarians.**

The Librarian will submit his or her SPE binder to the Library Faculty Committee (LFC) subcommittee for review. The Committee will make a recommendation to the employee’s supervisor regarding whether the employee met the applicable promotion...
criteria in place at the time of the evaluation. The supervisor will review the SPE binder and the LFC recommendation and make a recommendation to the Dean of Libraries. The Dean will review the dossier, recommendations of the supervisor and LFC, and make a recommendation to the Provost regarding whether the employee met the applicable promotion criteria in place at the time of the evaluation and regarding the SPE Tier at which the employee should be ranked. The Provost will make a final decision on whether the employee has met the applicable promotion criteria in place at the time of the evaluation and assign the employee an SPE ranking of Tier One, Tier Two or Tier Three.

4. **Dossier for Sustained Performance Evaluation**

   All materials, except for supporting documents, should be submitted in a 3-ring binder.

The materials to be submitted by the faculty member being evaluated will be the same as an application for tenure or in the case of a University Librarian or Associate University Librarian as an application for promotion. There shall be no internal or external letters of recommendation included in the submission. Evidence of sustained performance must be substantive and detailed with documentation. *CBA 11.3 (b)(6)*

The faculty member's dossier for the Sustained Performance Evaluation shall be submitted to the faculty member's Department Chair for review and a recommendation to the Dean. The Dean will ask the College Personnel Committee for a recommendation. The Dean will make a separate review and recommendation to the Provost. The recommendations of the Chair, College Personnel Committee and Dean will be submitted to the Provost who will conduct a separate review and make a final decision. *CBA 11.3 (b)(7)*

*Librarians should refer to the Policies and Procedures for Assignment, Evaluation, Merit & Promotion.*

**Order of Materials**

1) A copy of the approved, current, departmental tenure criteria.
2) Statement of contributions justifying sustained performance and establishing how the employee meets the tenure criteria in place at the time of the evaluation. This statement should include the faculty member’s self-evaluation concerning teaching, creative and scholarly activities, and service. The faculty member should address not only the quantity but the quality and significance of his/her work.
3) Curriculum Vitae (CV). The CV should clearly define publication headings; e.g., books and other monographs, journal articles, conference proceedings, and technical reports. Published items and items forthcoming should be clearly
distinguished and separately listed. The CV should also distinguish work that is peer reviewed.

4) Letter conveying tenure and letter conveying of promotion to highest rank.

5) Annual work assignments and Chair’s evaluations of the faculty member’s performance since his/her last promotion.

6) Student evaluation data. Faculty members must submit numerical results of all student course evaluations that have been conducted during the 3 years preceding the review. Those who have been on sabbatical or leave during the preceding 3 years should submit all student course evaluations conducted over the 4 years preceding the review. Ideally the 3 most recent years of student evaluation data should be considered. If any data are missing for any other reason, the candidate shall offer an explanation.

7) Recommendation of Chair.

8) Letter rebutting Chair’s recommendation, if applicable.

9) Recommendation of CPC (including the vote tally).

10) Letter rebutting Chair’s recommendation, if applicable.

11) Recommendation of Dean.

12) Letter rebutting Dean’s recommendation, if applicable.

13) Documentation of prior SPE ratings.

14) Any situations that require a departure from expected procedure should be documented in this section. For example:

• If a faculty member has requested materials to be included after he or she has submitted the dossier, the cover letter making the request should be included in this section of the current dossier.

15) List of supporting materials, e.g., books, reprints, and research reports. (Examples of scholarship and/or creative activity should be submitted in a separate container along with selected materials addressing teaching and service.)

5. **Performance Improvement Plan**

Faculty receiving "Unsatisfactory" ratings on a sustained performance evaluation will enter into a Performance Improvement Plan. The Performance Improvement Plan will be developed by the Chair in concert with the Dean within thirty (30) days of the date of the evaluation. The faculty member will be provided with an opportunity to provide input into the Performance Improvement Plan. The Performance Improvement Plan shall outline each of the areas needing attention and improvement so that the Faculty member shall meet the tenure standards (or promotion standards for Librarians and Associate Librarians) in place at the time of the evaluation, upon successful completion of the Performance Improvement Plan. The Performance Improvement Plan shall provide specific performance targets and a time period for achieving the targets.

The Performance Improvement Plan must be approved by the Provost. The Chair will meet regularly with the faculty member to review progress toward meeting the
performance targets. However, it is the responsibility of the faculty member to attain the performance targets specified in the performance improvement plan within the specified time frame and demonstrate competency in his or her position. *CBA 11.3 (b)(9)*

6. Calendar (*Actions must be completed by dates shown*)

Librarian-specific parts are noted in red.

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**2015**

**MAY 13**  The Provost notifies Deans of the Faculty/Librarians who will undergo a SPE during the upcoming academic year.

**MAY 15**  Dean’s Office notifies Faculty/Librarian, and Chair/Supervisor, that he or she will undergo a Sustained Performance Evaluation during the upcoming academic year.

**SEP 9**  Faculty/Librarians who are electing one-time one-year deferral must make election in writing and provide it to Chair/Supervisor by this date. A copy is sent to the Dean and Provost.

**SEP 10**  Faculty member provides dossier, including updated CV and all other required materials, to Chair.  
Librarian provides dossier, including updated CV and all other required materials, to the Library Personnel Committee (LPC).

**OCT 16**  Chair reviews dossier and provides recommendation to the Dean. A copy of recommendation is sent to the faculty member.  
LPC reviews dossier and provides recommendation to the Supervisor. A copy of recommendation is sent to librarian.

**OCT 23**  If faculty member wishes to rebut, he or she must submit rebuttal to Chair by this date.  
If librarian wishes to rebut, he or she must submit rebuttal to Chair by this date.

**OCT 26**  Dean forwards dossier to College Personnel Committee so that it can make a recommendation.  
LPC forwards dossier to Supervisor for recommendation.

**NOV 30**  College Personnel Committee adds its recommendation to the dossier and returns it to the Dean. A copy of recommendation is sent to faculty member.  
Supervisor reviews dossier and provides recommendation to the Dean. A copy of recommendation is sent to librarian.

**DEC 7**  If faculty member wishes to rebut CPC recommendation, he or she must submit rebuttal to Dean by this date.
If librarian wishes to rebut Supervisor recommendation, he or she must submit rebuttal to Supervisor by this date.

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2016

**JAN 11**  Dean reviews dossier and makes a recommendation. A copy of recommendation is sent to faculty/librarian.

**JAN 18**  If faculty/librarian wishes to rebut Dean’s recommendation, he or she must submit rebuttal to Dean by this date.

**JAN 19**  Dean provides dossier to Provost.

**FEB 23**  Provost informs faculty/librarian of SPE decision in writing, with copies to Chair/Supervisor, College/Library Personnel Committee Chair, and Dean.

**MAR 25**  Any Performance Improvement Plan(s) are due to Provost.

**APR 15**  Provost reviews and approves. Performance Improvement Plan.
APPENDIX A

GUIDELINES FOR DEPARTMENTAL ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments must use scaled performance indicators that clearly delineate the differences between the performance levels of distinguished, excellent, good, fair, and poor. Departments must not merely list the performance indicators without providing guidance about the relative importance of the indicators that are required for each performance level. Moreover, those indicator measures must both cohere with university criteria described in this document and fairly capture unique characteristics of their disciplinary and departmental cultures.

The following sections provide guidelines for departments on how to make appropriate judgments for tenure and promotion recommendations on quality of performance (i.e., distinguished, excellent, good, fair and poor).

TEACHING PERFORMANCE INDICATORS

Distinguished Performance
Distinguished performance demonstrates that the weight of evidence supports an unusually high degree of quality in teaching as shown by the following indicators that build upon performance indicators for excellence.

Performance indicators that may be used to support distinguished ratings:
  a. Numerical student evaluation data document clear statistical exceptionality
  b. Narrative statements emphasize powerful impact on learner or transformative learning experiences
  c. Teaching awards honor high caliber of performance
  d. Leadership evident in the promotion of high quality teaching and curriculum development in the department

Excellent Performance
Excellent performance represents consistent high quality teaching with positive outcomes for students as reflected by the performance indicators below.

Performance indicators that may be used to support excellent ratings:
  a. Student evaluations document consistently positive impact on learning (above average)
  b. Teaching philosophy provides foundation for coherent course planning and activities
  c. Syllabi outlines comprehensive, clear, and appropriate performance expectations
  d. Assessment practices enhance student learning and contribute to department needs
  e. Goals and course content routinely provide evidence of successful continuous improvement effort
  f. Pedagogical practices facilitate optimal learning conditions
  g. Student support practices facilitate optimal student development
h. Advising, mentoring, and student supervision practices receive consistent favorable review
i. Special teaching assignments (e.g., honors, capstone, General Studies) executed with expert skill
j. Appropriate standards of academic integrity promoted, including respect for students and their rights
k. Participates voluntarily in professional development activities to improve teaching quality and flexibility

**Good Performance**

Good performance demonstrates overall teaching effectiveness but some minor areas for concern. In general, the weight of evidence suggests that teaching performance is below what is required for tenure and promotion decisions.

Performance indicators that may be used to support good ratings:

a. Student evaluations data document adequate impact on learning
b. Teaching philosophy expressed in course planning and activities
c. Syllabi provide reasonably clear and appropriate expectations
d. Assessment practices support student learning and contribute to department needs
e. Goals and course content give evidence of continuous improvement effort
f. Majority of pedagogical practices are appropriate and effective
g. Majority of student support practices are appropriate and effective
h. Advising, mentoring, and student supervision practices are appropriate and effective
i. Special teaching assignments (e.g., honors, capstone, General Studies) executed with reasonable skill
j. Maintains appropriate standards of academic integrity, including respect for students and their rights
k. Participates in teaching development activities when directed to do so

**Fair Performance**

Fair performance demonstrates some positive teaching outcomes but produces major areas for concern for the department. The weight of evidence suggests that teaching performance in this performance category is below what is required for tenure and promotion decisions.

Performance indicators that may be used to support fair ratings:

a. Student evaluations data document areas of moderate concern (ratings below the department average)
b. Teaching philosophy may not be clearly expressed in course planning and activities
c. Syllabi need to provide clearer and more appropriate expectations
d. Assessment practices show some difficulty in supporting student learning and meeting department needs
e. Goals and course content reflect limited continuous improvement effort
f. Some pedagogical practices need attention
g. Some student support practices need improvement

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h. Advising, mentoring, and student supervision practices need improvement
i. Special teaching assignments (e.g., honors, capstone, General Studies) could be executed with greater competence
j. Occasional challenges related to academic integrity
k. Some indications of disrespect for students and their rights
l. Does not typically participate in teaching development activity

Poor Performance
Poor performance demonstrates serious problems in attaining success in teaching role as reflected either by (1) a combination of many negative indications, or (2) fewer but more extreme behaviors that produce substantial negative outcomes on students and their learning. In general, the weight of evidence suggests teaching performance is well below the department norms. Because of the high priority placed on teaching at UWF, this level of performance requires major remedial work.

Performance indicators that may be used to support poor ratings:
  a. Student evaluations data document consistent and substantive problems (ratings well below the department average)
  b. Teaching philosophy missing, poorly articulated or poorly expressed in course activities and planning
  c. Syllabi fail to establish clear and relevant expectations
  d. Assessment practices are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
  e. Goals and course content reflect no continuous improvement efforts
  f. No assistance rendered for department assessment plan
  g. Pedagogical practices are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)
  h. Student support practices are unsound (e.g., late or absent for class, not responding to email, not keeping keep office hours, showing favoritism)
  i. Consistent and very negative ratings in advising, mentoring, and supervision of students scholarly or creative activities
  j. Special teaching assignments (e.g., honors, capstone, General Studies) avoided or poorly executed
  k. Chronic academic integrity concerns identified including evidence of disrespect for students and their rights
SCHOLARSHIP AND CREATIVE PROJECTS PERFORMANCE INDICATORS

Distinguished Performance
Distinguished performance demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the performance indicators below that build upon the performance indicators for excellence. In general, the weight of evidence in this performance exceeds department criteria for excellence.

Performance indicators that may be used to support distinguished ratings:
   a. Both quantity and quality measures clearly exceed department expectations
   b. Wide national or international audience
   c. National or international recognition earned for quality
   d. Awards received for scholarly or creative projects
   e. Achievements in continuing professional training show unusual merit
   f. Strong record of grant pursuit, grant awards, successful completion, and dissemination of results

Excellent Performance
Excellent performance demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the performance indicators below.

Performance indicators that may be used to support excellent ratings:
   a. Refined scholarly agenda or creative plan well suited to regional comprehensive university context
   b. Meets department production targets for both quantity and quality of scholarship
   c. Favorable review by and respect from majority of colleagues in the department for scholarly and creative works
   d. Potential for wide recognition of quality outside of the University
   e. Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
   f. External support captured to facilitate scholarship or creative activities agenda
   g. Adheres to relevant ethics conventions for scholarly and creative projects
   h. Skilled time management facilitates success of scholarly agenda or creative plan
   i. Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)

Good Performance
Good performance demonstrates moderate tangible progress in scholarship or creative activity agenda as shown by the performance indicators below but the weight of evidence suggests that work falls mildly below department standard of excellent.

Performance indicators that may be used to support good ratings:
   a. Specific scholarly agenda or creative plan identified, including appropriate timelines and preferred dissemination or display venues
b. Scholarly and creative projects completed but falls short of department criteria related to the rate of completion or quality of dissemination venue.

c. Appropriate professional educational opportunities pursued

d. Involvement with professional organizations that will support scholarly or creative goals

e. Grants developed and submitted to capture external support

f. Adheres to relevant ethics conventions for scholarly and creative projects

g. Reasonably effective time management strategies contribute to success

h. Commitments made and reasonably fulfilled in collaborative activity (e.g., group projects, creative performances, and grants)

Fair Performance

Fair performance demonstrates only minor tangible progress toward executing a scholarly and creative agenda. In general, the weight of evidence suggests that scholarly and creative projects are moderately below the department norms. This level of performance offers no immediate support for tenure or promotion decisions but provides evidence of some promise for future productivity. Remediation is recommended.

Performance indicators that may be used to support fair ratings:

a. General focus of interest identified, but falls short of rate of production required for promotion and tenure decisions

b. Evidence of some completion of beginning stages of scholarly or artistic process, (e.g., data collection, manuscript outline, artistic plan), but falls short of the production required for tenure and promotion decisions

c. Exploration of possible scholarly collaboration or resource network to help with specific plan

d. Identification of professional organizations that will support scholarly and creative goals, but not actively involved at this time

e. Appropriate professional educational opportunities (e.g., licensure, technology training, special educational opportunities) identified

f. Sources of external support for scholarship or creative activities agenda identified and explored

g. Judgment about ethical standards for scholarly and artistic production may be problematic at times

h. Questionable time management strategies limit production

i. Erratic performance in collaborative activities (e.g., grants, research collaborations, creative performance) negatively influences project quality

Poor Performance

Poor performance demonstrates serious problems in developing a scholarship or creative agenda. In general, the weight of evidence suggests that scholarly and creative production is well below the department norms attributed to inactivity or avoidance, absence of planning, poor time management, problematic collaborative behavior, or ethical challenges. In such circumstances, major remediation efforts may be identified and pursued.
Performance indicators that may be used to support poor ratings:
   a. Scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)
   b. Minimal pursuit of scholarly and creative projects
   c. Avoidance of professional organization involvement that could help disseminate or display faculty work
   d. Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training)
   e. Avoidance of grant exploration or pursuit
   f. Ethical regulations violated regarding scholarly or artistic production
   g. Poor time management violated regarding scholarly or artistic production
   h. Unreliability and problematic collaborative skills harm project completion and quality

SERVICE PERFORMANCE INDICATORS

Distinguished Performance
Distinguished performance demonstrates a high degree of skill in service contributions as shown by the performance indicators below that build upon performance indicators for excellence. In general, the weight of evidence in the faculty service contributions exceeds the criteria for excellent.

Performance indicators that may be used to support distinguished ratings:
   a. Leadership demonstrated in targeted arenas of service (e.g., holds elected office)
   b. Collaboration is skillful and innovative
   c. Problems solved proactively through vigorous contributions
   d. Wide external recognition (local, national or international audiences) or awards achieved for quality of service contributions
   e. Community service, if applicable, provided significant and measurable impact; service provides excellent synergy between the faculty member’s area of expertise and the service function

Excellent Performance
Excellent performance demonstrates satisfactory execution of service contributions as shown by the performance indicators below.

Performance indicators that may be used to support excellent ratings:
   a. Scope and effort level meet department criteria
   b. Colleagues view contributions to department as effective
   c. Service agenda well suited to regional comprehensive university mission
   d. Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
   e. Potential shown for wide recognition inside and outside of the university
**Good Performance**
Good performance demonstrates *moderate* tangible progress in service contributions but may reflect some minor challenges that interfere with excellent performance. The weight of evidence suggests that work falls mildly below department criteria of excellent.

Performance indicators that may be used to support good ratings:
- a. Emerging service agenda reflects reasonable expectation for rank
- b. Selection of service activity expresses understanding of faculty service role in regional comprehensive university
- c. Usually participates actively and constructively in service activity
- d. Usually effective in service as citizen of department
- e. Balance across service obligations may be a struggle
- f. Community service, if applicable, provided reasonable synergy between the faculty member’s area of expertise and the service function

**Fair Performance**
Fair performance demonstrates only minor tangible progress in service contributions that can be the result of many factors, including limited pursuit of service, passive participation, or inability to manage obligations. In general, the weight of evidence suggests that service is moderately below department norms. Remediation is recommended to assist the faculty member to come to terms with the service obligations and appropriate behaviors to achieve positive outcomes in the regional comprehensive university context.

Performance indicators that may be used to support fair ratings:
- a. Appropriate arenas for service identified and explored
- b. Minimal contributions made in service role (e.g., "sits" on committees as compared to active participation)
- c. Recognition of service obligation in faculty role shapes consideration
- d. Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness

**Poor Performance**
Poor performance demonstrates serious problems in fulfilling appropriate service role for faculty. In general, the weight of evidence suggests that service is well below the department norms. Remediation should be required to help the faculty member develop an appropriate orientation to service in a regional comprehensive university context and strategic plan to accomplish that objective.

Performance indicators that may be used to support poor ratings:
- a. Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization
- b. Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs)
- c. Community service, if applicable, does not in any way provide synergy between the faculty member’s area of expertise and the service function
APPENDIX B

EVALUATION FORM FOR DEPARTMENT COLLEAGUE REVIEW
FOR NOMINEES BEING CONSIDERED FOR PROMOTION

DEPARTMENT OF: ___________________________________________

COLLEGE OF: ______________________________________________

UWF policy provides that each nomination for promotion shall be acted upon, with careful consideration being given to the qualifications of the faculty member, including evaluations by colleagues. After carefully reviewing the candidate’s dossier, including the departmental criteria for awarding promotion, please complete the evaluation form below which will help in the evaluation process. Please deliver your completed evaluation form to your department chair by [insert date] for inclusion in the dossier being assembled.

PEER EVALUATION FOR: ____________________________

<table>
<thead>
<tr>
<th>Description</th>
<th>Distinguished</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Insufficient Information</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship and Creative Projects</td>
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<tr>
<td>Service Effectiveness</td>
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<td></td>
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<tr>
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<td>Interactions With Students</td>
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<td></td>
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<tr>
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<tr>
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<tr>
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<tr>
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</table>

Please attach additional comments if needed.

EVALUATOR: ________________________________________________

DATE: ____________________________________________________

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APPENDIX C

EVALUATION FORM FOR DEPARTMENT COLLEAGUE REVIEW
FOR NOMINEES BEING CONSIDERED FOR TENURE

DEPARTMENT OF:  Insert name

COLLEGE OF:  Insert name

UWF policy provides that each nomination for tenure shall be acted upon, with careful consideration being given to the qualifications of the faculty member, including evaluations by colleagues. After carefully reviewing the candidate’s dossier, including the departmental criteria for awarding tenure, please complete the evaluation form below which will help in the evaluation process. Please deliver your completed evaluation form to your department chair by [insert date], for inclusion in the dossier being assembled.

PEER EVALUATION FOR:  Insert name

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
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<tr>
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</tr>
<tr>
<td>Overall Candidate Ranking</td>
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</tr>
</tbody>
</table>

Please attach additional comments if needed.

EVALUATOR:  ____________________________________________________________

DATE:  _____________________________________________________________
APPENDIX D

SECRET BALLOT BY TENURED MEMBERS OF DEPARTMENT FOR NOMINEES BEING CONSIDERED FOR TENURE

DEPARTMENT OF: Insert name

COLLEGE OF: Insert name

SECRET BALLOT FOR: Insert name

_____YES  _____NO
UWF Board of Trustees Meeting  
Academic Affairs Committee  
May 19, 2016

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

Proposed Action: Approve Requests to Offer Three (3) New Degree Programs for Fall 2016

Implementation

Background Information:

The University of West Florida (UWF) proposes to offer the following three (3) new degree programs effective Fall 2016.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Approved by CAVP</th>
<th>Approved by Faculty Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in GIS Administration</td>
<td>09/25/2015</td>
<td>04/26/2016</td>
</tr>
<tr>
<td>Master of Healthcare Administration</td>
<td>04/14/2016</td>
<td>04/26/2016</td>
</tr>
<tr>
<td>Master of Science in Information Technology</td>
<td>09/25/2015</td>
<td>04/26/2016</td>
</tr>
</tbody>
</table>

Master of Science in Geographic Information Science (GIS) Administration Degree Program (CIP Code 45.0702)

The Department of Earth and Environmental Sciences proposes to offer the MS in Geographic Information Science (GIS) Administration degree program. Currently, the GIS Administration degree program is offered as a specialization in the Master of Science in Administration (MSA) degree. The degree program will continue to be offered 100% online and is being offered in response to requests from graduates of the existing online GIS certificate programs, the Northwest Florida community, and other State University System of Florida (SUS) programs for an online graduate degree program in GIS Administration. As a Science, Technology, Engineering, and Mathematics (STEM) discipline, the proposed degree program supports the university's mission to graduate students in areas of strategic emphasis. Additionally, the MSA degree program, GIS specialization was designated as UWF's first Professional Science Master's (PSM) degree program and was developed, in part, due to demands within the State University System (SUS) of Florida for online technical professional graduate degree programs.

The purpose of the degree program is to prepare students for 1) careers in federal, state, county, local and private agencies, including management and administration; 2) careers in public or private GIS research and analysis; 3) teaching positions at community and state colleges; and/or 4) continued education at the doctoral level. Common job titles include researcher, engineer, instructor, planner, technician, cartographer, GIS manager, Geo marketing manager, GIS coordinator, GIS analyst, and Geospatial analyst.

Master of Healthcare Administration Degree Program (CIP Code 51.0701)
The Department of Public Health, Clinical and Health Sciences proposes to offer the Master of Healthcare Administration (MHA) degree program, which will replace the University of West Florida’s existing Master of Science in Administration specialization in Healthcare Administration.

The proposed MHA degree program is designed to prepare qualified individuals for various administrative and leadership positions in the healthcare industry. The program strives to develop engaged, early careerists to use evidence-based strategies and applied skills to improve healthcare
operations, quality of patient care, affordability, and access. The MHA degree program includes instruction in administration, healthcare financial accounting, health economics, human resources, systems operation, quality improvement, organizational behavior, and health policy. The program's instruction embraces ethical conduct and professionalism, diversity and inclusion, practitioner involvement, and team-based learning.

Graduates of the proposed MHA degree program will find employment in some of the following areas:

- Assisted Living Facility Administrator
- Healthcare Marketing Specialist
- Hospice Director
- Hospital Administrator
- Hospital Patient Admissions
- Managed Care Analyst
- Medical Equipment Sales Director
- Medical Group Practice Office Manager
- Medical Records Administrator

**Master of Science in Information Technology Degree Program (11.0103)**

The Department of Computer Science proposes to offer the Master of Science in Information Technology degree program, which will replace the current Database Management and Cybersecurity specializations of the Master of Science in Administration degree program. The degree program is designed to give working information technology professionals, as well as traditional students, the skills and knowledge needed for career development and enhancement. Graduates from the MS in Information Technology degree program may continue their education by pursuing a Ph.D. in a variety of information technology related fields, such as computer science.

Organizations that have employed graduates from UWF’s database management and cybersecurity specializations of the MSA program include: CTS America, Navy Federal Credit Union, Studer Group, Harris Corporation, CACI Cyber Security Solutions, Department of Defense, Bit Wizards, AppRiver, Techsoft, and Bit Wizards. Employment opportunities for graduates of the MS in Information Technology degree program include cybersecurity analyst, database analyst, information technology security analyst, project manager, systems architect, and systems analyst.

**Recommendation:**

UWF Board of Trustees Academic Affairs Committee approve Requests to Offer a New Degree Program for each of the proposed degree programs.

**Implementation Plan:**

**April 2016**

The Academic Council of Faculty Senate approved the Requests to Offer New Degree Programs for the Master of Science in GIS Administration, Master of Healthcare Administration, and Master of Science in Information Technology.

**May 2016**

UWF Board of Trustees Academic Affairs Committee reviews Requests to Offer New Degree Programs for proposed programs.

**June 2016**
UWF Board of Trustees reviews Requests to Offer a New Degree Program for each of the proposed degree programs.

**Fall 2016**
Implementation of each of the three (3) proposed new degree programs.

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

__________________________

**Supporting documents:**

- Request to Expedite New Program Approvals for Fall 2016

- Fiscal Implications

- Request to Offer a New Degree Program – Master of Science in GIS Administration

- Request to Offer a New Degree Program – Master of Healthcare Administration

- Request to Offer a New Degree Program – Master of Science in Information Technology

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

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

April 14, 2016

To: Ted Fox, Faculty Senate President

From: Martha Saunders, Provost and Executive Vice President

Re: Expedited New Program Approvals and Curriculum Changes for Fall 2016

Please find attached a package of materials to support my request to expedite for a Fall 2016 effective date four program requests and four curricula changes.

Program Requests:
- MSA Healthcare Administration specialization to MHA (Healthcare Administration) degree program (specialization into a stand alone MHA in Strategic Emphasis CIP 51.0701)
- MSA GIS specialization to MS GIS Administration degree program (specialization into a stand alone MS in Strategic Emphasis CIP 45.0702)
- MSA specialization to MS Information Technology degree program (specialization into a stand alone MS in Strategic Emphasis CIP 11.0103)
- MSW to MSW Clinical/Medical Social Work ("new" MSW in Healthcare-Strategic Emphasis CIP 51.1503) This is a CIP change only, but requires a new program proposal and approval.

Curricula Requests:
- Psychology Minimum GPA Change from 2.0 to 2.5
- Communication Arts Minimum Grade Change for SPC 2608 to "C"
- Ed.D. Admission Requirements Changes to Standardize Across Specializations
- Addition of Clinical Practice III (SOW 6846) to Social Work Advanced Standing Curriculum

Thank you for your consideration of these requests. If you have questions or need more information, please do not hesitate to contact me.
Fast Track Plan for Fall 2016 Implementation

Four Programs

MSA Healthcare Administration specialization to MHA (Healthcare Administration) degree program (specialization into a stand alone MHA in Strategic Emphasis CIP 51.0701)

MSA GIS specialization to MS GIS Administration degree program (specialization into a stand alone MS in Strategic Emphasis CIP 45.0702)

MSA specialization to MS Information Technology degree program (specialization into a stand alone MS in Strategic Emphasis CIP 11.0103)

MSW to MSW Clinical/Medical Social Work ("new" MSW in Healthcare-Strategic Emphasis CIP 51.1503) This is a CIP change only, but requires a new program proposal and approval per BOG process.

Timeline:

- March 31, 2016: Provost endorses moving ahead with new program development for Fall 2016
- March 31, 2016: CAVP Pre-Proposals submitted
- April 14, 2016: CAVP Program Coordination Work Group Conference Call
- Programs added to Work Plan (unless serious questions are raised by Work Group)
- April 18, 2016: Full Program Proposals Completed
- April 14, 2016: Discussion with Faculty Senate and Graduate Council regarding approval
- May 19, 2016: BOT Academic Affairs Committee Meeting Action Item
- June 15, 2016: BOT Full Board Meeting Action Item
- Submit BOT approved proposals to BOG staff for review. BOG staff adds program to the SUS Program Inventory.
MEMORANDUM

TO: UWF President Judy Bense
    UWF Provost and Executive Vice President Martha Saunders

FROM: Faculty Senate President Ted Fox

SUBJECT: Actions from the April 22, 2016 Academic Council Meeting

DATE: April 26, 2016

The UWF Faculty Senate presents the following recommendations for your approval. These recommendations were passed via email by the Faculty Senate on April 26, 2016. The Senate looks forward to your response.

Special Academic Council Report

- New Program Changes for Fall 2016: Convert the following specializations into stand-alone programs:
  - MHA Administration Degree Program (CIP 51.0701)
  - MS GIS Administration Degree Program (CIP 45.0702)
  - MS Information Technology Degree Program (CIP 11.0103)
  - MSW Clinical/Medical Social Work Degree Program (request new CIP Code)
- Change Psychology Minimum GPA from 2.0 to 2.5
- Change Communication Arts Minimum Grade for SPC 2608 to "C or better"
- Standardize Ed.D. Program in Curriculum and Instruction Admission Requirements Across Specialization
- Addition of Clinical Practice III (SOW 6846) to Social Work Advanced Standing Curriculum

Regards,

Ted Fox
UWF Faculty Senate President
University of West Florida
President Bense and Provost Saunders:

The Actions Memo from the Special Academic Council Meeting of April 22, 2016 is attached for your review.

Thanks,
Carol
MEMORANDUM

TO: Ted Fox, Senate President

FROM: George Ellenberg, Vice Provost

SUBJECT: Reactions from the April 22, 2016 Academic Council Meeting

DATE: April 27, 2016

Please see the Provost's responses to the Faculty Senate recommendations to the April 26, 2016 Memorandum, re: Actions from the April 22, 2016 Academic Council Meeting.

Special Academic Council Report

- New Program Changes for Fall 2016: Convert the following specializations into stand-alone programs:
  - MHA Administration Degree Program (CIP 51.0701)
  - MS GIS Administration Degree Program (CIP 45.0702)
  - MS Information Technology Degree Program (CIP 11.0103)
  - MSW Clinical/Medical Social Work Degree Program (request new CIP Code)
- Change Psychology Minimum GPA from 2.0 to 2.5
- Change Communication Arts Minimum Grade for SPC 2608 to "C or better"
- Standardize Ed.D. Program in Curriculum and Instruction Admission Requirements Across Specialization
- Addition of Clinical Practice III (SOW 6846) to Social Work Advanced Standing Curriculum

The Provost concurs with the Senate's recommendation to approve all of the actions of the Faculty Senate Special Academic Council Report.
APPENDIX A

UWF TABLE 2A - Budget Summary
(MHA - Healthcare Administration, MSIT - Information Technology, MS - Geographic Information Science Administration)
PROJECTED COSTS AND FUNDING SOURCES

| Instruction & Research Costs (non-cumulative) | Year 1 | | | | | Year 5 | | | | | |
|---------------------------------------------|--------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                             | Funding Source | |
|                                             | Reallocated Base* (E&G) | Enrollment Growth (E&G) | Other New Recurring (E&G) | New Non-Recurring (E&G) | Contracts & Grants (C&G) | Auxiliary Funds | Subtotal E&G, Auxiliary, and C&G | |
| Faculty Salaries and Benefits               | 405,390 | 0 | 60,750 | 0 | 0 | 0 | $466,140 | 563,615 | 0 | 0 | 0 | 0 | $563,615 |
| A & P Salaries and Benefits                 | 65,562 | 0 | 0 | 0 | 0 | 0 | $65,562 | 68,840 | 0 | 0 | 0 | 0 | $68,840 |
| USPS Salaries and Benefits                  | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Other Personal Services                     | 82,000 | 0 | 0 | 0 | 0 | 0 | $82,000 | 83,000 | 0 | 0 | 0 | 0 | 0 | $83,000 |
| Assistantships & Fellowships                | 30,000 | 0 | 0 | 0 | 0 | 0 | $30,000 | 70,000 | 0 | 0 | 0 | 0 | 0 | $70,000 |
| Library                                     | 3,823 | 0 | 25,345 | 0 | 0 | 0 | $29,168 | 38,234 | 0 | 0 | 0 | 0 | 0 | $38,234 |
| Expenses                                    | 35,219 | 0 | 3,610 | 0 | 0 | 0 | $38,829 | 41,370 | 0 | 0 | 0 | 0 | 0 | $41,370 |
| Operating Capital Outlay                    | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Special Categories                          | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Total Costs                                 | $621,994 | 0 | $89,705 | 0 | 0 | 0 | $711,699 | $865,059 | 0 | 0 | 0 | 0 | 0 | $865,059 |

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

Faculty and Staff Summary

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<tr>
<th>Total Positions</th>
<th>Year 1</th>
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<tbody>
<tr>
<td>Faculty (person-years)</td>
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<td>5.92</td>
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<tr>
<td>A &amp; P (FTE)</td>
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<tr>
<td>USPS (FTE)</td>
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Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$711,699</td>
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<tr>
<td>Annual Student FTE</td>
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<tr>
<td>E&amp;G Cost per FTE</td>
<td>$15,126</td>
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</table>
## APPENDIX A

UWF TABLE 2B - Budget Summary - Program Total Costs
(MHA - Healthcare Administration, MSIT - Information Technology, MS - Geographic Information Science Administration)

### PROJECTED COSTS AND FUNDING SOURCES

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Year 1</th>
<th>Year 5</th>
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<tr>
<td></td>
<td>Funding Source</td>
<td>Subtotal E&amp;G, Auxiliary, and C&amp;G</td>
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<tr>
<td></td>
<td>Reallocated Base* (E&amp;G)</td>
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<tr>
<td>MHA - Healthcare Administration Total Costs</td>
<td>263,337</td>
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<td>MSIT - Information Technology Total Costs</td>
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<td>MS - Geographic Information Science Admin Total Costs</td>
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</tr>
<tr>
<td>Grand Total Costs</td>
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<td>0</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.
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)

<table>
<thead>
<tr>
<th>University of West Florida</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Submitting Proposal</td>
<td>Proposed Implementation Term</td>
</tr>
<tr>
<td>Hal Marcus College of Science and Engineering</td>
<td>Earth and Environmental Sciences</td>
</tr>
<tr>
<td>Name of College(s) or School(s)</td>
<td>Name of Department(s)/ Division(s)</td>
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<tr>
<td>Geographic Information Science</td>
<td>MS Geographic Information Science Administration</td>
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<tr>
<td>Academic Specialty or Field</td>
<td>Complete Name of Degree</td>
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<table>
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<th>Proposed CIP Code</th>
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<tr>
<td>45.0702</td>
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</table>

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

<table>
<thead>
<tr>
<th>Date Approved by the University Board of Trustees</th>
<th>President</th>
<th>Date</th>
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<th>Signature of Chair, Board of Trustees</th>
<th>Date</th>
<th>Vice President for Academic Affairs</th>
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</table>

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

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
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<tr>
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</table>
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

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

RESPONSE

UWF proposes the MS in Geographic Information Science (GIS) Administration degree program; currently, the GIS Administration degree program is offered as a Master of Science in Administration (MSA) degree program with specialization in GIS. The degree program will continue to be offered 100% online and is being offered in response to requests from graduates of the existing online GIS certificate programs, the Northwest Florida community, and other State University System of Florida (SUS) programs for an online graduate degree program in GIS Administration. As a Science, Technology, Engineering, and Math (STEM) discipline, the proposed degree program supports the university's mission to graduate students in areas of strategic emphasis. Additionally, the MSA degree program, GIS specialization was designated as UWF's first Professional Science Master's (PSM) degree program and was developed, in part, due to demands within the State University System (SUS) of Florida for online technical professional graduate degree programs.

The MS in GIS Administration degree program is an interdisciplinary degree program designed to prepare students for leadership roles as managers and administrators in public, nonprofit, and private agencies. Business courses prepare students to assume management and administration positions in general settings while GIS courses prepare them for leadership roles involving the use of GIS in public, nonprofit, and private organizations. The proposed courses and internships have been carefully combined to reflect the real world requirements needed for careers in the geospatial sciences.

As part of the coursework, students will be provided the opportunity to become technically proficient in a variety of geospatial technologies through hands on instruction. The degree program focuses on advanced skill development in computational modeling and management decision support and will address the growing need for GIS developers, managers, and analysts. With one hundred percent of the coursework offered online, this program is designed to meet the needs of working professionals who did not acquire a GIS background as part of their primary academic training while they continue to hold a position in their chosen field.

The proposed MS in GIS Administration degree program requires a minimum of 36 semester credit hours (SCH), including 12 SCH of business courses and 24 SCH of GIS coursework. The degree program has only one track. The purpose of the degree program is to prepare students for 1) careers in federal, state, county, local and private agencies, including management and administration; 2) careers in public or private GIS research and analysis; 3) teaching positions at
community and state colleges; and/or 4) continued education at the doctoral level. Common job titles include researcher, engineer, instructor, planner, technician, cartographer, GIS manager, Geo marketing manager, GIS coordinator, GIS analyst, and Geospatial analyst.

The proposed degree program will be offered one hundred percent online using resident faculty members and existing support technology from the Department of Earth and Environmental Sciences (EES) and the Hal Marcus College of Science and Engineering (CSE).

B. Please provide the date when the pre-proposal was presented to cavp (council of academic vice presidents) academic program coordination review group. Identify any concerns that the cavp review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

RESPONSE

The pre-proposal was presented to the Council of Academic Vice Presidents (CAVP) Academic Program Coordination review group at its September 25, 2015 meeting. The group had no concerns about the proposed degree program.

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

RESPONSE

The proposed program is not a doctoral level program.

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

RESPONSE

The proposed degree program is consistent with the State University System of Florida Board of Governors’ 2012-2025 strategic plan for the SUS.

TEACHING AND LEARNING

1. Strengthen quality and reputation of academic programs and universities:
Improve the quality and relevance of all academic programs, and grow the number of institutions and academic programs with state, national, and/or international preeminence.

RESPONSE

The proposed degree program directly supports this goal by offering a high quality new academic program that does not duplicate similar efforts at other SUS institutions (section II.C.). The proposed new degree program will be a high-quality, innovative, cutting edge, online program to prepare students for careers in the high-demand field of Geographic Information Science (GIS). An expert faculty who are at the forefront of research and teaching in GIS and management will guide the program.

Four courses in the online GIS certificate program offered by the Department of Earth and Environmental Sciences have undergone review and earned Quality Matters certification. The Department of Earth and Environmental Sciences plans to seek Quality Matters certification for all GIS courses in the proposed MS in GIS Administration degree program. Quality Matters is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. The Quality Matters standards ensure that the online components of courses promote learner engagement and provide students with all the tools and information they need to be successful learners. All online GIS courses offered by the department are currently designed using the Quality Matters Program rubric for online and blended courses.

2. Increase degree productivity and program efficiency: Increase access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.

RESPONSE

The MS in GIS Administration degree program directly supports this goal by offering the program online. This format enables students with diverse needs and learning styles to access and complete a graduate degree program. Students will be able to complete the program 100% online.

This proposed GIS Administration degree program increases degree productivity and program efficiency because the graduates it produces represent a net gain in the number of degrees conferred, not simply displacement from other SUS institutions or programs. The asynchronous online delivery format increases degree productivity by allowing flexibility for non-traditional students who work full-time, particularly those who may already be working in a related field.

3. Increase the number of degrees awarded in STEM and other areas of strategic emphasis: Increase student access and success in programs in the STEM fields and other areas of strategic emphasis that respond to existing, evolving, and emerging critical needs and opportunities.

RESPONSE
The proposed degree program directly supports this goal by offering a new program that will be easily accessible because of its online format in a STEM discipline that is in demand by many sectors of business. The proposed degree program will increase STEM-related degree productivity for UWF, create a new degree program for Florida citizens, and prepare those citizens with skill sets that make them highly competitive in the state, national, and global economies. The program’s learning objectives are based on documented employer needs so that graduates will be well positioned for employment in high paying professional jobs to bolster Florida’s economic future (Appendix F).

COMMUNITY AND BUSINESS ENGAGEMENT

8. Increase community and business workforce: Increase the percentage of graduates who continue their education or are employed in Florida.

RESPONSE

The proposed degree program directly supports this goal by producing graduates who are qualified to move into positions of leadership in the public and private sector. Job openings in both government agencies and private businesses are increasingly requiring employees to use GIS and related technologies. With this kind of growth in demand for GIS skills, more and more employees are being asked to perform geospatial investigations without formal training or extensive GIS experience. This degree program is designed to enhance the GIS proficiency of current and future employees in a variety of fields in the environmental sciences, urban and regional planning, as well as other fields (e.g., cybersecurity and criminal studies) that employ geospatial data for advanced analyses.

Students who understand both the concepts needed for effective use of geospatial technologies and have a background in an application area have good employment prospects. By offering the program fully online, the proposed degree program will provide students the option to perform coursework on a flexible schedule. The asynchronous delivery format will increase its accessibility to non-traditional students who work full-time, particularly those who may already be working in a related field (Appendix F).

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.

RESPONSE

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
   - Education
   - Health
   - Gap Analysis
2. Economic Development:
   - Global Competitiveness

3. Science, Technology, Engineering, and Math (STEM)

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

RESPONSE

GIS is listed as a STEM discipline with CIP code 45.0702 under item 5 (Economic Development - STEM) in the Methodology for Updating Programs of Strategic Emphasis in the State University System of Florida, 2012 - 2025 Strategic Plan.

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

RESPONSE

The proposed degree program will be offered one hundred percent online but will be administered from the Pensacola (main) campus of the University of West Florida.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

   A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

RESPONSE

GIS is one of the fastest-growing, high-tech career paths. The U.S. Bureau of Labor Statistics projects that employment for the geospatial technology industry, within the architectural and engineering occupations group will grow 29 percent from 2014 to 2024, much faster than the average for all occupations. US News and World Report lists geography, including spatial analysis, as the seventh best science job, which corroborates the high demand expectation in the field of GIS. The job outlook suggests that individuals with a master’s degree, specialized
subject matter expertise, and experience working with geographic techniques should have the best job prospects within the field of GIS.

The proposed degree program is in direct response to the increasing value in using GIS technology to manage critical resources, infrastructures, public lands, disaster response, and homeland security in support of making well informed public policy decisions. Job descriptions of an increasing number of positions in both government agencies and private businesses are being rewritten to require employees to use GIS and related technologies.

Input from the external advisory board and conversations with industry leaders at professional meetings show that with this kind of growth, more and more employees already in management positions are being asked to administer their organization’s GIS department staff and resources without formal training or an extensive GIS background.

This degree program is designed to enhance GIS proficiency of professionals working in government, business, and non-profit organizations. With such proficiency, these professionals are well equipped to integrate and apply this relatively new technology into their respective fields. The need for GIS administrators in the region and state has been confirmed by the external advisory board of the current MSA degree program GIS specialization (Appendix F) and the Northwest Florida chapter of the National Associations of Environmental Professionals (NAEP). The external advisory board will remain in place for the proposed new MS in GIS Administration degree program and will continuously monitor industry needs for GIS professionals in the state and region.

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

RESPONSE

The Department of Earth and Environmental Sciences has received positive feedback from students completing the graduate GIS Certificate, and the staff continues to field inquiries regarding a master’s degree program in GIS. The proposed degree program will be offered as a fully online degree program to better reach nontraditional students and those Florida students outside of UWF’s immediate geographic service area. The proposed degree program will build on departmental successes in the online certificate degree program, which enrolled an average of 70 students per academic year between 2008 and 2013, while awarding a total of 176 undergraduate certificates and 52 graduate certificates between 2008 and 2012.

The result of a recent first offering of a GIS massive open online course (MOOC) was enrollment of over 3,000 students and over 170 students who completed a final portfolio and obtained continuing education credits. Florida State University reported 17 and 14 students enrolled in its Applied Masters in GIS degree program for 2013 and 2014, respectively (II.C.). Analysis by All Campus, a marketing and enrollment and retention management firm, corroborate the assumption that relatively high numbers of students will enroll in the proposed degree program (II.D.).
C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.

RESPONSE

The proposed degree program builds on UWF’s current position as a leader in the field of online GIS education. The UWF online GIS certificate program will serve as the only university that utilizes eDesktop for GIS technology. The proposed degree program will provide one hundred percent online training to the working professionals target audience giving the university an advantage providing training worldwide to the target audience. Currently, only ten programs in the U.S. are similar to UWF’s proposed MS GIS Administration degree program. The typical Master of Science programs with a strong GIS focus have a minor administration component. About half of these programs are only offered in a face-to-face format. Only one other program similar to UWF’s proposed MS GIS Administration degree program is an online degree program in GIS Management offered by Salisbury University in Maryland.

Florida State University (FSU) offers a master’s degree program in GIS. FSU’s degree program has a different focus than the proposed UWF degree program, and it is not offered online. FSU’s master's degree program in GIS is offered as a one-year program within the FSU geography department. That program differs from the proposed UWF MS in GIS Administration degree program in that the FSU program is more technical in nature and only offered face-to-face. It is focused on introducing GIS and remote sensing skills before providing a sequence of electives that apply those skills toward a variety of GIS uses. The proposed UWF degree program is focused on administration and communication of GIS by professionals working in the field of GIS. This proposed degree program expands upon foundational proficiency in introductory GIS courses (e.g. Remote Sensing and Geographic Information Science) to enhance GIS management capabilities. As such, the FSU and proposed UWF programs are not substantially similar.

The University of South Florida (USF) offers a face-to-face MA degree program in Geography (Table 1). One of the concentrations in this MA is GIS. The USF program and concentration are substantially different from the proposed MS in GIS administration degree program because it focuses on the application of geographical techniques and GIS to human and environmental geography while the proposed UWF degree program focuses on GIS management, communication, and administration for working professionals.

<table>
<thead>
<tr>
<th>Table 1. Degree Programs in SUS with Similar Specializations</th>
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<tbody>
<tr>
<td><strong>GEOGRAPHIC INFORMATION SCIENCES</strong></td>
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<td>Institution Name</td>
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8
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<th>Florida State University</th>
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<th>Geographic Information Sciences</th>
<th>MS in GIS</th>
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<tr>
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<td>Public</td>
<td>Tampa</td>
<td>Geography</td>
<td>MA in Geography</td>
</tr>
</tbody>
</table>

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

**RESPONSE**

The Department of Earth and Environmental Sciences anticipates an initial enrollment of 18 students by the end of the first year (summer 2017), increasing to an optimal 40 students by the end of year three. The department expects moderate enrollment from UWF’s traditional service area because of the region’s small size. However, the relatively small regional demographic will not inhibit growth of UWF’s degree program because it is offered fully online. The department expects most of the students in this degree program to be from outside UWF's direct service area, including students enrolling from other states. The department also expects that after year one UWF will have significant enrollment from foreign students due to marketing efforts and campaigns. Marketing planning has already begun, and UWF expects that in the first three semesters the degree program will enroll 7 to 8 students per semester resulting in a total of 18 students by the end of the first year, presuming a twenty percent attrition rate.

The department estimates that few students within the institution will change majors to enroll in the proposed MS GIS Administration degree program. In fact, UWF expects that most of the proposed degree program enrollment will come from working professionals and that relatively few undergraduates will proceed from a bachelor’s degree directly into the proposed MS degree program. Because this is a unique program, the graduates it produces represent a net increase in degree productivity, not simply a displacement from other UWF or SUS programs.

Enrollment estimates in Appendix A Table 1-B are conservative. Estimates are based on a marketing partnership proposal from the private firm All Campus. All Campus is a company with nearly 30 years of experience helping universities meet enrollment goals. All Campus provided a business plan overview to serve as UWF’s partner for the marketing and enrollment and retention management of the proposed MS in GIS Administration degree program. Enrollment estimates from the business plan overview were similar to those in Appendix A, Table 1B for year 1 but were more than double the projections in Appendix A Table 1-B.

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

RESPONSE

Regarding UWF's proposed Master's in Geographic Information Systems Administration degree program, no comments were expressed concerning impact on programs at FAMU or FIU during the December 11, 2015 CAVP Program Coordination Work Group conference call.

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

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

The proposed degree program will be marketed to multiple student segments, including first-time-in-college, entering freshmen, transfer students, and others. Program faculty and staff will use multiple outreach methods to ensure diversity in the program. The Hal Marcus College of Science and Engineering will promote the proposed degree program to the aforementioned student segments.

The university currently attracts a diverse student body; the proposed degree program will reflect institutional diversity (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 degree program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new degree program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

RESPONSE

Projected costs for the proposed MS in GIS Administration degree program are $267,834 for year 1 and $262,069 for year 5 (Appendix A, Table 2). The majority of these funds are for faculty salaries. Salaries are based on percent effort and nine-month salaries of the faculty (Appendix A Table 4). The Department of Earth and Environmental Sciences has allocated $20,000 for graduate assistantship support for program years 1 through 5. All funds are reallocated from the existing MSA degree program/GIS specialization, which will be deleted and replaced by the proposed MS in GIS Administration degree program (Appendix Table 3). These funds are new for the proposed degree program but do not represent a net new cost to the institution. Based on a total of 10.1 annualized student FTE, year 1 costs per FTE are expected to be $26,518. This cost will decrease to $11,858 in year 5 because of the anticipated growth in enrollment and the associated increase in annualized student FTE to 22.1.

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

REASON

Not applicable, the program will be operated via traditional E&G funding mechanisms.

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).

REASON

Because the proposed degree program is a conversion of the current MSA degree program, GIS specialization no new resources are required at this time nor anticipated for the first five years of the program. If in the more distant future new resources for the proposed degree program are necessary, it will be funded from enrollment growth. No negative impact on existing degree programs is anticipated. None of the existing teaching responsibilities across current undergraduate and graduate degree programs at UWF will be affected. There is existing capacity to support this degree program without diverting faculty resources.

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).

REASON

No other impacts on related degree programs or departments are expected. This request is for a Master of Science degree program and thus, general education and common prerequisite courses are not affected by it. There will be no increased need for required or elective courses because all courses in the curriculum are currently offered for the MSA degree program, GIS specialization.

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

As part of the planning for the MS in GIS Administration degree program, the Department of Earth and Environmental Sciences engaged a professional advisory board to provide guidance on the constitution and execution of all degree program components. As Professional Science Masters™-certified degree program, the MS in GIS Administration degree program will require extensive capstone/internship activities centered within a student’s existing employer or with an outside entity (i.e., internship supervisor). The Department and advisory board have discussed these requirements, including the advisory board’s role in reviewing potential internship opportunities and the possibility of board members themselves recommending internship possibilities within their own entities or with their collaborators.

IV. Projected Benefit of the Program to the University, Local Community, and State

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

RESPONSE

Increased Enrollment: The Department of Earth and Environmental Sciences estimates that the proposed degree program will grant about 40 new master’s degrees per year by the end of year three. Because this is a distinctive degree program in the state, the graduates it produces represent a net gain in the number of degrees awarded, not simply a transfer from other degree programs or institutions. The online delivery format extends the program's geographical reach, and allows non-traditional students who currently work in the field to more easily and more flexibly fit a graduate education into their schedules. The headcount in the proposed degree program is expected to increase each of the first three years without the need for additional financial resources.

Improved Career Opportunities: The proposed degree program helps to meet student demand for graduate training that prepares them for well-paying jobs. The Department of Earth and Environmental Sciences has assessed and targeted the skill sets that employers in the region, state, and country desire. The proposed degree program includes experiential learning (capstone experience), which adds value to students’ education and increases students’ return on investment by linking them with potential employers before graduation. The program will provide the opportunity for an advanced degree to Florida citizens who cannot attend face-to-face classes and improves their career advancement opportunities within business sectors and government entities.

The proposed degree program curriculum is an innovative approach that combines GIS and management courses. The proposed degree program is unique in Florida and one of the few of its
kind in the country. The program provides students with advanced knowledge, skills, and practical experience of the principles, technology, and management of GIS.

The proposed degree program enhances collaboration across departments between UWF's Hal Marcus College of Science and Engineering, College of Business, and College of Education and Professional Studies.

V. Access and Articulation – Bachelor’s Degrees Only

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

RESPONSE

Master of Science degree program. Not applicable.

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 program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.
RESPONSE

The proposed degree program does not have any prerequisites.

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

RESPONSE

The degree program will not be limited access.

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

RESPONSE

The 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).

RESPONSE

As noted in the 2012-2017 Strategic Plan, 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.” UWF is committed to “planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that
enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.”

The proposed MS in GIS Administration degree program relates to UWF’s mission by improving the access, quantity, and accessibility of graduate education at the institution. The asynchronous online delivery format will ensure access to this high-quality program. In 2015, the Department of Earth and Environmental Sciences reviewed a market analysis conducted by All Campus. Of all online GIS Administration degree programs, the All Campus analysis revealed that nationwide tuition rates are nearly twice that of UWF’s proposed degree program. The proposed degree program is designed to engage students with the most up-to-date research, theories, and technologies in the field of GIS offering a unique curriculum with courses focusing on core GIS courses, practical management, and administration.

The program content of the proposed degree program has been and will continue to be developed through collaboration with an advisory board of GIS industry leaders (Appendix F). Practical knowledge, hands-on active learning, and internships will provide students with the engaging and high-impact learning experiences to which UWF is committed, and the internships the program will provide will expand and strengthen community partnerships. These real-world experiences will produce graduates who have the most relevant and applicable knowledge giving them an advantage in the when they apply for professional GIS management positions.

The proposed degree program is directed toward attracting academically talented students from within the local and regional community, and throughout the state, country, and world. By offering the program online, the program will be able to attract academically talented students who require classes that accommodate diverse scheduling needs. This innate flexibility will attract military personnel, currently employed GIS technicians and managers, and traditional full-time students. It is also anticipated that because of its online format, the program will appeal to international students. Through class interaction with other students, international students will enrich the personal development of all students in the program and better prepare them for a complex global society (UWF’s mission).

The proposed degree program explicitly builds on existing strengths in GIS in the Department of Earth and Environmental Sciences. The department’s face-to-face MS in Environmental Science degree program has a strong GIS component, and the online graduate certificate in GIS has experienced staff, talented faculty, and very satisfied and highly qualified alumni (section VI.B.).

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

RESPONSE

The proposed degree program is designed to build on existing strengths of degree programs within the Hal Marcus College of Science and Engineering, particularly the online graduate certificate program in GIS offered by the Department of Earth and Environmental Sciences. UWF is a leader in the field of online GIS education, with the online GIS certificate program
serving as the only example of a university utilizing eDesktop for GIS technology to provide 100% online training to the target audience of working professionals. The online graduate certificate program has seen steady enrollment since 2009. A total of 83 graduate GIS certificates have been awarded in 8 years. The certificate program provides a pool of applicants that are both informed and better prepared, through targeted foundational proficiencies, to be successful in a master’s degree program. This increases the efficiency of the application process (i.e., creating more successful degrees), while also increasing the overall pool of applicants to the program.

The proposed degree program also includes a management core with 12 SCH of online courses, 10.5 SCH of which are offered by UWF’s College of Business for its highly successful MBA degree program. The MBA degree program is ranked number 19 in the “Featured 2015 Top Military Friendly Online Colleges” by SR Education Group, and UWF’s College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

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

RESPONSE

The proposal to move the existing MSA degree program, GIS specialization to a stand-alone GIS Administration degree program was started in late 2014 between the Dean of the Hal Marcus College of Science, Engineering, and Health and the Chair of the Department of Earth and Environmental Sciences. These discussions developed from an internal review of UWF graduate programs/specializations in the MSA degree. By converting these MSA specializations into standalone Master of Science degree programs, graduates from the programs could be more accurately accounted for as STEM program graduates, and the program CIP code would better align with the program content. The MS in GIS Administration degree program was one of these programs; both the college and department agreed to seek approval to convert the specialization in the MSA degree program to a Master of Science degree program in summer 2015.

Subsequent discussions regarding the financial and personnel logistics of such a conversion, as well as the impact to existing partners (UWF College of Business, UWF Continuing Education, etc.) were held in Fall 2014, leading to a late-2015 decision to pursue this program conversion (Tables 2 and 3).
<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2014</td>
<td>NA</td>
<td>MSA degree program specialization in GIS received Professional Science Master’s designation</td>
</tr>
<tr>
<td>January 2015</td>
<td>Michael Huggins (dean), Matthew Schwartz (chair)</td>
<td>Meetings between Chair of EES and Dean of CSEH¹. Discuss possibility of changing MSA Specialization in GIS to standalone MS in GIS Administration degree program. Agreed to move forward with review of financial feasibility</td>
</tr>
<tr>
<td>February 18, 2015</td>
<td>Michael Huggins (UWF CSEH), Sikha Bagui (UWF Computer Science chair), Rodney Guttman (UWF MPH chair), Matthew Schwartz (UWF EES), Joe Diamond and Kyle Shea (All Campus)</td>
<td>UWF CSEH meeting with All Campus to discuss moving academic degree programs into market-rate model. Reviewed All Campus proposal for offering MPH, Computer Science, and MS in GIS Administration degree programs as standalone off-books programs</td>
</tr>
<tr>
<td>February 24, 2015</td>
<td>Michael Huggins, Ermalynn Kiehl (dean UWF COH), and Eman El-Sheikh (UWF CSEH), Sikha Bagui (UWF Computer Science), Rodney Guttman (UWF MPH), Matthew Schwartz (UWF EES)</td>
<td>Developed budget models for evaluation of financial viability of various tuition models for MS in GIS Administration degree programs</td>
</tr>
<tr>
<td>March 5, 2015</td>
<td>Matthew Schwartz, Amber Bloechle, Michael Huggins</td>
<td>Assessed recent (five-year) enrollment history of UWF undergraduate and graduate online Certificates in GIS</td>
</tr>
<tr>
<td>April 21, 2015</td>
<td>Michael Huggins (UWF CSEH), Sikha Bagui (UWF Computer Science), Rodney Guttman (UWF MPH), Matthew Schwartz (UWF EES)</td>
<td>Continued inquiry and research on potential MS in GIS Administration degree program</td>
</tr>
<tr>
<td>May-July 2015</td>
<td>Matthew Schwartz, Amber Boechle (UWF online GIS), UWF EES faculty</td>
<td>Decision made to seek authorization to change MSA Specialization in GIS to MS in GIS Administration degree program</td>
</tr>
<tr>
<td>July 24, 2015</td>
<td>Matthew Schwartz and Kyle Shea (All Campus)</td>
<td>Phone call discussing All Campus proposal for MS in GIS Administration degree program</td>
</tr>
<tr>
<td>Date</td>
<td>Participants</td>
<td>Planning Activity</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 11, 2015</td>
<td>Dr. Martha Saunders (Provost)</td>
<td>Provost signs pre-proposal for MS and queues it for review by CAVP</td>
</tr>
<tr>
<td>September 25, 2015</td>
<td>CAVP</td>
<td>CAVP approval of MS in GIS Administration degree program pre-proposal with no comments</td>
</tr>
<tr>
<td>September 28, 2015</td>
<td>Michael Huggins, Matthew Schwartz, Vance Burgess and Rodger Krull (UWF Continuing Education)</td>
<td>UWF Continuing Education identified no significant impediments for converting program</td>
</tr>
<tr>
<td>October 19, 2015</td>
<td>Michael Huggins, Tim O’Keefe and Melissa Brode (COB MBA chair), Matthew Schwartz</td>
<td>Agreed upon a plan to share costs of offering COB courses to MS in GIS Administration degree program students until suitable enrollment in that degree program required a separate section of these courses, at which time the costs would be borne by CSE</td>
</tr>
<tr>
<td>November 9, 2015</td>
<td>Matthew Schwartz and Kyle Shea (All Campus)</td>
<td>Informed All campus that UWF CSE would not be using All Campus for future MS in GIS Administration degree program</td>
</tr>
<tr>
<td>December 7, 2015</td>
<td>George Ellenberg (UWF Vice Provost), Michael Huggins, Matthew Schwartz</td>
<td>Initiated internal process for proposing move to tuition recovery model</td>
</tr>
<tr>
<td>January 14, 2016</td>
<td>Personnel from Department of Earth and Environmental Sciences and Hal Marcus College of Science and Engineering</td>
<td>Began planning of advertising and marketing</td>
</tr>
<tr>
<td>January 25, 2016</td>
<td>Michael Huggins and Matthew Schwartz</td>
<td>Completed feasibility assessment for MS in GIS Administration degree program conversion</td>
</tr>
</tbody>
</table>

Note 1: The currently-named Hal Marcus College of Science and Engineering was previously-named the College of Science, Engineering, and Health (CSEH) at the time of these meetings.

Table 3. *Events Leading to Implementation.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1, 2016</td>
<td>BOT to approve proposed new MS degree program</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Begin advertising and marketing</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Coordinate implementation with other departments offering courses for the degree program</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>List fall courses related to the MS in GIS Administration degree program</td>
</tr>
<tr>
<td>Spring/Summer 2016</td>
<td>Process applications and select first cohort of students</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Enroll first cohort of students</td>
</tr>
</tbody>
</table>
VII. Program Quality Indicators - Reviews and Accreditation

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

RESPONSE

Pursuant to BOG Regulation 8.015, all academic departments at UWF conduct program reviews every seven years. The Department Environmental Studies (now named Department of Earth and Environmental Sciences) conducted a program review in 2009. Among the findings were:

1. Consolidate B.S. curriculum tracks from three to two
2. Concentrate on and actively promote GIS expertise
3. Vest the online oceanography program entirely in EVR
4. Close the Emerald Coast program and return the faculty to the main campus
5. Create other certificate programs like the GIS program
6. Develop more online course offerings to alleviate faculty and classroom shortages
7. Develop standards of research productivity for promotion and tenure consideration
8. Explore the development of an environmental research center for the department
9. Establish specific agreements with other departments/colleges for collaborative research
10. Develop a link on the departmental homepage highlighting research/outreach activities
11. Consider continuing departmental newsletters to better “market” EVR

The Department addressed these findings and implemented a multitude of responses, including:

1. Consolidated the curriculum into two BS degree tracks (item 1)
2. Developed GIS Certificates, a MOOC (Massively Open Online Course), and new degree options focused on GIS (items 2 and 6)
3. Revised departmental bylaws to reflect shared expectations for research productivity (item 7)
4. Improved the use of the departmental homepage and social media (item 10)
5. Regularly deployed departmental newsletters (item 11)

All other program review recommendations were reviewed and either explicitly addressed; incorporated into departmental changes in response to UWF, College, and departmental strategic planning; or determined to not be feasible due to financial or other limitations (e.g., item 8).

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s program, include a web link to the Academic Learning Compact or include the document itself as an appendix.
Student learning outcomes (SLOs) at UWF are classified into five assessment domains: content, critical thinking, communication, integrity/ethics, and project management. The proposed degree program has SLOs relating to both the management core and the GIS core in each of these domains. Appendix C contains the Academic Learning Plan for the Master of Science in GIS Administration as well as the Curriculum Map. Students who graduate from the MS in GIS Administration degree program will be able to do the following:

- **Content**
  - Comprehend and describe the concepts, theories, and frameworks in relevant subfields of the geospatial sciences.
  - Integrate successful fundamental business principles as part of an interdisciplinary solution set to address organizational issues in government and non-profit organizations.

- **Critical Thinking**
  - Select appropriate research techniques to solve problems in the geospatial sciences.

- **Communication**
  - Present ideas clearly, effectively, and elegantly in professional written and oral communications.
  - Develop online GIS-based applications to engage with citizens.

- **Integrity/Ethics**
  - Adhere to the basic principles of the Code of Ethics for Geographic Information System professionals.
  - Integrate risk management and business continuity throughout an organization.

- **Project Management**
  - Organize and execute research projects in a systematic and timely manner, using the scientific method where appropriate.
  - Evaluate effectiveness of services offered within a GIS setting.

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

*RESPONSE*

Admission standards and graduation requirements for the degree program are located in Appendix E.

**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*
Students must complete all foundational proficiencies before being admitted to the proposed GIS Administration degree program. A thesis is not required; however, the PSM designation requires that all students complete a two-term internship capstone experience mentored by their current employer or a designated internship mentor in a public/private (non-academic) entity.

Table 4. *Curriculum for Proposed MS Degree Program*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Foundational Proficiencies (15 SCH)</strong></td>
<td></td>
</tr>
<tr>
<td>GIS 3015+L</td>
<td>Cartographic Skills (+Lab)</td>
<td>4</td>
</tr>
<tr>
<td>GIS 4035+L</td>
<td>Photo Interpretation and Remote Sensing (+Lab)</td>
<td>4</td>
</tr>
<tr>
<td>GIS 4043+L</td>
<td>Geographic Information Systems (+Lab)</td>
<td>4</td>
</tr>
<tr>
<td><strong>GIS 5100</strong></td>
<td>Applications in Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours Foundational Proficiencies</strong></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Management Core (12 SCH)</strong></td>
<td></td>
</tr>
<tr>
<td>EME 6358</td>
<td>Evaluation for MSA Professionals</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5871</td>
<td>MBA Foundations: Managerial Economics</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5872</td>
<td>MBA Foundations: Financial Management I</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5875</td>
<td>MBA Foundations: Management Skills and Applications</td>
<td>1.5</td>
</tr>
<tr>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose two from the following:</strong></td>
<td>3</td>
</tr>
<tr>
<td>GEB 5870</td>
<td>MBA Foundations: e-Business Systems</td>
<td></td>
</tr>
<tr>
<td><strong>GEB 5876</strong></td>
<td>MBA Foundations: Marketing Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Or advisor approved GEB course relating to specialization</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours Management Core</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Geographic Information Science (GIS) (24 SCH)</strong></td>
<td></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>SCH</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>GIS 5103</td>
<td>GIS Programming</td>
<td>3</td>
</tr>
<tr>
<td>GIS 5935</td>
<td>Special Topics in Geographic Science</td>
<td>3</td>
</tr>
<tr>
<td>GIS 6005</td>
<td>Communicating GIS</td>
<td>3</td>
</tr>
<tr>
<td>GIS 6110</td>
<td>Advanced Topics in Geographic Information Science</td>
<td>3</td>
</tr>
<tr>
<td>GIS 6555</td>
<td>Geographic Information Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>GIS 6955</td>
<td>GIS Capstone</td>
<td>6</td>
</tr>
<tr>
<td>COP 5725</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours GIS Core</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Total Hours Degree</td>
<td>36</td>
</tr>
</tbody>
</table>

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

**RESPONSE**

The proposed degree program will use a carousel approach of course offerings. This carousel approach will allow the department to offer a given course each year in only one term and have students join the normal schedule in any term as shown in Table 5. By having the option for students to start in any term, the department will maximize enrollment while the once per year offering of courses will minimize expenses. The only exception will be the capstone course (GIS 6955), which will be offered every semester starting in the spring semester of year two of the proposed program. This course must be taken twice by all students during the last two semesters of their program for a total of 6 credit hours.
Table 5. *Course of Study for Proposed MS Degree Program*

**Management Core (12 SCH)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>SCH</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EME 6358</td>
<td>Evaluation for MSA Professionals</td>
<td>1.5</td>
<td>Spring, starting 2017</td>
</tr>
<tr>
<td>GEB 5871</td>
<td>MBA Foundations: Managerial Economics</td>
<td>1.5</td>
<td>Spring, starting 2017</td>
</tr>
<tr>
<td>GEB 5872</td>
<td>MBA Foundations: Financial Management I</td>
<td>1.5</td>
<td>Summer, starting 2018</td>
</tr>
<tr>
<td>GEB 5875</td>
<td>MBA Foundations: Management Skills and Applications</td>
<td>1.5</td>
<td>Fall, starting 2016</td>
</tr>
<tr>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
<td>Fall, starting 2017</td>
</tr>
<tr>
<td></td>
<td>Choose one of the following two:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEB 5870</td>
<td>MBA Foundations: e-Business Systems</td>
<td>1.5</td>
<td>Summer, starting 2017</td>
</tr>
<tr>
<td>GEB 5876</td>
<td>MBA Foundations: Marketing Management</td>
<td>1.5</td>
<td>Fall, starting 2016</td>
</tr>
</tbody>
</table>

**Geographic Information Science (GIS) Core (24 SCH)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>SCH</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS 5103</td>
<td>GIS Programming</td>
<td>3</td>
<td>Summer, starting 2016</td>
</tr>
<tr>
<td>GIS 5935</td>
<td>Special Topics in Geographic Science</td>
<td>3</td>
<td>Fall, starting 2016</td>
</tr>
<tr>
<td>GIS 6005</td>
<td>Communicating GIS</td>
<td>3</td>
<td>Spring, starting 2016</td>
</tr>
<tr>
<td>GIS 6110</td>
<td>Advanced Topics in Geographic Information Science</td>
<td>3</td>
<td>Summer, starting 2016</td>
</tr>
<tr>
<td>GIS 6555</td>
<td>Geographic Information Systems Management</td>
<td>3</td>
<td>Spring, starting 2016</td>
</tr>
<tr>
<td>GIS 6955</td>
<td>GIS Capstone</td>
<td>6</td>
<td>All, starting Spring 2017</td>
</tr>
<tr>
<td>COP 5725</td>
<td>Database Systems</td>
<td>3</td>
<td>Fall, starting 2017</td>
</tr>
</tbody>
</table>

Table 6 shows the sequenced course of study for the first year is as follows. Full-time students (6 SCH per term) will graduate in 6 semesters (2 full years).
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>SCH</th>
<th>Semester Offered</th>
<th>Pre-Req</th>
<th>Course Plan Academic Year</th>
<th>Course Plan Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS Core</td>
<td>GIS 5935 Special Topics in Geographic Science</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Year 1</td>
<td>Fall</td>
</tr>
<tr>
<td>Management Core</td>
<td>GEB5876 Marketing Management</td>
<td>1.5</td>
<td>3</td>
<td></td>
<td>Year 1</td>
<td>Fall</td>
</tr>
<tr>
<td>Management Core</td>
<td>GEB 5875 Management Skills and Applications</td>
<td>1.5</td>
<td>2</td>
<td></td>
<td>Year 1</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>Semester Total SH</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIS Core</td>
<td>GIS 6555 Geographic Information Systems Management</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Year 1</td>
<td>Spring</td>
</tr>
<tr>
<td>GIS Core</td>
<td>GIS 6005 Communicating GIS</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Year 1</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Semester Total SH</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIS Core</td>
<td>GIS 5103 GIS Programming</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Year 1</td>
<td>Summer</td>
</tr>
<tr>
<td>GIS Core</td>
<td>GIS 6110 Advanced Topics in GIS</td>
<td>3</td>
<td>1</td>
<td>GIS404 3 &amp; 4048/5100</td>
<td>Year 1</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Semester Total SH</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course #</td>
<td>Course #</td>
<td>Course Name</td>
<td>SCH</td>
<td>Semester Offered</td>
<td>Pre-Req</td>
<td>Course Plan Academic Year</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-------------</td>
<td>-----</td>
<td>------------------</td>
<td>---------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>GIS Core</td>
<td>COP 5725</td>
<td>Database Systems or Database Administration</td>
<td>3</td>
<td>1</td>
<td>Any programming course (including GIS5103)</td>
<td>Year 2</td>
</tr>
<tr>
<td>Manage ment Core</td>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>GIS Core</td>
<td>GIS 6955</td>
<td>GIS Capstone</td>
<td>3</td>
<td>1</td>
<td>GIS 6555, GIS 6005, GIS 6110</td>
<td>Year 2</td>
</tr>
<tr>
<td>Manage ment Core</td>
<td>GEB 5871</td>
<td>Managerial Economics</td>
<td>1.5</td>
<td>3</td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Manage ment Core</td>
<td>EME 6358</td>
<td>Evaluation for MSA Professionals</td>
<td>1.5</td>
<td>2</td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Semester Total SH</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage ment Core</td>
<td>GEB 5870</td>
<td>E-Business Systems</td>
<td>1.5</td>
<td>2</td>
<td></td>
<td>Year 2</td>
</tr>
</tbody>
</table>
### E. Provide a one- or two-sentence description of each required or elective course.

**RESPONSE**

**GIS Content Courses:**

**GIS 5103 GIS Programming**  
Students utilize ArcObjects and VBA Python to create applications that perform fundamental spatial tasks such as geoprocessing, editing, database management, projecting data, and map creation.

**GIS 5935 Special Topics in GIS**  
Focuses on various topics and cutting-edge techniques in Geographic Information Science (GIS), both in theory and in practice.

**GIS 6110 Advanced Topics in GIS**  
Relational Database Management Systems (RDBMS) and their function within Geographic Information Systems (GIS). Students will integrate RDBMS, Desktop GIS and the World Wide Web to produce an interactive spatial database served over the Internet. Permission is required.

**GIS 6005 Communicating GIS**  
This course begins with the basic theory of graphic design, cartography, and map production and distribution. Students then learn to communicate specific types of spatial and analytical information through maps, written and oral explanations, graphs, tables, charts, and interactive web mapping applications. Course includes lecture, hands-on exercises, written reports, and a final presentation.
GIS 6555 Geographic Information Systems Management
This course provides practical information on the development, implementation, and operation of GIS programs and projects intended for both seasoned and aspiring GIS managers. The course focuses on planning and implementing GIS solutions for government agencies and contractors. The course combines lecture, discussion, and group exercises. An end of term project involves writing in response to real or hypothetical solicitations for a project that targets GIS tool development, implementation, and/or training to support management activities in local, regional, state, national, or international contexts.

GIS 6955 GIS Capstone
A final capstone experience for students who are nearing completion of their MS degree program. Working independently, students: communicate with project partners to identify project goals; acquire and prepare spatial data for GIS data analysis; communicate with project partners to assess progress; manage spatial data; and produce necessary outputs for presentation as part of a final report. This final project should affirm the student's ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively. The capstone course serves as documentation of the student’s personal mastery of professional competencies.

COP 5725 Database Systems
Introduction to database systems and database management system architectures. Various database models are discussed with emphasis on the relational model and relational database design. Students will become proficient in SQL.

Management Content Courses:

EME 6358 Evaluation for MSA Professionals
Develop skills in selecting appropriate models for conducting an evaluation in an administrative environment. A series of models will be evaluated for applicability and use in administrative environments.

GEB 5870 e-Business Systems
A course in the Accelerated MBA Foundations Series in which students will gain an understanding of the principles of E-Business systems planning, development, and implementation. The overall objective is to provide a common foundation composed of the fundamental concepts required for the use and application of systems and technologies found in the E-Business environment.

GEB 5871 Managerial Economics
A course in the Accelerated MBA Foundations Series in which students will gain an understanding of basic economics. Special emphasis will be placed on the determinants of supply and demand and the desirable properties of a competitive equilibrium; followed by the undesirable properties of markets with a monopoly and with externalities.
GEB 5872 Financial Management I
A course in the Accelerated MBA Foundations Series in which students are introduced to the accounting process of analyzing, measuring, and reporting business activity. Explores the precise language, assumptions, concepts, principles, and logic patterns inherent in the analysis and measurement of business activity. Describes the form and content of major financial statements. Briefly introduces the recording and reporting process used by accounting systems and examines basic financial reporting issues.

GEB 5875 Management Skills and Applications
Covers the historical evolution of management, organizational design, motivation, team building, leadership, change management, culture, strategic planning, and critical implementation/control elements critical to successful management and strategy. Social responsibility, ethics, globalization, and futures are also stressed.

GEB 5876 Marketing Management
A course in the Accelerated MBA Foundations Series in which students are introduced to foundational concepts of marketing management processes. Provides students with intensive exposure to the basic philosophy, concepts, and knowledge common to effective marketing management.

MAN 6156 Management and Organizational Behavior
Appreciation and understanding of the field of organizational behavior and its application in managing human and other resources. Emphasizes understanding individual behavior (motivation, self-awareness, leadership, etc.) and group dynamics (decision-making, group development and work) plus conflict, climate, learning styles, power, stress, process/content, human rights and quality. Utilizes experiential learning methodologies and other appropriate designs. May not be taken for credit by students having credit for INP 6397.

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

RESPONSE

The current MSA degree program, GIS specialization, which the proposed MS in GIS Administration degree program will replace, has an external advisory board of industry leaders that provided input during MSA degree program planning (Appendix F). Draft curricula of the MSA degree program, GIS specialization were also reviewed with members from the Northwest Florida chapter of the National Association of Environmental Professionals (NAEP). The external advisory board will remain in place for the proposed degree program and will continue to provide input for curriculum revisions and assessments of student capstone projects (internships).

Core geospatial abilities and knowledge required by industry were identified through literature review (Geospatial Management Competency Model, URISA 2012), review of related degree
programs in the U.S., and through discussion with regional GIS professionals. The Geospatial Management Competency Model (GMCM) specifies 74 essential competencies and 18 competency areas that characterize the work of most successful managers in the geospatial industry. The GMCM is an element of the U.S. Department of Labor Employment and Training Administration’s (DOLETA’s) Competency Modeling Initiative. Many of these essential competencies have been incorporated into the curriculum and have resulted in nontraditional GIS courses such as GIS Management (GIS6555) and Communicating GIS (GIS6005).

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

RESPONSE

The current MSA degree program, GIS specialization that the proposed GIS Administration degree program is to replace has received recognition as a Professional Science Master’s (PSM) by the National Professional Science Master’s Association (NPSMA). A PSM degree program is a two-year graduate program designed to fill a management need for technology based companies, governmental agencies, and non-profit organizations. Students pursue advanced training in science, while simultaneously developing valued business skills. Professional Science Master’s programs combine rigorous study in science or mathematics with coursework in management, policy, or law. Over 100 institutions across the country have embraced the PSM model.

The NPSMA is a collaborative of Professionals Science Master’s program directors, faculty, administrators, industry representatives, alumni, and students that support PSM degree initiatives. The collaborative engages businesses, industries, nonprofit organizations, governmental agencies, and trade associations in the development of PSM degree programs and internship and job placement opportunities. The Department of Earth and Environmental Sciences has been in contact with the PSM National Office, which manages the affiliation process for institutions, and has been informed that the PSM recognition for the MSA degree program, GIS specialization will transfer to the proposed GIS Administration degree program because the curriculum will remain unaltered.

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

RESPONSE

The proposed degree program is not a doctoral degree program.

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

RESPONSE

Students in the proposed 100% online degree program work at their own pace to view lectures and complete weekly assignments using the eLearning course platform. The Department of Earth and Environmental Sciences currently offers two methods for students to access GIS related software via Virtual Desktops. eDesktop for GIS uses Windows Remote Desktop Protocol and GIS Virtual Apps & Desktops uses Citrix. These Virtual Desktops allow students to access software and data directly from the GIS online program servers. Student connections to the servers are distributed evenly among the GIS servers by a Load Balancer and Session Broker system. The Session Broker will also attempt to reconnect a student to their previous work session if they were inadvertently disconnected. This infrastructure is currently fully in place and will not require any additional specialized services or greater than normal financial support. At the time the virtual environment was established (circa 2005), it was unique in higher education.

During the planning phase of the MSA degree program, GIS specialization degree program, which the proposed degree program is to replace, collaboration with other SUS institutions was explored at a statewide PSM (Professional Science Master’s) workshop on May 13, 2011 at USF. No other SUS institutions were available for a joint offering of the degree program or to contribute courses. At a PSM statewide program directors meeting on June 5, 2015, UCF expressed interest in its students accessing UWF’s course offerings. Discussions at the program directors meeting resulted in UWF revisiting its traveling scholar policy. Revisions to the policy allow students from other SUS institutions to enroll in UWF program courses.

IX. Faculty Participation

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

Nine faculty members will support the proposed MS degree program, three from the Hal Marcus College of Science and Engineering, five from the College of Business, and one from the College of Education and Professional Studies (Appendix A, Table 4). All nine faculty members hold the Ph.D. and are on 9-month contracts. Three hold the rank of professor (tenured), two hold the rank of associate professor and four hold the rank of assistant professor.

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

**RESPONSE**

No new budget is needed to support the proposed MS in GIS Administration degree program. The budget that currently supports the MSA degree program, GIS specialization will be redirected to the proposed GIS Administration degree program (Appendix A, Table 2). There is no expectation of additional ranked faculty, visiting, or adjunct faculty that are needed to support the program up to Year 5. Current faculty salaries and benefits represent the faculty members’ present salary and fringe multiplied by the percent effort of involvement with the program in years 1 and 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).**

**RESPONSE**

Appendix C contains the curricula vitae of the following UWF faculty:

- Dr. Sikha Bagui
- Dr. John Batchelor
- Dr. Holly Ellis
- Dr. Richard Hawkins
- Dr. Zhiyong Hu
- Dr. Sherwood Lane Lambert
- Dr. Stephen LeMay
- Dr. John Derek Morgan
- Dr. Jun Wei

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

RESPONSE

The faculty that will teach in the proposed MS in GIS Administration degree program are a productive, creative, and innovative group of teachers and scholars. The faculty teach at least 9 semester credit hours per semester and devote the equivalent of at least 3 semester credit hours to other professional duties normally associated with an academic position, such as professional development, research and scholarship, and service. The Department of Earth and Environmental Sciences, which will offer the proposed degree program, has six faculty members, two of whom are currently specialized in GIS. The department offers a highly successful undergraduate degree program in Environmental Science with concentrations in Natural Science and Environmental Management. The curriculum for Environmental Science has recently changed and the department is currently teaching out concentrations in Geography and Environmental Policy (Figure 2).
Figure 2. Undergraduate student head count by concentration in the Department of Earth and Environmental Sciences.

The Department of Earth and Environmental Science also offers a Master’s degree program in Environmental Science that typically has about 30 students in residence (Figure 3). A thesis and a non-thesis concentration are available.
Additionally, the department offers undergraduate and graduate GIS certificate programs both online and face-to-face. The online undergraduate certificate program has granted between 13 and 33 certificates per year since its establishment (Figure 4). The online graduate certificate program has granted between 9 and 15 certificates per year after its initial offering in 2008 (Figure 4). Since inception, the GIS certificate programs have awarded a total of 185 and 83 certificates at the undergraduate and graduate level, respectively.
Figure 4. Online GIS certificates awarded by year. No certificates were awarded in 2007 due to reorganization of the curriculum.

In addition to being prolific teachers, faculty of the Department of Earth and Environmental Sciences also engage in research and scholarship, which often involves graduate and undergraduate students (Tables 7 and 8). Faculty have received funding from NSF (pending), Florida Department of Health/Centers for Disease Control, Florida’s Wildlife Legacy Initiative, National Park Service, and the Dauphin Island Sea Lab.
<table>
<thead>
<tr>
<th>Year</th>
<th>Manuscript</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Liebens, J.</strong> and C.J. Mohrherr. 2015. DDT, dioxins and PCBs in sediments in a historically polluted estuary along the Gulf of Mexico. <em>Environmental Practice</em>, (00):1-13. doi: 10.1017/S1466046615000058</td>
</tr>
<tr>
<td>Year</td>
<td>Manuscript</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
</tbody>
</table>
Table 8. Recent Grants and Contracts by Faculty in the Department of Earth and Environmental Sciences

<table>
<thead>
<tr>
<th>Year</th>
<th>Project</th>
<th>EES personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Soil Pollution under Various Types of Land Use in Cuba. UWF Florida Research Fellow Award. $18,344</td>
<td>Liebens</td>
</tr>
<tr>
<td></td>
<td>Mobile Bay National Estuary Program Monitoring. Dauphin Islands Sea Lab, Mobile Bay National Estuary Program. $13,065 (M. Goodfellow, a graduate student as co-PI)</td>
<td>Liebens</td>
</tr>
<tr>
<td></td>
<td>GeoScholars at University of West Florida. NSF IUSE. 294,224 (funding pending)</td>
<td>Schwartz</td>
</tr>
<tr>
<td>2014</td>
<td>University of West Florida, Faculty Internationalization Grant (FIG) Program: Physical Geography GEO1200 - An international experience. $3,930</td>
<td>Liebens</td>
</tr>
<tr>
<td></td>
<td>International experience for undergraduate student(s). Private gift secured in collaboration with UWF Development Office. $4000</td>
<td>Liebens</td>
</tr>
<tr>
<td></td>
<td>Environmental Public Health Monitoring in Response to Severe Non-Tropical Precipitation and Flooding, Escambia County, FL. U.S. Centers for Disease Control grant to the FL Dept. of Health.</td>
<td>Ortegren</td>
</tr>
<tr>
<td></td>
<td>National Park Service. Gulf Islands National Seashore Seagrass water quality monitoring project – year 5. $19,960.</td>
<td>Schwartz</td>
</tr>
<tr>
<td></td>
<td>Florida's Wildlife Legacy Initiative: Development of Regional Bank Erosion relationships for the Coastal Plain Hydrophysiographic Region. $150,000</td>
<td>Liebens</td>
</tr>
<tr>
<td></td>
<td>National Park Service. Gulf Islands National Seashore Seagrass water quality monitoring project – year 2.</td>
<td>Schwartz</td>
</tr>
</tbody>
</table>

Notable service and teaching accomplishments of the department for the last three years include:

- The online GIS Certificate program was noted as a distinctive online program in a national trade publication article (Is Online Education the Answer for Geospatial Professionals?).
- Department personnel developed and offered a MOOC (Massively Open Online Course) in introductory GIS. More than 3000 students initiated the course.
- At GIS Day 2014, the department highlighted the relationship between GIS and content areas in all four colleges at UWF via presentations and focused discussions between academic and professional partners. At least 100 students, staff, faculty, and department chairs attended.
- The department received Professional Science Master’s recognition for the MSA with GIS specialization.
Mr. McKinney (GeoData Center Coordinator) hosted a series of four training workshops to expand impact of GIS on campus.

Ms. Hobbs hosted a three-day workshop for regional land planners led by National Oceanic and Atmospheric Administration (NOAA) titled: "Climate Adaptation for Coastal Communities".

Drs. Liebens and Waldron were named Faculty Fellows for the UWF Graduate School and Dean of Students, respectively.

Ms. Hobbs was recognized by Escambia County (via Commissioner Grover Robinson) for her service on the county’s Citizens Environmental Committee.

Dr. Ortegren served as the faculty head for the Northwest Florida Science Fair.

Undergraduate student Jeremy Mullins was a member of the Florida Geography Bowl team that competed at Southeastern Division of the Association of American Geographers (SEDAAG) annual meeting.

Under the leadership of Drs. Ortegren and Waldron, the department established a chapter of the national Geography Honor Society, GTU.

Dr. Meyer-Arendt organized the 2015 Annual meeting of the South Eastern division of the Association of American geographers in Pensacola.

Dr. Meyer-Arendt was named 2014 Visiting Scholar-in-Residence, Laboratorio de Ingeniería y Procesos Costeros, Universidad Nacional Autónoma de México, Sisal, Yucatán, Mexico.

Undergraduate student Connor Wagner received a Udall Scholarship National Honorable Mention.

Summary of Professional Productivity of GIS Faculty Associated with the Proposed Degree Program

Research (examples of research excellence)

- 2 peer-reviewed journal articles
- 2 peer-reviewed conference extended abstracts
- 1 peer-reviewed book chapter in edited volume
- Recipient of Doctoral Dissertation Improvement Grant (Award Id: 0927850) from National Science Foundation, 2009-2010
- Best poster at GIScience 2010 Zurich, Switzerland

Teaching (examples of teaching excellence)

- Designed & taught first GIS programming course offered at Florida State University (2007)
- Designed and taught graduate seminar in data visualization for two years at UNC Asheville (2012 & 2014)
- Adapted existing curriculum and taught GIS programing as adjunct at UWF (2014 & 2015)
- Designing and teaching new courses in first year of UWF’s M.S.A. with a specialization in Geographic Information Science (2015-present)
Service (examples of service excellence)

- Directed study for 2 graduate students (Fall 2015)
- UWF Cyber Security research committee (2015-present)
- Reviewer, Undergraduate Poster Contest at UWF Department of Earth and Environmental Sciences (2015)
- Exam preparation for Road Scholar event for UWF host of Science Olympiad (2016)
- Graduate programs marketing trip and presentation (2015)

Figure 5 and Table 9 show that the College of Business at UWF, which will be offering the administration core of the proposed degree program, is also a very productive unit.

**Explanation of Abbreviations in Figure 5**

BDS: Basic or Discovery Scholarship

AIS: Applied Integrative/Application Scholarship

TLS: Teaching and Learning Scholarship

PRJ: Articles in peer-reviewed journals

Mono: Research Monographs

Proc: Articles the in Proceedings of an Academic or Professional Meeting

Grant: Competitive Research Awards Received

Txbk: Textbooks

Case: Cases

OTM: Other Teaching Materials

OIC: Other Intellectual Contributions, selected by school (peer reviewed paper presentations, books, chapters, research seminars, papers presented at workshops, instructional software, study guides, instructor's manuals, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, supplements, non-refereed journal articles, etc.

**Figure 5. Intellectual Contributions of the College of Business, 2010 – 2015**

The courses that the College of Business will contribute to the proposed degree program are currently being offered in the Masters of Business Administration (MBA) degree program. UWF’s MBA degree program awarded 50 degrees in the last full academic year (2014 - 2015).
Semester credit hour and FTE generation by gender for the MBA degree program are listed in Table 9 below.

Table 9. Semester Credit Hour and FTE Generation for the MBA Degree Program of the College of Business

<table>
<thead>
<tr>
<th>Gender</th>
<th>Status</th>
<th>SCH</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>188</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>Part Time</td>
<td>111</td>
<td>3</td>
</tr>
<tr>
<td>Male</td>
<td>Full Time</td>
<td>364</td>
<td>11</td>
</tr>
<tr>
<td>Male</td>
<td>Part Time</td>
<td>237</td>
<td>7</td>
</tr>
</tbody>
</table>

X. Non-Faculty Resources

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

RESPONSE

The proposed Master of Science in GIS Administration degree program is a conversion of UWF’s current MSA degree program, GIS specialization. Through the conversion, the degree program will remain a 100% online program. UWF also offers an online program for a GIS certificate. While the library has provided monographs, serials, research guides, and other services dedicated to this field, UWF’s various GIS degree and certificate programs are also supported by the university’s GeoData Center.

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 journal and other serial titles through a discovery system. An analysis of holdings in relevant Library of Congress classifications indicate that UWF has approximately 370 books related to geographic information systems and 1,290 books related to database administration. Between these two areas, 180 titles are specifically related to GIS administration and applied GIS. Additionally, the library has access to more than 50 journals related to GIS and database administration.

When considering the interdisciplinary nature of the M.S. in GIS Administration degree program, the library contains resources to support GIS, general business, and database administration. Indexing, abstracting and full text databases relevant to these areas include the specialized database Current Geographic Publications Online, Environmental Science Collect (ProQuest), Business Source Complete, and Applied Science & Technology. More general resources supporting disciplines related to GIS administration are Web of Science and ScienceDirect. 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**

- Geographic Information Systems
  - BioOne (ProQuest)
  - Current Geographic Publications Online
  - Earth Science Collection (ProQuest)
  - JSTOR Life Science Archive Collection
  - Web of Science
  - ScienceDirect
  - SciTech Collection (ProQuest)

- General Business
  - ABI/INFORM Global
  - Business Abstraction with Full Text (H.W. Wilson)
  - Business Source Complete

- Database Management and Administration
  - Applied Science & Technology Source
  - Computer Database (GALE)
  - Computer Science Collection (ProQuest)

**Major Journals (Peer Reviewed)**

- Applied GIS- Full Text Access 2008-Present
- Transactions in GIS: Full Text 1999-Present (Full Text Delay 1 year)
- International Journal of Geographical Information Science: Full Text 1998-Present (Full Text delay 18 months)
- ISPRS International Journal of Geo-Information: Full Text 2012-Present
- Database Systems Journal: Full Text 2012-Present
- ACM Journal of Data and Information Quality (JDIQ): Full Text 2009-Present
- Database Trends and Applications: Full Text 2009-Present
- Journal of Intelligent Information Systems: Full Text 1999-Present (Full Text Delay 1 year)

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 this degree 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 patrons who prefer to work from home. In addition to being able to access databases and materials in full-text online, UWF students and faculty may also take advantage of these online library services:

- Read course-required readings on electronic reserves
- Request books and articles from Interlibrary Loan
- Request Intercampus Loan (to/from the Fort Walton Beach Campus library)
- Renew books
- Submit a reference question via text, email, or chat
- Request priority cataloging of an item that is on order
- Suggest the purchase of a particular book or journal
- Request an item to be recalled for use
- Have UWF and Interlibrary Loan books delivered to your home address if you live over 50 miles from campus

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

RESPONSE

No additional library resources will be needed to implement and/or sustain the proposed MS in GIS Administration degree program through Year 5.

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

RESPONSE

The main program offices for the proposed degree program are located in building 13 on the UWF main campus in Pensacola. Faculty are located in several buildings across the main campus. Office space is adequate to accommodate current faculty through Year 5. No physical classroom or laboratory space is needed because this is a 100% online degree program. Facilities to house computer servers for the online classes and degree program related activities are all currently in place and are successfully being used for delivery of the MSA degree program, GIS specialization. UWF student and academic support services and programs supports all relevant student services, including information technology for online delivery of the proposed program as well as library resources.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of
additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

RESPONSE

The Department of Earth and Environmental Sciences does not anticipate the need for additional classroom, laboratory, office, or other space. Because the proposed program is 100% online, no classroom or laboratory space is needed. All personnel that will be required to implement the proposed degree program either do not need space at UWF because they participate virtually or already have office and other relevant space on campus.

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

RESPONSE

New capital expenditure for instructional or research space will not be required for the proposed degree program.

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

RESPONSE

The students in the proposed degree program will have access to existing eDesktop servers managed by UWF’s Information Technology Services (ITS) department for course content and to complete assignments. Because the proposed degree program focuses on GIS and administration and is completely offered online, no specific specialized research equipment is needed. All course related activities, both instructional and research related, are performed on personal computers owned by the students or through eDesktop using GIS (ArcGIS) and remote sensing (ERDAS Imagine) software on the eDesktop servers.

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

Additional specialized equipment will not be needed to implement and/or sustain the proposed degree program through year 5. All equipment that will be required for the proposed degree program is already in place (section X.F.) as the proposed degree program is to replace a currently fully operational program (MSA degree program, GIS 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.**

**RESPONSE**

Additional special categories of resources are not needed for the proposed degree program.

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

**RESPONSE**

The Department of Earth and Environmental Sciences has allocated $20,000 per year toward graduate assistantships and fellowships.

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

**RESPONSE**

Currently, 40 dedicated internship locations are available for students in the following industries: Business, Education, Government, Mapping and Charting, Natural Resources, Public Safety, Transportation, and Utilities and Communications. Additional sites will be added over the next 5 years as specific student needs arise through solicitation at workshops and conferences, a method that has worked well to identify the 40 dedicated locations UWF currently has. Students will also be allowed to propose internship locations if they have specific internship interests. As part of the application process students will be required to complete a capstone intention form in which they describe their internship preference, whether they need assistance identifying an internship location, or if they do not need assistance what internship location they propose and why.
Appendix A

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
See Excel Workbook: 2016-04-26 UWF MS GIS ADMINISTRATION-APPENDIX A Tables 1-4.xlsx
## APPENDIX A
### TABLE 1-B
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**
(Graduate Degree Program)

<table>
<thead>
<tr>
<th>Source of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td>
<td>3</td>
<td>1.7</td>
<td>9</td>
<td>5.0</td>
<td>10</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>2</td>
<td>1.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Individuals who have recently graduated from preceding degree programs at this university</td>
<td>3</td>
<td>1.7</td>
<td>4</td>
<td>2.2</td>
<td>6</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
<td>2</td>
<td>1.1</td>
<td>4</td>
<td>2.2</td>
<td>4</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>2</td>
<td>1.1</td>
<td>2</td>
<td>1.1</td>
<td>2</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>3</td>
<td>1.7</td>
<td>9</td>
<td>5.0</td>
<td>9</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>3</td>
<td>1.7</td>
<td>9</td>
<td>5.0</td>
<td>9</td>
</tr>
<tr>
<td>Additional foreign residents***</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>18</td>
<td>10.1</td>
<td>37</td>
<td>20.5</td>
<td>40</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>Funding Source</th>
<th>Subtotal E&amp;G, Auxiliary, and C&amp;G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reallocated Base* (E&amp;G)</td>
<td>$247,834</td>
</tr>
<tr>
<td></td>
<td>Enrollment Growth (E&amp;G)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Other New Recurring (E&amp;G)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>New Non-Recurring (E&amp;G)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Auxiliary Funds</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits</td>
<td>247,834</td>
<td>242,069</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>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expenses</td>
<td>0</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>$267,834</td>
<td>$262,069</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.

**Faculty and Staff Summary**

<table>
<thead>
<tr>
<th>Total Positions</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Calculated Cost per Student FTE**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$267,834</td>
<td>$262,069</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>10.1</td>
<td>22.1</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$26,518</td>
<td>$11,858</td>
</tr>
</tbody>
</table>

Worksheet Table 2 Budget
## 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>Funding Associated with MSA Degree Program/GIS Admin Specialization Reallocated to MS GIS Admin Program</td>
<td>267,834</td>
<td>267,834</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$267,834</strong></td>
<td><strong>$267,834</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

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

Worksheet Table 3 Reallocation
### 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>A</td>
<td>John Batchelor, Ph.D.</td>
<td>Management</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
</tr>
<tr>
<td>A</td>
<td>Richard Hawkins, Ph.D.</td>
<td>Economics/Marketing</td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.20</td>
<td>0.15</td>
<td>9</td>
<td>0.75</td>
<td>0.10</td>
<td>0.08</td>
</tr>
<tr>
<td>A</td>
<td>Lambert Lane, Ph.D.</td>
<td>Accounting</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
</tr>
<tr>
<td>D</td>
<td>Stephen Lemay, Ph.D.</td>
<td>Marketing</td>
<td></td>
<td>Associate Professor</td>
<td>Non Tenure Earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
</tr>
<tr>
<td>A</td>
<td>Jun Wei, Ph.D. Management</td>
<td></td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
</tr>
<tr>
<td>A</td>
<td>Holly Ellis, Ph.D.</td>
<td>Instructional Design/Technology</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
</tr>
<tr>
<td>A</td>
<td>Sikha Bagui, Ed.D.</td>
<td>Computer Science</td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
</tr>
<tr>
<td>A</td>
<td>Zhiyong Hu, Ph.D.</td>
<td>Geography</td>
<td></td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.40</td>
<td>0.30</td>
<td>9</td>
<td>0.75</td>
<td>0.40</td>
<td>0.30</td>
</tr>
<tr>
<td>A</td>
<td>John Morgan, Ph.D. GIS</td>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.90</td>
<td>0.68</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Year 1</strong></td>
<td><strong>Year 5</strong></td>
</tr>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>Current Education &amp; General Revenue</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>Current Education &amp; General Revenue</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>New Education &amp; General Revenue</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Contracts/Grants</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Contracts/Grants</td>
</tr>
</tbody>
</table>

**Overall Totals for** | **Year 1** | **Year 5**
--- | --- | ---
| **PY Workload by Budget Classification** | 1.50 | 1.50

**Worksheet Table 4 Faculty**

53
Appendix B

Signatures
Request to Offer a New Degree Program—Approval Signatures

Program: ________________________________

Program Chairperson: ___________________________ Date: ____________

College Curriculum: ___________________________ 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)
Please include the signature of the Equal Opportunity Officer, Dean of University College, and the Dean of University Libraries.

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

Date

Robert Dugan  
Dean of University Libraries  

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II. E. of the proposal, the Dean and AVP of University College has reviewed sections on General Education III. D., V. A. and VIII. B. & D. and the Library Director has reviewed sections X. A. and X. B.

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

Melanie Haveard  
Chief Technology Officer  

Date
Appendix C

Academic Learning Plan and Curriculum Map
MASTER OF SCIENCE IN GIS ADMINISTRATION

Mission Statement
The Department of Earth and Environmental Sciences equips students to function, not only in the world of today, but also to adapt to and perform in the world of tomorrow. Each program track in the major contributes to the University’s mission by preparing students to think critically, communicate effectively, and act with reason. The Department aspires to educate students, to help them accept modifications of views, and to discard concepts that have proven to be flawed. The Department seeks truth in science, relying upon the testing of theory by experiment to yield an evolving understanding of environmental phenomena. We stimulate students’ thought processes to encourage the intellectual breadth that will forge them into future leaders.

Student Learning Outcomes
The graduates from the MS in GIS Administration will be able to do the following:

Content
- Comprehend and describe the concepts, theories, and frameworks in relevant subfields of the geospatial sciences.
- Integrate successful fundamental business principles as part of an interdisciplinary solution set to address organizational issues in government and non-profit organizations.

Critical Thinking
- Select appropriate research techniques to solve problems in the geospatial sciences.

Communication
- Present ideas clearly, effectively, and elegantly in written and oral communications.
- Develop online GIS-based applications to engage with citizens.

Integrity/Ethics/Characteristics
- Adhere to the basic principles of the Code of Ethics for Geographic Information System professionals.
- Integrate risk management and business continuity throughout an organization.
**Project Management**

- Organize and execute research projects in a systematic and timely manner, using the scientific method where appropriate.
- Evaluate effectiveness of services offered within a GIS setting.

**Evaluation of Student Learning Outcomes**

The Department of Earth and Environmental Sciences is committed to providing learning opportunities of the highest quality. Our faculty members will assess master’s students’ progress with direct assessment measures such as embedded assignments and indirect measures including alumni surveys, employer surveys, and feedback from the degree program’s Advisory Board.

**Job Prospects**

<table>
<thead>
<tr>
<th>Position</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS Specialist</td>
<td>GIS Manager</td>
</tr>
<tr>
<td>GIS Coordinator</td>
<td>GIS Analyst</td>
</tr>
<tr>
<td>Educator</td>
<td>Geospatial Analyst</td>
</tr>
<tr>
<td></td>
<td>Geo Marketing Manager</td>
</tr>
<tr>
<td></td>
<td>GIS Consultant</td>
</tr>
<tr>
<td></td>
<td>Research Associate</td>
</tr>
</tbody>
</table>

For more information about graduate education in Earth and Environmental Sciences, please see the following website: [http://uwf.edu/cse/departments/environmental-studies/](http://uwf.edu/cse/departments/environmental-studies/)

**Dept. of Earth and Environmental Sciences**

Hal Marcus College of Science and Engineering

Updated 4/16/2016
### MS in GIS Administration  
#### Curriculum Map

<table>
<thead>
<tr>
<th>Domain/SLO</th>
<th>GIS 5103</th>
<th>GIS 5935</th>
<th>GIS 6110</th>
<th>GIS 6005</th>
<th>GIS 6555</th>
<th>GIS 6955</th>
<th>COP 5725</th>
<th>GEB 5871</th>
<th>MAN 6156</th>
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</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehend and describe the concepts, theories, and frameworks in relevant subfields of the geospatial sciences.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate successful fundamental business principles as part of an interdisciplinary solution set to address organizational issues in government and non-profit organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td></td>
<td></td>
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<tr>
<td>Select appropriate research techniques to solve problems in the geospatial sciences.</td>
<td>X</td>
<td>X</td>
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<td><strong>COMMUNICATION</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present ideas clearly, effectively, and elegantly in written and oral communications.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop online GIS-based applications to engage with citizens.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>INTEGRITY/VALUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adhere to the basic principles of the Code of Ethics for Geographic Information System professionals.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Integrate risk management and business continuity throughout an organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>PROJECT MANAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize and execute research projects in a systematic and timely manner, using the scientific method where appropriate.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate effectiveness of services offered within a GIS setting.</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Curricula Vitae of Extant Faculty Members Supporting the Proposed MS in GIS Administration Degree Program
Academic Background

Ph.D.  Purdue University, West Layfayette, Indiana, Industrial Engineering, 2000
M.S.  Georgia Institute of Technology, Atlanta, Georgia, Industrial and Systems Engineering, 1995
M.B.A.  Zhejiang University, Hangzhou, China, Management Information Systems, 1990
B.S.  Jilin University of Technology, Jilin, China, Management Engineering, 1986

Certifications

Computer Integrated Manufacturing Systems,
Object-Oriented Analysis and Design Using UML,
Telecommunications and Networks,
Voice Gateway,

Computer Skills


Hardware: TCP/IP (SNMP), ATM, SONET, DSI, DLC, Class 4 telephone switches - Nortel DMS-100, Lucent 5ESS, Marconi central office terminal shelf, remote digital terminal shelf, Channel cards, MPC860/850 development environm, Intel i960 development enviroment, SUN SPARC workstations, and PC.

Language: Java, C, C++, COBRA, PowerPC Assembly, Visual Basic, x86 Assembly, Basic, COBOL, FORTRAN, Lisp, SQL, Unified Modeling Language (UML), HTML, and SIMAN and PROMODEL simulation languages.

WORK EXPERIENCE

Academic Experience

Professor with tenure, University of West Florida (2013 - Present), Pensacola, Florida.
Associate Professor, University of West Florida (2008 - 2013), Pensacola, Florida.
Assistant Professor, University of West Florida (2003 - 2008), Pensacola, Florida.

Adjunct Professor, University of Dallas-Graduate School of Management (2002 - 2002), Irving, Texas. Taught courses including GSM7378: Advanced Systems Analysis and Design 


Research Assistant, Georgia Institute of Technology (1993 - 1997), Atlanta, Georgia. 

Assistant Professor, School of Management, Zhejiang University (1989 - 1992), Zhejiang, China.

Non-Academic Experience

National
Software Engineer, Marconi Communications (1997 - 2002), Irving, Texas. Responsible for conducting research on utilizing cutting-edge communication and network technology, and applications of management information systems theories for developing more cost effective operations, and enhancing the quality of telecommunications software systems; on applying advanced principles and techniques of software engineering to the object oriented real time embedded software systems for next generation digital loop carrier systems in telecommunication.

Sample projects include the following:Real-time Embedded Framework project, Fiber To The Home (FTTH) project, Matrix System project, Full service Access Network (FSAN) project

Research Engineer, Bausch & Lomb Oral Care Division (1994 - 1995), Atlanta, Georgia. 


INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


Non-Refereed Articles


Non-Refereed Proceedings

Non-Refereed


Invited Articles/Reviews


Book


Book Chapters

Refereed


**Presentation of Refereed Papers**

**International**

**National**

**Presentation of Non-Refereed Papers**

**Local**

**Research Grants**

**Funded**
- 2012-2013: Wei, J. Factors Impacting User's Acceptance on Smart Cities for Global Sustainable Environments, University of West Florida. Faculty Scholarly and Creative Activity Grant.
- 2011-2012: Wei, J. Privacy and Security Factors Impacting User's Trust and Service Quality in E-Healthcare, Principal Investigator, University of West Florida. Faculty Scholarly and Creative Activity Grant; $2,000.
- 2010-2011: Wei, J. Tablet PC based Case Study Analysis in Business Course, Principal Investigator, University of West Florida. Instructional Technology Enhancement Project Grant; $14,000.
- 2009-2010: Wei, J. Cross-Cultural Mobile Learning Analysis for Higher Education, Principal Investigator, University of West Florida. Faculty Scholarly and Creative Activity Grant; $2,000.
- 2008-2009: Wei, J. Development of an Information Security Assessment Model for Mobile Airline Ticketing, University of West Florida. Faculty Scholarly and Creative Activity Grant.
2007-2008: Wei, J. Development of an Interactive Mobile Learning Model for Higher Education, Principal Investigator, University of West Florida. Faculty Scholarly and Creative Activity Grant; $2,000.


1995-1996: Wei, J. Research Grant, Bausch & Lomb Oral Care Division, Atlanta, Georgia.

**Papers Under Review**


**Working Papers**


June, J., Liu, C., & Wei, J. (2013). "How Important are Enjoyment and Mobility for Continuance with Mobile Data Services?"


**SERVICE:**

**Service to the University**

**University of West Florida**

**Department Assignments**

**Faculty Advisor:**


**Member:**


2006-2007: Search Committee for Operations Management Position at FWB
Mentoring Activities:

Other Institutional Service Activities:
2003-2004 – 2015-2016: Student Research Projects: Guided students to conduct research projects and write papers, which resulted five papers published in peer reviewed journals and one paper in conference proceedings

College Assignments

Member:
2011-2012: Personnel Committee
2006-2007 – 2009-2010: Graduate Programs & Curriculum Committee

Other Institutional Service Activities:

Member:
2014-2015: College of Business Council
2014-2015: Graduate Curriculum and Assurance of Learning Committee
2014-2015: Search Committee for MBA Coordinator
2014-2015: Search Committee for Strategy Position
2010-2011 – 2014-2015: College of Business Personnel Committee
2011-2012: Search Committee for Instructor Position
2011-2012: Dyson Awards Selection Committee, Service
2011-2012: Search Committee for Accounting and Financial Management
2011-2012: Search Committee for Accounting Information Systems
2011-2012: Search Committee for Financial Accounting
2010-2011: Dyson Awards Selection Committee, Research
2009-2010: Dyson Awards Selection Committee, Service
2003-2004 – 2009-2010: Graduate Programs and Curriculum Committee
2008-2009: Dyson Awards Selection Committee, Research
2008-2009: Search Committee for Accounting Instructor
2007-2008: Dyson Awards Selection Committee, Service
2006-2007: Dyson Awards Selection Committee, Research
2005-2006: Dyson Awards Selection Committee, Service
2004-2005: Dyson Awards Selection Committee, Research
2003-2004: Search Committee for IT Supervisor

University Assignments

Faculty Advisor:

**Member:**

- 2012-2013: Graduate Council
- 2012-2013: Graduate Council Thesis Review Committee
- 2011-2012 – 2012-2013: Student Scholars Symposium Planning Committee
- 2010-2011: UWF Honors Program Committee
- 2010-2011: Advisory Committee
- 2008-2009: Programs and Resources Committee
- 2005-2006: Academic Council
- 2005-2006: Faculty Senate

**Mentoring Activities:**

- 2004-2005: Phone-A-Tone: Converse with new students who were admitted by UWF

**Other Institutional Service Activities:**


**Service to the Profession**

**Board of Directors: Substantial Involvement**

- 2011-2012: IEEE International Conference on Supernetworks and System Management. Academic Committee Chair

**Conference: Program Board / Committee Chair**

- 2014-2015: Technology Innovation and Industrial Management Conference, Seoul, South Korea. Strategic and Value Chain Management Session
- 2014-2015: Southwest Decision Sciences Institute (DSI), Dallas, Texas. Management Information Systems Session
- 2012-2013: Decision Science Institute (DSI), San Francisco, California. Decision Making and Problem Solving Session
- 2012-2013: Southwest Decision Sciences Institute (DSI), New Orleans, Louisiana. Operations and Supply Chain Management Session
- 2011-2012: Southwest Decision Sciences Institute (DSI), Houston, Texas. Electronic Government and Non-Profit Organizations Track
- 2011-2012: IEEE International Conference on Supernetworks and System Management, Shanghai, China. Supernetworks Session
- 2010-2011: International Conference on Accounting, Business, Leadership, and Information Management, New Orleans, Louisiana. Mobile Commerce Track
2010-2011: Southwest Decision Sciences Institute (DSI), Dallas, Texas. Operations and Supply
Chain Management Session
2009-2010: Decision Science Institute (DSI), New Orleans, Louisiana. E-Value Chain and E-
Strategy Session
2009-2010: Southwest Decision Sciences Institute (DSI). Electronic Government Track
2008-2009: Southwest Decision Sciences Institute (DSI), Baltimore, Maryland. Information
Systems Management Session
Technology Management on Human Perspectives Session of Ergonomics Modeling and Usability
Evaluation Track
Assurance Track
Systems II Track
2007-2008: Decision Science Institute (DSI), Phoenix, Arizona. IS Selection/Support for
Organization Track
2006-2007: International Conference on Pacific RIM Management, Honolulu, 
Hawaii. Collaborative Commerce and Distance Delivery Track
2005-2006: International Conference on Pacific RIM Management, San Diego, 
California. Customer Relationship Management Track
Orleans, Louisiana. Global IT Management Track
Systems Track
2004-2005: International Conference on Pacific RIM Management, San Diego, California. Race,
Gender, Class & Digital Divide Track
Systems Education Session
Gender, Class & Digital Divide Track

Conference: Program Board / Committee Member
the context of the Human Computer Interaction (HCI) International Conference. 6th and 7th
2008-2009 – 2013-2014: Annual Pre-ICIS HCI/MIS Research Workshop. 8th, 9th, 10th, 11th,
12th, and 13th Annual Workshop
and Social Computing Thematic Area
2009-2010: International Conference on Mobile Business (ICMB). 9th Annual and 9th Global
Mobility Roundtable
2008-2009: International Conference on Applied Ergonomics. Board Member

Editor: Associate Editor

**Editor: Conference Proceedings**
2010-2011: IEEE International Conference on Supernetworks and System Management, Shanghai, China.

**Editor: Editor-in-Chief**
2009-2010 – 2014-2015: International Journal of Mobile Communications. IJMC is Information Systems leading peer-reviewed journal. Listed in Social Sciences Citation Index (SSCI) and Engineering Index (IE).

**Editor: Guest Editor**
2009-2010: International Journal of Management in Education. An Information Systems leading peer-reviewed journal. Special Issue on "Innovative Distance Learning for Higher Education."

**Editor: Senior Editor**

**Organization / Association: Member**
2010-2011 – 2012-2013: Southwest Decision Sciences Institute (DSI). Publications Committee
2010-2011: Southwest Decision Sciences Institute (DSI). Distinguished Educator Committee
2009-2010: Southwest Decision Sciences Institute (DSI). Distinguished Service Committee

**Organization / Association: Officer**
2011-2012: Southwest Decision Sciences Institute (DSI). Program Chair-Elect

**Reviewer - PRJ Editorial Board**

Reviewer: Ad Hoc Reviewer for a Journal

Reviewer: Conference Paper

Service to the Community

Chair of a Committee

Member of a Committee
2006-2007: Mid-Moon Festival, Christmas Festival, Chinese New Year Festival, Organizer
2006-2007: Reception and Dinner Party for Mr. YiMing Li, He traveled five years around the world by bicycle to help promote world peace and Olympic spirit.
2006-2007: Miss Vienna Cheng’s Concert

Other Community Service Activities
2008-2009 – 2010-2011: Gulf Coast American Chinese Association, Assist Members
2006-2007: Reception for delegates from TaiYuan University of Technology, China, Attended reception and seminar, helped in translation, and attended dinner at Skopelos
2006-2007: Organized FeiShui Seminar, Presented by Mr. C.C. Lee (AIA) president of STOA International Architects and found of Feng-Shui Institute of Houston

Speech / Presentation at a Community Meeting
2005-2006: S.S. Dixon Primary School, Gave a lecture to students

Memberships
Honors-Awards-Grants

**Research**

2015-2016: Dyson Award for Excellence in Research, University of West Florida, College of Business. $6,000

2013-2014: Peer Review Publication Research Awards, University of West Florida, College of Business. $6,000

2013-2014: Dyson Award for Excellence in Research, University of West Florida, College of Business. Development of a Mobile Pills Framework.


2011-2012: Student Scholars Symposium Award Winner, University of West Florida. Development of a Mobile Pills Framework.

2011-2012: Dyson Award for Excellence in Research, University of West Florida, College of Business. Development of a Mobile Pills Framework.

2010-2011: Best Paper Award, International Conference in Accounting, Business, leadership, and Information Management, Business Research Track. "Users' Trust in Privacy and Security in U-Commerce"

2010-2011: University Faculty Distinguished Research and Creative Activities Award, University of West Florida. "Users' Trust in Privacy and Security in U-Commerce"

2009-2010: Peer Review Publication Research Awards, University of West Florida, College of Business. Peer Review Publication Research Awards

2009-2010: Dyson Award for Excellence in Research, University of West Florida, College of Business. Peer Review Publication Research Awards

2007-2008: Dyson Award for Excellence in Research, University of West Florida, College of Business. Peer Review Publication Research Awards

2005-2006: Publication Incentive Award, University of West Florida, College of Business. Peer Review Publication Research Awards

2005-2006: Dyson Award for Excellence in Research, University of West Florida, College of Business.

**Service-Professional**

2005-2006: Distinguished Writing Award, Foundation for Information Technology Education. "Value Chain Based E-Business in the Apparel Retail Industry"

2004-2005: Distinguished Writing Award, Information Systems Education Conference. "Development of Interface Feature-Based Mobile Ticket Framework for Air Travel Industry"

**Service-University**

2014-2015: Dyson Award for Excellence in Service, University of West Florida, College of Business.

2012-2013: Dyson Award for Excellence in Service, University of West Florida, College of Business.
2010-2011: Dyson Award for Excellence in Service, University of West Florida, College of Business.
2008-2009: Dyson Award for Excellence in Service, University of West Florida, College of Business.
2006-2007: Dyson Award for Excellence in Service, University of West Florida, College of Business.

**Teaching**
2011-2012: Distinguished Teaching Award, University of West Florida.
2011-2012: E. W. Hopkins Faculty Recognition and Development Award, University of West Florida, College of Business.
2009-2010: Faculty Recognition, Florida Board of Trustee's Meeting.
2004-2005: E. W. Hopkins Faculty Development Award, University of West Florida, College of Business.

**Faculty Development**

**Certificates - Discipline Related**
2012-2013: Southwest Decision Sciences Institute (DSI), San Francisco, California. Microsoft Windows Development Workshop Certificate

**Certificates - Instruction Related**
2012-2013: University of West Florida, Pensacola, Florida. Online Teaching Certificate
2011-2012: University of West Florida, Pensacola, Florida. Design Online Teaching Certificates

**Courses Taught**


**Courses taught, but not in the Schedule:** Introduction to Information Systems and Technologies, Computer Programming Language: Visual Basic, Advanced Systems Design & Analysis (MBA), International Business, Database Designs

**Other Teaching Activities**

**Mentoring Students**
2013-2014 - UWF Student Scholars Symposium Award. [Chris Boning, Chris Jefferies, and Dustin Lennon]
2013-2014 - UWF Graduate Student Scholarly and Creative Activities Award. [Colleen Clare]
2012-2013 - UWF Graduate Student Scholarly and Creative Activities Award. [JeeSeng Bang]
2012-2013 - UWF Distinguished Graduate Presentation Award. [Angel Francisco Carrete Rodriguez]
2012-2013 - Presented at Proceedings of the Southwest Decision Science Institute. [Chris Boning, Chris Jefferies, and Dustin Lennon]
2012-2013 - UWF Graduate Student Scholarly and Creative Activities Award. [Sumaiya Zabeen]
2011-2012 - UWF Student Scholars Symposium Award. [Nien-Chieh Lee, Hi Tran, and Albert Yin]
2009-2010 - UWF Graduate Student Scholarly and Creative Activities Award. [Meaghan Boden]
2009-2010 - UWF Honors Program Grant. [Hi Tran]
2009-2010 - International Conference in Accounting, Business, Leadership, and Information Management, Business Research Track, Best Paper Award. [Hi Tran]
2008-2009 - UWF Graduate Student Scholarly and Creative Activities Award. [Faustine Casassus]
2008-2009 - UWF Graduate Student Scholarly and Creative Activities Award. [Meiga Loho-Noya]
2008-2009 - Southwest Decision Science Institute Undergraduate Best Paper Award. [Krystle Escarfullet, Christina Jantzen, and Shari]
2008-2009 - Presented at Proceedings of the Southwest Decision Science Institute. [Christopher Barton, Toshia Hasse, David Kinter, and Peter Tormey]
2006-2007 - UWF Graduate Student Scholarly and Creative Activities Award. [John Weathers]
2006-2007 - UWF Undergraduate Research Award. [David Holland]
2006-2007 - UWF Undergraduate Research Award. [Steven Taylor]
2005-2006 - UWF Graduate Student Scholarly and Creative Activities Award. [Waliaipan Kesthong]
2004-2005 - Information Systems Education Conference, Distinguished Writing Award. [Hye-Heong Chun]
2004-2005 - Information Systems Education Conference, Distinguished Writing Award. [Jennifer Pfitscher]
EDUCATION

2005-2010 Florida State University, Tallahassee, FL: Department of Geography, Doctorate of Philosophy in Geography

1998-2001 University of Central Florida, Orlando, FL: Department of Management Information Systems, Master of Science in Management (Management Information Systems Track), Deans List

1995-1998 University of Central Florida, Orlando, FL: Department of Economics, Bachelor of Arts in Economics with a Minor in Applied Computer Science, Deans List

REFEREED ACADEMIC PUBLICATIONS


ACADEMIC PRESENTATIONS


**TEACHING EXPERIENCE**

2016 *GIS Management* - Graduate at the University of West Florida (online)

*Computer Cartography* - Graduate at the University of West Florida (online)

2015 *GIS Communication* - Graduate at the University of West Florida (online)

*Directed Independent Study* - Graduate at the University of West Florida (online & classroom)
  - Student Topic: Geoprocessing Hurricane Evacuation Zone Data
  - Student Topic: GIS Analysis of Spotted Owl Habitat and Timber Harvest

2015 *GIS Programming* - Graduate/undergraduate at the University of West Florida (online)

2015 *Tools for Climate Change Information and Decision Making* - Graduate at the University of North Carolina at Asheville (classroom)

2014 *GIS Programming* - Graduate/undergraduate at the University of West Florida (online)

2013 *Tools for Climate Change Information and Decision Making* - Graduate at the University of North Carolina at Asheville (classroom)

2011-2012 *Computer Cartography* - Graduate/undergraduate at Florida State University (online)

2010-2011 *World Regional Geography* - Undergraduate at Florida State University (classroom)

2007 *GIS Customization* - Graduate seminar at Florida State University (classroom)
## SOFTWARE APPLICATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Authors</th>
<th>Software Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>West, B., Boyce, B., &amp; Morgan, J. D.</td>
<td>MyDistrictBuilder</td>
<td>[Computer software]. Tallahassee, FL: Florida House of Representatives</td>
</tr>
<tr>
<td>2010</td>
<td>Morgan, J. D.</td>
<td>Prototype for Hurricane Risk Prediction Web GIS</td>
<td>[Computer software]. Tallahassee, FL: Citizens Property Insurance of Florida</td>
</tr>
<tr>
<td>2009</td>
<td>Morgan, J. D.</td>
<td>University News/Web Alerts</td>
<td>[Computer software]. Tampa, FL: The University of Tampa</td>
</tr>
<tr>
<td>2008</td>
<td>Morgan, J. D.</td>
<td>Study Abroad Faculty Application</td>
<td>[Computer software]. Tallahassee, FL: FSU International Programs</td>
</tr>
<tr>
<td>2008</td>
<td>Morgan, J. D.</td>
<td>Study Abroad Web Site</td>
<td>[Computer software]. Tallahassee, FL: FSU International Programs</td>
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</table>

## PROFESSIONAL DEVELOPMENT/CERTIFICATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>Course Completion Certificate</td>
<td>The University of North Carolina at Chapel Hill and Coursera: Introduction to Environmental Law and Policy</td>
</tr>
<tr>
<td>2015-present</td>
<td>Certified: Geographic Information Systems Professional (GISP)</td>
<td>through GIS Certification Institute (GISCI)</td>
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</tbody>
</table>

## PROFESSIONAL WORK EXPERIENCE

<table>
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<tr>
<th>Year</th>
<th>Position</th>
<th>Employer</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-present</td>
<td>Assistant Professor of GIS</td>
<td>The University of West Florida</td>
<td>within the Department of Earth and Environmental Sciences</td>
</tr>
<tr>
<td>2010-2011</td>
<td>GIS Web Developer</td>
<td>Florida House of Representatives</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>GIS Web Developer</td>
<td>Citizens Property Insurance</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Web Developer</td>
<td>The University of Tampa</td>
<td></td>
</tr>
<tr>
<td>2004-2008</td>
<td>IT Manager/Web Developer</td>
<td>Florida State University’s International Programs</td>
<td></td>
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</tbody>
</table>

## MILITARY SERVICE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Employer</th>
<th>Description</th>
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<tbody>
<tr>
<td>2015-present</td>
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<td>2010-2011</td>
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<td>2004-2008</td>
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<tr>
<td>1998-2003</td>
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</tbody>
</table>
1993-1998  
*Marine:* The United States Marine Corps Reserves (USMCR): Aviation Electronics and Marine Leadership training - Served as squad leader for of 30 marines during 5 months in Aviation Electronics school (e.g. led marching drills). Performed electronic maintenance on FA/18 Hornets, F-4 Phantom and AV-8B Harrier’s aircraft. (Honorable Discharge).

### GRANTS/CONTRACTS

**2014-2017**  

**2014-2015**  

**2013-2014**  

**2013**  
Morgan, J. D. (2013). EcoSpatial Information Database developed by AMEC Environment & Infrastructure in collaboration with the Bureau of Ocean Energy Management. *Contract* to provide peer review as GIS and Database Expert

**2011**  

**2009-2010**  

### PROFESSIONAL ACTIVITIES & AWARDS

**2014**  

**2013**  

**2013**  

**2012**  

**2010**  
Morgan, J. D. (2010). *Best Poster Award*, GIScience 2010. Zurich, Switzerland
Stephen A. LeMay, D.B.A.
Associate Professor
Marketing & Economics
College of Business
slemay@uwf.edu

Academic Background

D.B.A. University of Tennessee, Knoxville, Tennessee, Transportation and Logistics (Strategic Management Statistics minor), 1985
M.B.A. The University of Tennessee, Knoxville, Tennessee, Production and Operations Management, 1984
B.S. Northwestern University, Evanston, Illinois, Magazine Article Writing (History, composition, social sciences minor), 1972

WORK EXPERIENCE

Academic Experience

Associate Professor of Marketing, University of West Florida (2012 - Present), Pensacola, Florida.
Emeritus Professor, Mississippi State University, College of Business and Industry Department of Marketing, Quantitative Analysis, and Business Law (2007 - Present), Starkville, Mississippi.
Associate Professor of Marketing, Dalton State College, School of Business (2007 - 2012), Dalton, Georgia.
Director, Mississippi State University, Professional Golf Management Program (2003 - 2007), Starkville, Mississippi.
Professor of Marketing and Logistics, Mississippi State University, Department of Marketing, Quantitative Analysis, and Business Law (1994 - 2007), Starkville, Mississippi.
Associate Professor of Marketing, Mississippi State University, Department of Marketing, Quantitative Analysis, and Business Law (1990 - 1994), Starkville, Mississippi.
Assistant Professor of Marketing, Mississippi State University, Department of Marketing, Quantitative Analysis, and Business Law (1987 - 1990), Starkville, Mississippi.
Assistant Professor of Management, Northern Illinois University, Department of Management (1986 - 1987), Dekalb, Illinois.
Visiting Professor of Management, University of Tennessee, Department of Management (1985 - 1986), Knoxville, Tennessee.

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


**Non-Refereed Articles**


**Book**


Book Chapters

**Refereed**

Presentation of Refereed Papers

**International**

**Local**

**National**


**Regional**


**State**


**Presentation of Non-Refereed Papers**

**Local**


National

State

Papers Under Review

SERVICE:

Service to the University

College of Business and Industry Department of Marketing, Quantitative Analysis, and Business Law - Mississippi State University

**College Assignments**

**Chair:**
2012-2013: Strategy Committee for Marketing Program

**Member:**
2012-2013: Strategy Committee for Supply Chain Logistics Program

**University Assignments**

**Member:**
2012-2013: QEP Committee

**Unassigned**

**College Assignments**

**Other Institutional Service Activities:**
2014-2015: Supply Chain Logistics Luncheon

**University Assignments**

**Member:**
2014-2015: QEP topic Selection Committee, including meeting with SACS team

Service to the Profession
Advisor
1996, 68 page report

Conference: Program Board / Committee Chair
2012-2013: Association of Marketing Theory and Practice.

Reviewer - Article / Manuscript
2012-2013: Journal of Applied Marketing Theory.
2012-2013: Journal of Competitiveness.

Reviewer: Ad Hoc Reviewer for a Journal

Service to the Community

Other Community Service Activities
2014-2015: Inventory analysis for Qmotion, including student analysis and presentation
2014-2015: Marketing plan for century, FL, $20,000 funded project with Felicia Morgan and Scott Keller
2014-2015: Symposium with EPA officials and German masters student in supply chain management on modeling techniques, sustainability issues
2010-2011 – 2011-2012: Logistic Educational Materials Project, council of logistics management developed logistics materials aimed at principles of marketing and other junior level classes to improve coverage of logistics with Brian Engelland, Jeff Periatt, Jon Lox, and Melissa Moore
head of project
distributed to 300 business schools
2001-2002: Maintenance, maintainability, and reliability in Intermodal Transportation, National Center for Intermodal Transportation
with Richard Cassady
examinational of maintenance policies and performance of intermodal equipment
2001-2002: Evaluation of the quality assurance plans, at the National Data Buoy Center and Science Applications International Corporation
with Garry Smith and Noel Addy
Sponsored by NASA and the National Weather Service
1999-2000: NCIT Grant: Tracking and Tracing Intermodal Equipment, with Royce Bowden and Richard Cassady
1999-2000: Logistic Analysis, Stewart C. Irby Company
with Royce Bowden, Stan Bullington, and Richard Cassady
1998-1999: Delta and Pine Land Distribution Study
1997-1998: International operations/warehouse analysis for large furniture manufacturer
1992-1993: Logistics Analysis, Richardson Brothers Furniture, Winona, Mississippi Mayabella/ Artemania, Port Bienville Industrial Park, MS/ Merida, Mexico
1992-1993: Driver/Employee Satisfaction research, with G. Stephan Taylor
1992-1993: Driver/Employee Satisfaction research, with G. Stephan Taylor
1992-1993: Employee Attitude Research, with G. Stephan Taylor
1991-1992: JIT Feasibility Study and Logistics Audit
1991-1992: Inventory Analysis
CRST Turnover Report. With G. Stephen Taylor
Causes of Driver Turnover at KLLM, Inc. With G. Stephen Taylor
Strategic Plan for Logistics Operations. Spartus, Inc., Louisville, MS
Logistic Analysis for Distribution Centers. Spartus, Inc., Louisville, MS
Purchasing Analysis. Spartus, Inc., Louisville, MS. With Ken Dupre
An Analysis of the Work-Related Attitudes of Owner/Operators and Office Employees. With G. Stephen Taylor
1990-1991: top management training- team building
1990-1991: Top management training program
1990-1991: Driver Turnover Study
1989-1990: Performance Appraisals Report to CRST
1989-1990: Project Report, Kemanord
1989-1990: Driver Survey
1989-1990: Transportation Analysis
1989-1990: top management training
1989-1990: recruiter training, CRST International
1987-1988: Mississippi Business Facts, Mississippi Power and Light
1985-1986: Comprehensive Market Analysis
1984-1985: Owner Operator/ Fleet Management Study

Memberships
Georgia State Golfers Association, 2012

Honors-Awards-Grants

Other

Research

Service-University
1989-1990: , College of Business and Industry-Mississippi State University. Outstanding Faculty Service Award

Faculty Development

Other Professional Development

Courses Taught
Courses from the Teaching Schedule: Global Logistics, Global Logistics Management, International Business, Logistics Systems Analytics, MBA Foundation: Mktg Mgt, Marketing Management, Strategic Transportation Management
Sherwood Lane Lambert, Ph.D.
Assistant Professor
Accounting & Finance
College of Business
llambert@uwf.edu

Academic Background
Ph.D.  University of Texas at Arlington, Arlington, Texas, Accounting (Information Systems minor), 2011
M.S.  University of Texas at Arlington, Arlington, Texas, Information Systems, 1992
M.B.A.  Texas Christian University (TCU), Fort Worth, Texas, Business Administration, 1974
B.S.  University of Texas at Arlington, Arlington, Texas, Mathematics, 1972

Certifications
Certified Public Accountant, 075828, 1999 (1999 - present), Texas.

WORK EXPERIENCE

Academic Experience
Assistant Professor of Accounting and Finance, University of West Florida (2012 - Present), Pensacola, Florida.
Adjunct Instructor of Accounting, Tarrant County College (TCC) - Northwest Campus (January, 2006 - May, 2011), Fort Worth, Texas.
Information System Instructor, Cal-Poly University (September, 1980 - May, 1981), Pomona, California.
COBOL Programmer, Texas Electric Utilities (TXU) (May, 1974 - 1976), Dallas, Texas.

Non-Academic Experience

National
Sarbanes-Oxley IT Audit Consultant, Haggar Corporation (May, 2005 - September, 2005), Dallas, Texas.
ERS Audit Manager, Deloitte & Touche LLP (June, 1999 - April, 2002), Unknown, Unknown.
Became Lockheed Martin Corporation in 1991
Senior EDP Internal Auditor, General Dynamics (June, 1980 - 1983), Unknown, Unknown.
Became Lockheed Martin Corporation in 1991
Senior Programmer, Texas Electric Utilities (1976 - August, 1980), Fort Worth, Texas.

Consulting
2005-2006: Haggar Corporation, IT Audit Consultant: Used Microsoft Access to compare redundant data in interfaced legacy inventory, ordering and accounting systems; identified redundant data and recommended improvements in internal controls over these systems.

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles

Refereed Proceedings
Full Paper

Non-Refereed Proceedings
Non-Refereed

Presentation of Refereed Papers
International

National


**Regional**


**Papers Under Review**


**Working Papers**


SERVICE:

Service to the University

Tarrant County College (TCC) - Northwest Campus

**College Assignments**

**Member:**
2012-2013 – 2014-2015: Graduate Council

University of West Florida

**College Assignments**

**Other Institutional Service Activities:**
2014-2015: ACG 3401 Accounting Information Systems at UWF Fort Walton

**University Assignments**

**Other Institutional Service Activities:**
2013-2014: Faculty Phon-a-thon
2013-2014: President's Scholarships Competition

Service to the Profession

**Conference: Program Board / Committee Chair**

Service to the Community

**Other Community Service Activities**
2006-2007: Burlington Northern Santa Fe Corporation, Consulting

Honors-Awards-Grants

**Research**
2013-2014: Faculty Scholarly and Creative Activity Award, University of West Florida.

Courses Taught

**Courses from the Teaching Schedule:** Accounting Info Systems, Accounting Information Systems, MBA Foundation: FM I, Principles Financial Accounting, Principles Managerial Accounting
CURRICULUM VITAE

Zhiyong Hu  
Ph.D. & Associate Professor  
Department of Environmental Studies  
University of West Florida  
11000 University Parkway, Pensacola, FL 32514  
Email: zhu@uwf.edu  
Tel: (850) 474-3494  
Fax: (850) 857-6036

SPECIALTIES
Dr. Zhiyong Hu specializes in applications of geographic information systems (GIS), remote sensing, spatial analysis and modeling in urban land use/cover dynamics, environmental studies, and environmental health.

EDUCATION
2000-2004  Ph.D., Geography  
University of Georgia, Athens, GA
1992-1995  Master of Science, Geology  
Northeastern University, China
1988-1992  Bachelor of Science, Geology  
Northeastern University, China

PROFESSIONAL EXPERIENCE
2010 –  
Associate Professor  
University of West Florida
2004 – 2010  
Assistant Professor  
University of West Florida
2002 – 2004  
Teaching Assistant  
University of Georgia
2000 – 2002  
Research Assistant  
University of Georgia
1997 – 2000  
Research Assistant  
Institute of Geography  
Chinese Academy of Sciences, Beijing, China
1995 – 1997  
Certified Engineer  
Surveying & Mapping Inc., Shenyang, China

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS
Association of American Geographers (AAG)

TEACHING

TEACHING AWARD
2014  University of West Florida Excellence in Undergraduate Teaching & Advising.
2009  University of West Florida Excellence in Undergraduate Teaching & Advising.

COURSES TAUGHT
GEO4990/5990  Geography of China
EVR6930  Special Topics in Environmental Studies
GEO4164/5165  Geostatistics
GEO4905/6905  Directed Study
GIS3015  Cartographic Skills
GIS4035  Photo Interpretation & Remote Sensing
GIS4036/5039  Applications in Remote Sensing
GIS4043  Intro GIS
GIS4048/5100  Applications in GIS
GIS4102/5103  GIS Programming
GIS4930/5935  Special Topics in GIS
GIS6110  Advanced Topics in GIS
GIS4944/5945  GIS Internship

RESEARCH

FEATURED RESEARCH
URL:  http://nasadaacs.eos.nasa.gov/pdf/annual_2010.pdf

INVITED BOOK CHAPTER

PEER REVIEWED ARTICLES


**PEER REVIEWED PROCEEDINGS ARTICLES**

**NON-PEER-REVIEWED PROCEEDINGS ARTICLES**

**TECHNICAL REPORTS**


PRESENTATIONS AT PROFESSIONAL MEETINGS


PRESENTATIONS TO GOVERNMENT


INVITED TALK


2008  “Spatial associations between air emissions and health outcomes.” Department of Mathematics University of West Florida Colloquium Series, March 28, 2008.

2004  “GIS, remote sensing and urban growth modeling.” Department of Mathematics University of West Florida Colloquium Series, April 2004.

SERVICE

CAMPUS

2014 Spring  Member, Search Committees for 2 instructors, UWF Mathematics Department

2013 Fall  Member, UWF Confucius Institute Office Staff Search Committee

2012 -  Member, CAS Council

2012-  Member, CAS Curriculum and Planning Committee

2009-7-  Co-op advisor, Department of Environmental Studies.


2012-2013  Member, UWF Student Scholar Symposium Judges Organizing Committee

2011-2012  Department of Environmental Studies Symposium Coordinator

2009.7- 2010.7  Interim Graduate Coordinator, Department of Environmental Studies.

2008-09,  Member, Physical Geography Faculty Position Search Committee.

2008-09,  Member, GIS Coordinator Position Search Committee.

2007-08,  Member, Physical Geography Faculty Position Search Committee.

2007-08,  Member, GIS Analyst/Data Facilitator Position Search Committee.

2004-05,  Member, Hydrology Faculty Position Search Committee.

2004-05,  Member, Physical Geography Faculty Position Search Committee.

CIVIC

❖ 2013, Fall  Facilitated Boy Scout visit to the Geology Lab of the Environmental Studies Department, UWF.


❖ 2011-2013  Remote sensing session facilitator, Florida Science Olympiad. Designed a remote sensing test, and monitored the remote sensing session.

❖  Attended the UWF and the regional community college articulate day.

❖ Facilitated a community K-12 education outreach activity: FUN WITH SCIENCE – GIS Day for high school students from local and Alabama. Students and their parents have shown great interest in geospatial technology and have expressed their intent to pursue GIS studies at UWF.

❖ Judge of the 54th - 57th Annual West Panhandle Regional Science & Engineering Fair.

❖ 2006- 2010,  Vice Chair, Gulf Coast Chinese American Association.

PROFESSION

Editorial board member:

2008-  International Journal of Information Systems and Social Change
2008- International Journal of Society Systems Science
2012- Geographical Journal
2008- 2010 **Session organizer and Chair**, Association of American Geographers Annual Meeting
2009- **Reviewer for Books/Book Chapters**
Lillesand, Kiefer, Chipman Remote sensing and image interpretation, 6e.
GIS OSTRAVA: Advances in Geoinformation Technologies 2010, VSB-TU Ostrava, 10s.

**Journal Reviewer:**
2013-14 *Environmental Science & Technology*
*International Journal of Information Systems and Social Change*
2004- *BMC Public Health*
*Computers, Environment and Urban Systems*
Earth Interactions
*Environmental Science & Technology*
*Geocarto International*
*Journal of Geographical Systems*
*International Journal of Health Geographics*
*International Journal of Information Systems and Social Change*
*International Journal of Society Systems Science*
*Landscape and Urban Planning*
*Remote Sensing*
*Remote sensing of environment*
*Science of the Total Environment*
*The Professional Geographer*
*Water Resources Research*
*Zhejiang University-Science B*

**Grant Proposal/Project Report/Competition paper Reviewer:**
2014 *AAAS Grant KACST Proposal*
2011- AAG “Jacques May Thesis Prize" competition (doctoral division)
*AAAS Grant KACST Proposals*
Academic Background

Ph.D.  Georgia State University, Atlanta, GA, Economics, 1996
B.A.  Emory University, Atlanta, GA, Economics, 1988

WORK EXPERIENCE

Academic Experience

Professor, University of West Florida (2012 - Present), Pensacola, Florida.
Associate Professor, University of West Florida (2001 - 2012), Pensacola, Florida.
Assistant Professor, University of West Florida (1996 - 2000), Pensacola, Florida.
Instructor, University of West Florida (1996 - 1996), Pensacola, Florida.
Research Associate, Georgia State University (1995 - 1996), Atlanta, Georgia.

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


Cases


Research Grants

**Funded**


2000-2001: Hawkins, R. To study the effect of growth on local school budgets, UWF Raymond Haas Center.

1998-1999: Hawkins, R. To study the impact of hurricanes on the NW Florida economy and on government budgets within the region, West Florida Regional Planning Council.

1997-1998: Hawkins, R. To develop a comprehensive source of material for principles of economics students, UWF Distance Learning and Technology-Based Instruction Initiative.

1997-1998: Hawkins, R. To examine the economic effects of increased road-building activity in Escambia County, FL, Escambia County Board of County Commissioners.

Research Reports


2012-2013: Hawkins, R., Lessons for Georgia: Telecommunications Tax Reform in Some of the Other Southeastern States, Fiscal Research Center, Andrew Young School of Policy Studies, Georgia State University., submitted to FRC Report No. 256.


Working Papers

SERVICE:

Service to the University

College Assignments

Other Institutional Service Activities:
2009-2010: Pensacola Venture Forum: Director

Chair:
2007-2008: Pensacola Venture Forum Director: Two COB students presented this year
2006-2007: Search Committee
1996-1997 – 1999-2000: UWF Faculty Merit Scholarship Committee

Member:
2011-2012: Search Committee
2010-2011 – 2011-2012: Department of Marketing and Economics Faculty Search Committee
1997-1998 – 2005-2006: UWF Faculty Merit Scholarship Committee

**University Assignments**

**Chair:**
2007-2008: Business & Technology Park Subcommittee

**Faculty Advisor:**

**Member:**
2010-2011: Graduate Council
2009-2010 – 2010-2011: General Education Assessment Reform Committee
2006-2007: UWF Honors Program Task Force

**University of West Florida**

**College Assignments**

**Member:**
2014-2015: COB Curriculum Committee
2014-2015: Graduate Programs, Curriculum, and Assurance of Learning Committee
2010-2011 – 2012-2013: Graduate Programs & Curriculum Committee
2010-2011 – 2012-2013: Undergraduate Programs & Curriculum Committee
2008-2009 – 2009-2010: Personnel Committee
2006-2007: Graduate Programs & Curriculum Committee
2006-2007: Business College Council

**University Assignments**

**Member:**
2014-2015: UWF Pensacon Partnership Committee
2011-2012 – 2012-2013: Faculty Senate
2011-2012: GEAR (General Education Assessment Reform) Committee

**Other Institutional Service Activities:**
2014-2015: STRIDE Task Force of the UWF Faculty ADVANCE program

**Service to the Profession**

**Academic Conference: Discussant**

**Reviewer - Article / Manuscript**

**Other Professional Service Activities**
2010-2011 – 2011-2012: National Tax Journal. Referee for The Effect of Sales Tax Holidays on Household Consumption Patterns
2009-2010: Journal of Public Economics. Referee for Christmas in August: Prices and Quantities During Sales Tax Holidays

Presentation

Service to the Community

Chair of a Committee

Member of a Committee
2009-2010: Pensacola Bay Area Chamber of Commerce
2007-2008: Strong Mayor Form of Government for Pensacola

Other Community Service Activities
2014-2015: Pensacon 2015 survey researcher and results analyst
2014-2015: Pensacon 2014 ProExpo survey researcher and result analyst
2012-2013: Gulf Coast Center for Innovation and Entrepreneurship (CIE) board, Guest lecture
2011-2012: Pensacola Business Challenge, Judge
2010-2011: Pensacola Venture Forum
2009-2010: 2010 Georgia legislation HB915 & HB918, Prepared revenue estimates
2008-2009: Senate Select Committee on Florida's Economy, Advisor (coordinated by Rick Harper, director of the Haas Center for Business Research)
2008-2009: Pensacola Venture Forum, Director
2005-2006: Region's Economy - WUWF Radio, Regular guest
2005-2006: Media Interviews, Media interviews on sales tax holidays
2002-2003: Pensacola Venture Forum, Organizer

Positions Held in Civic Organizations
2008-2009: Pensacola Bay Area Chamber of Commerce, Board Member
2005-2006 – 2007-2008: Pensacola Bay Area Chamber of Commerce, Board Member

Honors-Awards-Grants

Other

Research
Service-Community
2007-2008: High Growth Business Club. Outstanding Service to Entrepreneurs Award

Service-Professional

Teaching
1999-2000: E. W. Hopkins Faculty Development Award, University of West Florida College of Business.

Courses Taught


Courses taught, but not in the Schedule: Quantitative Methods for Business (MBA level), Principles of Macroeconomics, Managerial Economics, Environmental Economics, Public Finance
Curriculum Vitae

Name
Dr. Holly Ellis, Assistant Professor

Office Address
College of Education and Professional Studies
Department of Instructional, Workforce, and Applied Technology
Building 70, Room 106

Educational Background
Ph.D., Instructional Design and Development, University of South Alabama, 2008
M.Ed., Educational Training and Management Subspecialty, Emphasis in Instructional Technology, University of West Florida, 1999
B.A., Elementary Education, University of West Florida, 1997

Employment History at the University of West Florida
Assistant Professor, Department of Instructional and Performance Technology, 2012 - present

Visiting Assistant Professor, Department of Engineering and Computer Technology, 2010 - 2012

Assistant Director, Institute for Innovative Community Learning, 2007-2010

Instructional Designer, Institute for Innovative Community Learning, 2005-2007

Coordinator of Product Development and Support, Educator Performance Institute, 2002-2005

Organizational Liaison and Client Advocacy Coordinator, Office of Educator Performance, 2000-2002

STEPS Grant Project Manager, Panhandle Area Center for Educational Enhancement, 1999-2000

Graduate Assistant, College of Professional Studies Graduate Office, 1998-1999
Other Professional Experiences
Graduate Assistant, Santa Rosa County School District, 1997-1998
Instructor, TeacherReady® Alternative Certification Program

Teaching Assignments

Fall 2004
EME 2040, Introduction to Educational Technology

Fall 2010
EME 6358, Evaluation for MSA Professionals (2 sections)
EME 6409, Distance Learning Implementation
EME 6607, Instructional Technology Planning and Change

Spring 2011
EME 6358, Evaluation for MSA Professionals (2 sections)
EDG 6335, Advanced Instructional Design
EME 6054, Foundations of Instructional Technology
EME 6905, Directed Study

Summer 2011
EME 6358, Evaluation for MSA Professionals
EME 6316C, Instructional Management and Technology
EME 5355, ID for HPT
EME 6905, Directed Study

Fall 2011
EME 6317, Instructional Technology for Educational Leaders
EME 6314, Technology for Leaders
EDG 5332, Principles of Instructional Design
EME 6905, Directed Study

Spring 2012
EME 6317, Instructional Technology for Educational Leaders
EME 6607, Instructional Technology Planning and Change
EME 6054, Foundations of Instructional Technology
EME 6905, Directed Study

Summer 2012
EME 6317, Instructional Technology for Educational Leaders (2 sections)
EME 8990, Doctoral Seminar, APA III

Fall 2012
EME 6317, Instructional Technology for Educational Leaders
EDG 5332, Principles of Instructional Design
EME 6607, Instructional Technology Planning and Change
EME 8990, Doctoral Seminar, Scholarly Writing I
Spring 2013
EME 6317, Instructional Technology for Educational Leaders
EME 6054, Foundations of Instructional Technology
EME 8990, Doctoral Seminar, Scholarly Writing II

Summer 2013
EME 6317, Instructional Technology for Educational Leaders (2 sections)
EME 6607, Instructional Technology Planning and Change (2 sections)
EME 8990, Doctoral Seminar, Research and Scholarly Writing

Fall 2013
EME 6317, Instructional Technology for Educational Leaders (2 sections)
EME 6358, Evaluation for MSA Professionals
EDG 5332, Principles of Instructional Design
EME 7905, Directed Study

Spring 2014
EME 6317, Instructional Technology for Educational Leaders
EME 6054, Foundations of Instructional Technology
EME 6358, Evaluation for MSA Professionals (2 sections)

Summer 2014
EME 6607, Instructional Technology Planning and Change
EME 6358, Evaluation for MSA Professionals
EME 8980, Dissertation

Fall 2014
EME 6317, Instructional Technology for Educational Leaders
EME 6409, Distance Learning Implementation
EDG 5332, Principles of Instructional Design
EME 7905, Directed Study
EME 8980, Dissertation

Spring 2015
EME 6316C, Instructional Management and Technology
EME 6358, Evaluation for MSA Professionals (2 sections)
EME 6054, Foundations of Instructional Technology
EME 8980, Dissertation

Summer 2015
EME 6607, Instructional Technology Planning and Change
EME 6358, Evaluation for MSA Professionals
EME 8980, Dissertation

Research/Creative Activities
Publications


*Conference Presentations*

Ellis, H. H.
Society for Information Technology and Teacher Education, March 2014, Jacksonville, Florida
Presentation: Modeling Effective 21st Century Teaching Strategies: Teaching with the Technology, Not Teaching the Technology

Havard, B., Kingry, M., & Ellis, H. H.
Society for Information Technology and Teacher Education, March 2013, New Orleans, Louisiana
Presentation: The Team Member Evaluation Tool: Assigning Individual Grades on Group Projects

Ellis, H. H., & Davidson-Shivers, G. V.
Ed Media 2010 – World Conference on Educational Multimedia, Hypermedia, and Telecommunications, June 2010, Toronto, Canada
Presentation: The Impact of Discussion Structure on Student Participation in Online Discussions

Ellis, H. H.
Florida Educational Technology Conference, January 2009, Orlando, Florida
Presentation: Using Formative Assessment and Feedback to Improve Student Performance: A Tool for New and Early Career Teachers

Ellis, H. H., & Thomas, K.
2008 Just Read, Florida! Leadership Conference, June 2008, Orlando, Florida
Presentation: Using Formative Assessment and Feedback to Improve Student Learning in Reading
Davidson-Shivers, G. V., Ellis, H. H., & Amarasing, K.  
Presentation: How do female students perform in online debate and discussion?

Howard, W. G., & Ellis, H. H.  
Florida DOE 2005 Post Secondary Disability Services Conference, June 2005, Orlando, Florida  
Presentation: Designing Effective Learning with Active Student Learning and Technology

Howard, M., & Howard [Ellis], H. A.  
American Society for Addiction Medicine, March 2003, Orlando, Florida  
Presentation: Using Effective Communication to Reduce Medical Errors

Howard [Ellis], H. A.  
Technology and All That Jazz, February 2002, Pensacola, Florida  
Presentation: IBINDER: Your Personal Notebook of Educational Standards

Sites, R., & Howard [Ellis], H. A.  
International Association for Management of Technology, March 2001, Lausanne, Switzerland  
Presentation: SOPALS: An Online Student Portfolio

Howard, W. G., & Howard [Ellis], H. A.  
International Conference on Technology and Education, March 1999, Edinburgh, Scotland  
Presentation: Socrates in the New Millennium

Conference Proceedings

Havard, B., Kingry, M., & Ellis, H. H.  
Society for Information Technology and Teacher Education, March 2013, New Orleans, Louisiana  
Proceeding: The Team Member Evaluation Tool: Assigning Individual Grades on Group Projects

Association Educational Communications and Technology, 2012, Bloomington, Indiana  
Proceeding: Peer Assessment in Group Projects: The Team Member Evaluation Tool
Ellis, H. H., & Davidson-Shivers, G. V.  
Ed Media 2010 – World Conference on Educational Multimedia, Hypermedia, and Telecommunications, June 2010, Toronto, Canada  
Proceeding: The Impact of Discussion Structure on Student Participation in Online Discussions

Davidson-Shivers, G. V., Ellis, H. H., & Amarasing, K.  
World Conference on E-Learning in Corporate, Government, Healthcare and Higher Education, October 2005, Vancouver, Canada  
Proceeding: How do female students perform in online debate and discussion?

Howard, W., & Howard [Ellis], H.  
International Conference on Technology and Education, March 1999, Edinburgh, Scotland  
Proceeding: Socrates in the New Millennium

Other


Conferences Attended

Society for Information Technology and Teacher Education, March 2014, Jacksonville, Florida

Florida Educational Technology Conference, January 2013, Orlando, Florida

Just Read, Florida Leadership Conference, June 2008, Orlando, Florida

Florida Educational Technology Conference, March 2005, Orlando, Florida

Association for Educational Communication and Technology, February 2000, Long Beach, California

Florida Educational Technology Conference, February 2000, Orlando, Florida

International Association for Management of Technology, March 1998, Gothenburg, Sweden
Peer Reviewer for Publications

SAGE Open
Contemporary Issues in Technology and Teacher Education - Current Practices
Learning, Media, and Technology

Other Professional Service
Volunteer Web Designer for Educational Center
Volunteer Instructor for Technology-Related Professional Development
Presenter of Educational Resources to Local Public Schools
Instructional Technology Consultant for Peer Research
Developed and Presented Professional Development on Instructional Technology at Creative Learning Academy (3/6/12)
Peer Reviewer for Professional Journal
Emerge Experience Consultant
Content Writer for College Website
Presider for Conference Session

Honors and Awards
Phi Kappa Phi
President’s List
National Dean’s List
Golden Key Honor Society
Phi Eta Sigma
Who’s Who in Colleges and Universities

Membership in Professional Organizations
Association for the Advancement of Computing in Education
American Education Research Association
Association for Supervision and Curriculum Development
International Society for Performance Improvement
International Society for Technology in Education

Doctoral Committees Chaired
Wendy Brightman (co-chair of committee)
Tina Evans (co-chair of committee)

Doctoral Committees Served On
Robert Barkley
Edith Burkart
Charles Charlton
Marc Churchwell
Norma Eliason
Duane Eliason
Adam Gaffey
Joseph Gaston
Erika Goines
James Hale
Md Islam
Delilah Lewis
Faye Mays
Vanessa Phillips
Christine Rogers
Susan Spears
Miguel Villanueva

**College Committees**
Ed.D. Program Committee (2012-2014) (chair and co-chair)
Academic Standards and Review Committee (2013-2015)
Program Review Committee (2014-2016)

**University Committees**
Academic Program Assessment Council (2013-2015)
University Library Committee (2014-2016)
Academic Background

Ph.D. Virginia Commonwealth University, Richmond, Virginia, Business Management/Organizational Behavior (Quantitative Methods minor), 2011

M.B.A. East Carolina University, Greenville, North Carolina, Business Administration, 2005

B.S.B.A. East Carolina University, Greenville, North Carolina, Accounting, 2001

WORK EXPERIENCE

Academic Experience

Assistant Professor of Management, University of West Florida (2012 - Present), Pensacola, Florida. College of Business

Post Doctorate Fellow, Virginia Commonwealth University (2011 - 2012), Richmond, Virginia.

Instructor, da Vinci Center for Innovative in Product Design and Development (April, 2010 - 2012), Richmond, Virginia.

Instructor, Virginia Commonwealth University (2009 - 2012), Richmond, Virginia. Business Department

Research Assistant, Virginia Commonwealth University (2008 - 2012), Richmond, Virginia. Business Department

Adjunct Instructor, Edgecombe Community College (2005 - 2011), Tarboro, North Carolina. Business Department


Non-Academic Experience

National


INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


**Abstract Only**


**Non-Refereed Articles**


**Presentation of Refereed Papers**

**International**


**Local**


**National**


**Regional**


**Research Grants**

**Not Funded**


**Papers Under Review**


**Working Papers**


Other Research Activities

**Basic or Discovery Scholarship**


**Other**

2013-2014: Batchelor, J. H., Proposal for Center for Entrepreneurship at the UWF School of Business. The initial outline for this proposal, along with the supporting materials for the discussion, is submitted. A meeting is scheduled for May 21, to discuss this proposal.

**SERVICE:**

Service to the University

**University of West Florida**

**Department Assignments**

**Member:**

2014-2015: Pre-tenure Mentoring Committee

2012-2013: Mentor and Mid-Tenure Review Committee

**Other Institutional Service Activities:**

2014-2015: Multiple assessments of students
College Assignments

Faculty Advisor:
2014-2015: Student CEO: Won university wide competition for UWF Faculty Student Advisor of the Year Award, 2015. Helped maintain a monthly speaker series that brings local business leaders to speak to students at the UWF School of Business
2013-2014: Student CEO student organization

Member:
2012-2013: Undergraduate Programs & Curriculum Committee

Mentoring Activities:
2014-2015: Judge for the Innovation Awards hosted at UWF

Other Institutional Service Activities:
2013-2014: Proposal for entrepreneurship development at UWF: Worked with Dr. Ranelli

Member:
2014-2015: Dyson Faculty Research Award Committee
2014-2015: Dyson Faculty Service Award Committee
2013-2014: Selection Committee for SBDC Director

University Assignments

Faculty Advisor:

Member:
2014-2015: Academic Council
2014-2015: Faculty Senate

Other Institutional Service Activities:
2014-2015: Attended both graduations and served as a hooder
2013-2014: Healthcare graduate certificate program with Baptist Hospital
2013-2014: Communication Arts and Psychology Department: Worked with Communication Arts and Psychology department to develop Transforming

Service to the Profession

Board of Directors: Substantial Involvement

Conference: Program Board / Committee Chair
2012-2013: Small Business Institute, St. Petersburg, Florida. Session Chair

Reviewer - Article / Manuscript

**Editor: Guest Editor**

**Reviewer - PRJ Editorial Board**
2013-2014: Southern Management Association Conference.
2013-2014: Academy of Management (AoM).

**Reviewer: Ad Hoc Reviewer for a Journal**

**Reviewer: Conference Paper**
2012-2013: Association for Business Simulation and Experiential Learning (ABSEL).

**Service to the Community**

**Member of a Committee**
2014-2015: Gulf Coast Center for Innovations and Entrepreneurship
2013-2014: Center for Innovation and Entrepreneurship

**Honors-Awards-Grants**

**Other**
2013-2014: Hopkins Development Award, University of West Florida.

**Research**
2014-2015: Best Reviewer Award, Small Business Institute.
2013-2014: Dyson Research Award, University of West Florida.

**Service-Professional**

**Service-University**
2014-2015: Faculty Student Advisor of the Year Award, University of West Florida.
2013-2014: Dyson Service Award, University of West Florida.

**Faculty Development**

**Instructional-Related Conference**
2010-2011: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia. Moderated Multiple Regression Short Course
**Research-Related Conference/Seminar**
2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia. SEM Short Course
2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia. Meta-Analysis Short Course

**Other Professional Development**
2012-2013: National Institution of Health (NIH), Bethesda, Maryland. Certificate of completion in "Protecting Human Research Participants"/

**Courses Taught**

**Courses from the Teaching Schedule:** Compensation and Benefits, Future: Proj/Pln/Mgt, MBA Foundation: Mgt Skill, Management & Org Behavior, Management Fundamentals, Staffing, Training and Development

**MISCELLANEOUS**

**Other**

Last updated by member on 15-Apr-15 (01:14 PM)
CURRICULUM VITAE
DR. SIKHA S BAGUI

ADDRESS
3021 Pelican Lane
Pensacola, FL 32514, USA
Email: bagui@uwf.edu

PHONE
(850)478-7889 (Home)
(850)474-3022 (Office)

PERSONAL INFORMATION
Citizenship: US citizen

ACADEMIC BACKGROUND


MBA, IS specialization, University of Toledo, Toledo, Ohio, August, 1986.

BS, Cuttington University, Monrovia, Liberia, January 1984.

(Also completed one year (1990-1991) in Ph.D. program at Kent State University, Kent, Ohio, MIS specialization).

ACADEMIC EXPERIENCE

Professor, Department of Computer Science, University of West Florida, Pensacola, Florida (August 2013 – present)

Associate Professor, Department of Computer Science, University of West Florida, Pensacola, Florida (August 2008 – August 2013).

Assistant Professor, Department of Computer Science, University of West Florida, Pensacola, Florida (August 2004 – Aug 2008).

Lecturer, Department of Computer Science, University of West Florida, Pensacola, Florida (August 1999-August 2004).

Adjunct Instructor, Department of Computer Science, University of West Florida, Pensacola, Florida (Jan 1992-August 1999).

Graduate Teaching Assistant, Department of Management Information Systems, Kent State University, Kent, Ohio, (August 1990-June 1991).

Instructor, Department of Information Systems, University of Toledo, Toledo, Ohio (June 1986-August 1990).

ADMINISTRATIVE EXPERIENCE

Chair, Department of Computer Science, University of West Florida, Pensacola, FL (August 2012 – present)
**Founding Director**, Center for Cybersecurity, University of West Florida, Pensacola, FL (January 2014 – March, 2015)

**Interim Associate Chair**, Department of Computer Science, University of West Florida, Pensacola, Florida (January 2011 – July 2012).

**Program Director, CIS/IT, MSA/DBA, MS/CS-DB**, Department of Computer Science, University of West Florida, Pensacola, Florida (Fall 2007 – August 2012).

**COURSES TAUGHT**


**COURSES TAUGHT BY SEMESTER AT UWF**

**Fall 2015:**
COP5725 – Database Systems

**Fall 2013:**
COP5725 – Database Systems

**Spring 2013:**
COP5725 – Database Systems

**Fall 2012:**
COP5725 – Database Systems

**Summer 2012:**
COP5725/COP4710 – Database Systems
CAP4770/CAP5771 – Data Mining

**Spring 2012:**
COP5725 – Database Systems
CAP5771 – Data Mining

**Fall 2011:**
COP5725 – Database Systems (2 sections)
CAP4770/5771 – Data Mining

**Summer 2011:**
COP4710 – Database Systems
CGS3464 – Visual Programming

**Spring 2011:**
COP5725 – Database Systems
CAP5771 – Data Mining

**Fall 2010:**
COP5725 – Database Systems (2 sections)
CAP4770/5771 – Data Mining
Summer 2010:
COP4710 – Database Systems (2 sections)
CGS3464 – Visual Programming

Spring 2010:
COP5725 – Database Systems
CAP4770 – Data Mining

Fall 2009:
CAP4770 – Data Mining (Undergraduate)
CAP5771 – Data Mining (Graduate)
COP5725 – Database Systems

Summer 2009:
COP4710/COP5725 – Database Systems
CGS3559 - Exploring the Internet

Spring 2009:
COP4710 – Database Systems
COP6727 – Advanced Database Systems
COP5725 – Database Systems

Fall 2008:
COP4710 – Database Systems (online) – 2 sections
COP5725 – Database Systems (online) – 2 sections
CAP4770 – Data Mining
CAP5771 – Data Mining

Spring 2008:
COP4723/5775 – Database Administration (online)
COP5990 – Seminar in SOA (online)

Fall 2007:
CAP4770 – Data Mining (online)
COP4710 – Database Systems
CSG3464 – Visual Programming

Summer 2007:
COP4710 – Database Systems (online)

Spring 2007:
COP4710 – Database Systems
COP5715 – Advanced Databases (Developed and delivered online)

Fall 2006:
COP4710 – Database Systems
COP4710 – Database Systems (Developed and delivered online)
CSG3464 – Visual Programming Using Visual Basic.NET

Summer 2006:
COP4710 – Database Systems

Spring 2006:
COP5715 – Advanced Databases
COP4710 – Database Systems
COP4173 – Advanced Visual Programming (in VB.NET)

Fall 2005:
COP5715 – Advanced Databases
CGS3464 – Visual Programming Using Visual Basic.NET
COP2253 – Java Programming

Summer 2005:
COP4710 – Database Systems
CGS3464 – Visual Programming Using Visual Basic.NET

Spring 2005:
COP4710 – Database Systems
COP5715 – Advanced Database Systems
COP2253 – Java Programming

Fall 2004:
COP2253 – Java Programming (3 sections)

Summer 2004:
COP4710 – Database Systems
CGS3464 – Visual Programming Using Visual Basic.NET

Spring 2004:
COP4710 – Database Systems
CGS3464 – Visual Programming Using Visual Basic.NET
COP5715 – Advanced Databases and Data Mining

Fall 2003:
COP4710 – Database Systems
CGS3464 – Visual Programming Using Visual Basic.NET

Summer 2003:
COP4710 – Database Systems
CGS3464 – Visual Programming Using Visual Basic.NET

Spring 2003:
COP4710 – Database Systems (3 sections)
COP5715 – Advanced Databases and Data Mining.

Fall 2002:
COP4710 – Database Systems (2 sections)
COP3530 – Data Structures and Algorithms (in C++)
ISM4113 – Business Systems Design

Summer 2002:
COP4710 – Database Systems
COP3530 – Data Structures and Algorithms (in C++)

Spring 2002:
COP4710 – Database Systems (2 sections)
COP4990 – Advanced Visual Programming (in Visual Basic)
COP5715 – Advanced Database Systems

Fall 2001:
COP4710 – Database Systems (2 sections)
COP3530 – Data Structures and Algorithms (in C++)

**Summer 2001:**
COP4710 – Database Systems
COP3530 – Data Structures and Algorithms (2 sections) (in C++)

**Spring 2001:**
COP 3530 – Data Structures and Algorithms (2 sections) (in C++)
COP 4710 – Database Systems
CGS 3464 – Visual Programming (in Visual Basic)

**Fall 2000:**
COP 3530 – Data Structures and Algorithms (2 sections) (in C++)
COP 4710 – Database Systems (2 sections)

**Summer 2000:**
COP 3530 – Data Structures and Algorithms (in C)
COP 4710 – Database Systems

**Spring 2000:**
COP 3530 – Data Structures and Algorithms (2 sections) (in C)
COP 4710 – Database Systems
CIS 3512 – Systems Documentation

**Fall 1999:**
COP 3530 – Data Structures and Algorithms (in Pascal)
COP 4710 – Database Systems
CGS 3800 – Multimedia Systems
CGS 3464 – Visual Programming (in Visual Basic)

**RESEARCH INTERESTS**

Database and SQL, database design and architecture, object-oriented databases, web databases, data mining, pattern recognition, statistical computing, computers in Education.

**PUBLICATIONS**

**Books**


**International Editions (books)**


**Journal Articles (Published/Accepted)**


**Refereed Publication in Encyclopedia**


**Refereed Proceedings**


**Book Chapters**


**Other Publications**


**Papers re-printed as Book Chapters**


**Workshops**


**Grant Reports**


**Submittals/In preparation**


145
EDITORSHIP

1. **Series Editor for** “Foundation for Database Design Books” for CRC press.
   **Books in this series:**

2. **Editorial Board member:**
   i. *International Journal of Data Analysis Techniques and Strategies (IJDATS)*.
   ii. *World of Computer Science and Information Technology Journal (WSCIT)*.
   iii. *Universal Journal of Computer Science and Engineering Technology (UniCSE)*.
   iv. Inventi Journals, [http://www.inventi.in](http://www.inventi.in)
   viii. *International Journal of Technology in Computer Science and Engineering (IJTCSE)*.

3. **Associate Editor:**
   i. *International Journal of Advanced Computer Science and Applications (IJACSA)*.

**Technical Committee Member**
   International Conference on Intelligent Systems and Control (ISCO’2013).

**REVIEWED**

**Articles for**

*IEEE Transactions for Data and Knowledge Engineering*
*Data and Knowledge Engineering*
*Pattern Recognition Letters*
*International Business Schools Computing Quarterly*
*Encyclopedia of Database Technologies and Applications*
*Iranian Journal of Electrical and Computer Engineering (IJECE)*
*Handbook for Technology Management*
*ACMSE*
*International Journal of Data Analysis Techniques and Strategies (IJDATS)*
*International Journal of Knowledge Engineering and Data Mining (IJKEDM)*
*Consortium for Computing Sciences in Colleges (CCSC)*
*International Journal of Computer Engineering Research (IJCER)*
*Data Science Journal*
*Journal of Systems and Software*
*International Journal of Intelligent Information and Database Systems (IIJIDS)*
*International Journal of Advanced Computer Science and Applications (IJACSA)*
*IIEEE Computer*
*Intelligent Systems and Control (ISCO 2013)*
*8th International Conference on Knowledge Generation, Communication and Management: KGCM 2014.*

**Grants for**

3. NSF Database Grant for Kennesaw State University, titled: Animated Database Courseware (ADbC), 2009.

Books
2. Oracle – Physical Database Design by Don Burleson, for CRC Press.
3. GO Series in Microsoft Office, 2003, for Prentice Hall.
4. Quick, Simple MicroSoft Office 2000, by Erickson, for Prentice Hall.

SELECTED CITATIONS
24. *And many more not listed here...*

**HONORS & AWARDS**

*Research Awards*
1. Recipient of **2012 Distinguished Research and Creative Activities Award**, UWF.
2. Recipient of **2007 Distinguished Research and Creative Activities Award**, UWF.

*Teaching Awards*
1. Recipient of **Excellence in Teaching and Advising Award**, 2012, UWF.
2. Recipient of **Excellence in Undergraduate Teaching and Advising Award**, 2006, UWF.
4. Recipient of **Excellence in Undergraduate Teaching and Advising Award**, 2001-02, UWF.

*Other*
Nominated for **Distinguished Teaching Award** by Student Government, 2000-01, UWF.
Recipient of **Special Summer Graduate Scholarship**, 1999, UWF.
Recipient of **Delores A. Auzenne Graduate Fellowship**, 1999, UWF.

**GRANTS RECEIVED**

1. NSF funded travel grant for Sixth Annual Winter Workshop: Data Mining, Statistical Learning and Bioinformatics, UF Gainesville, January 2004, $400.00.
2. Recipient of University Summer 2005 Research Award of $6250, for proposal entitled, *Pattern Classification in Breast Cancer Data: A Data Mining Approach*.
3. Grant recipient of Graduate Research Assistant, from Graduate Office, UWF, Spring 2006, $1,500.00.
6. **Co-PI**, Florida’s Great North West Workforce Innovation, North West Florida Computing and Engineering Training Scholarship Program (Fall 2009 – Dec 2010), $1,000,000.

**GRANTS SUBMITTED (Not funded)**

1. PI, **Mining Breast Cancer Data**, grant submitted to Department of Defense, for approx. $300,000 for 3 years. Submitted: 2002.
2. PI, Developing a Java Based Parser Software for Converting XML Documents to the ER and EER model and relational databases, for approx $186,800, for 2 years. Submitted: August 2006.
5. PI, Longitudinal Study of Multiple Lipid Indices to Predict Cardiovascular Disease, NIH Challenge Grants, RFA-OD-09-003, $246,413, 1 year. Submitted: April 2009.
8. PI, TAAACCCT, Department of Labor (DOL) Consortium grant, $500,000, June 2014
9. Co-PI, H1b Grant, DOL Consortium grant, $500,000, June 2014.

PRESENTATIONS

International Conferences

4. Role of Climate and Local Emission Sources in the Wet Deposition of Mercury and Major Ions in the Pensacola Region, 10th International Conference on Mercury as a Global Pollutant (ICMGP), Halifax, Nova Scotia, July 24-29, 2011.
8. Ontology-Based SmartLife Enterprise Services Architectures for Big Data in the Cloud, ESOCC 2013, Malaga, Spain, September 11 – 13, 2013.

National Conferences

Regional Conferences/Symposiums


Other Presentations

1. Presented several seminars on using Enable, DBASE III Plus, and Lotus 123 to faculty at The University of Toledo in 1987.

Local Symposium Presentations


Sessions Chaired/Co-chaired


SERVICE

Departmental Service, Fall 1999 – Spring 2005

1. Departmental committees:
   - Undergraduate Committee (1999 - 2005); Online committee (2005); Chair Search committee (Spring 2005 – Summer 2005), Lecturer Search committee (Summer 2005), Java Programming Committee (COP2253) (Fall 2004 – 2005).
2. Course Coordinator commitments:
   - Aug 1999 – August 2005:
     - Microcomputer Application Packages (CGS 2570), Multimedia Systems (CGS 3994), Web Page Design (CGS 3823), Database Systems (COP 4710), Advanced Database Systems (COP 5715), Desktop Publishing (CGS 2580), Visual Programming (CGS 3464). Developed CCRs for the above courses during this period, and was instrumental in putting Microcomputer Application Packages online for the first time.
   - Summer 2001 to August 2005:
     - Database Systems (COP4710), Advanced Database Systems (COP5715), Data Structures and Algorithms (COP3530) (Summer 2001 – April 2003)
3. ABET coordinator for review for (Fall 1999 – Fall 2001):
   - Database Systems (COP 4710), Data Structures and Algorithms (COP3530).
4. Programming Competitions
5. Directed Independent Study students: Spring 2009 – 3; Fall 2008 – 1; Fall 2007 – 1; Spring – 2; Fall, 2005 – 1; Spring 2005 – 1; Spring 2003 – 1; Summer 2002 – 1; Fall 2001 – 1.

Departmental Service, FALL 2006 – Present

iii. Coordinator for CS Department’s Certificate programs (2006 – present).
   - Certificates developed:
   - Program reviews:
i. Chair, IT Program Review, 2009-2010.
ii. Chair, CS Undergraduate and Graduate Program Review, 2013-2014.

vi. Committees served on:

a. Search Committees:
   i. Search committee, Office Support Specialist position (in Computer Science), member, Fall 2006
   ii. Chair, CS Faculty Search Committee, Fall 2009, Fall 2010.
   iii. Member, CS Department Faculty Search Committee, Spring, 2012.
   iv. Chair, CS coordinator/advisor search committee, Spring, 2012.
   v. Chair, Cybersecurity Faculty Search Committee, 2013-14.
   viii. Hiring official, IT Techie Search Committee, Fall, 2014.
   ix. Hiring official, Battle Lab Techie Search Committee, Fall 2014.
   x. Chair, CS Faculty Search Committee, 2014-15.

b. Other committees:
   i. Junior Faculty Mentoring committee (2005 – 2006)
   ii. Departmental Web Page development committee, 2007- present
   iii. SE Curriculum development committee, member, 2007-2008.
   iv. Grand Opening Planning Committee, member, Fall 2009.
   v. Assessment Committee, member, Summer 2010 – present.
   vi. Common Pre-requisites Committee, department representative, Spring 2011 – present.
   vii. Member, CS departmental scholarship committee, 2009 - present
   viii. Member, CS departmental assessment committee, 2011-present.
   ix. Chair, CS department strategic planning committee, 2013-present.
   xii. Chair, CS Department Equipment committee, 2014-present.
   xiii. Member, By-Laws Committee, 2014-present.

7. Developed CCRs for:
   i. Advanced Database Systems (COP6727) – graduate database course
   ii. Data Mining (CAP4770/CAP5771) – dual listed data mining course
   iii. Database Administration (COP4723/CAP5775) – dual listed course
   iv. CIS major, CIS minor, IT major, IT minor

8. New Courses developed:
   i. Advanced Database Systems (COP6727)
   ii. Data Mining(CAP4770/CAP5771)
   iii. Database Administration(COP4723/CAP5775)

9. Online courses developed:
   i. Database Systems (COP4710/COP5725)
   ii. Advanced Database Systems (COP6727)
   iii. Data Mining(CAP4770/CAP5771)
   iv. Database Administration(COP4723/CAP5775)
   v. Seminar in SOA(COP5990).

10. New Programs developed:
    i. BS/CS/CyberSecurity (2013).
    ii. MSA/DBA (2007).
    iii. MS/CS/DB (2010).

11. Student recruitment efforts
12. Coordinated, prepared and administered test for student – to test out of Web Page Design Course (CGS3823), Spring 2006.
15. Directed independent study students: (2009-2010): 12; supervised one honors thesis; coordinated 6 internships; and served on one master’s committee.
16. Advising:
   i. 2009-2010: 55 undergraduate advisees and 42 graduate advisees.
   ii. 2010 – 2011: 60 undergraduate advisees and 45 graduate advisees
   iii. 2011 – 2012: 55 undergraduate advisees and 48 graduate advisees
18. International Collaborations:
   i. Working with China, 2013.
   ii. Working with Faith University in Turkey, 2014-2015
   iii. Working with Reutlingen University in Germany, 2011 – present.
19. Meetings:
   i. Organized and hosted Florida Consortium on Cybersecurity (FC2) at UWF’s Department of Computer Science, Sept 16, 2014.
   ii. Committee member, STARTUP weekend, 2013-present.
   iii. Committee member, Cyberthon, 2015.
20. Articulation Agreements
   i. Articulation with Pensacola State College
21. Non-Disclosure Agreements
   i. General Dynamics IT (GDIT), February, 2015.
22. Accreditations and Designations
   i. Professional Master’s Designation (PSM) for Master of Science in Administration, with a specialization in Cybersecurity.
   ii. CAE, 2015.

COLLEGE-WIDE SERVICE

   a. Chair, CAS Graduate Program Committee (CAS Council ad hoc committee), fall 2010.
4. Search Committee, Art Department, member, 2008.
8. Tenure and promotion mentoring committee, Biology, 2012-2013.
9. ATC Search Committee, member, Spring 2011.

UNIVERSITY-WIDE SERVICE

3. Faculty Merit Scholarship Program Review Committee, member, 2005 – 2006.
5. Faculty Phone-A-Thon, Admissions Office, UWF, student recruitment, Fall, 2006.
10. Faculty Video Profile for SSE, Summer 2009.
11. University Faculty Personnel Committee, 2010-2013.
12. Member of STRIDE task force (part of ADVANCE – NSF grant), 2012 – 2015
13. Member of ADVANCE (part of NSF grant), 2012-2015.
14. Member of Chair’s Handbook Composition Committee, 2012-2013.

COMMUNITY SERVICE


PROFESSIONAL SERVICE

2. Developed Alumni database for Department of Computer Science, UWF, (Fall 2006-Spring 2007).
4. On Advisory Council, Florida Center for Cybersecurity (FC2), 2014-present.
5. Represent Department of Computer Science at Pensacola Chamber of Commerce, 2013-present.

PROFESSIONAL DEVELOPMENT

1. Attended UWF’s Mini-Conference on Best Practices for Active Learning and Student Engagement (March, 2007).
5. Studio-e – Training for Online Teaching, Fall 2007-08.
12. Attended Diversity Recruitment, Hiring and Retention, Department Chair Workshop, Jan 28th, 2015.

PROFESSIONAL MEMBERSHIPS

Member of ACM 2004-05; 2010 – 2012.
Member of UWF Charter of Upsilon Pi Epsilon, an International Honor Society for Computing and Information Disciplines (2006 – present).

STUDENTS GUIDED

Graduate Project Advisor

**Thesis Committees**
Carlos Perez, 2009-2010

**Dissertation Committees (Chair)**
Evorell Fridge, 2011-2014

**Computer Science Department Honors Project Advisor**
Tabatha DeJesus, Fall 2013

**Directed Studies and Undergraduate Research**
Damien Walker, Developing JAVA based Parser Software, 2005; Utkarsh Shah, Optimizing Queries, Summer 2008; Nicholas Fox, Optimizing Queries, Summer 2008; Clark Mitchell, Malware Analysis - Datamining, Summer 2015; Renan Lordello, SQL Injection Attacks, Summer 2015.

**External Dissertation Committee:**
Angie Cox, 2015, Trident University.

**PostDocs:**
Xingang Fang (2015-present)
Appendix E

University of West Florida Graduate Admissions and Graduation Requirements
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.

Admission standards for the proposed MS degree program will comply with university level admission requirements and program specific admission standards. The following standards will guide the admission decisions to the program.

Each applicant shall be required to meet the following 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. Test scores must be no more than five years old.
- Approval by the department offering the degree to which the applicant is applying.

Students who do not meet the minimum University requirements may still be eligible for admission via provisional or conditional 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. Students who do not meet the minimum requirements for regular admission may be admitted on a conditional basis. 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 are 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. Departments may establish standards that exceed the University conditional admission requirements.

International Graduate Admission

UWF is home to international students from a wide range of countries and nationalities. Applicants to the University are considered international if they are not U.S. citizens, dual citizens, or permanent residents. 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 a recognized evaluation service. The evaluation must 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. The acceptable evaluation services are the following:

- Educational Credential Evaluators (ECE)
- International Education Evaluators (IEE)
- Josef Silny & Associates, Inc.
- International Education Consultants
- World Education Services, Inc.

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 or the applicant does not hold a bachelor's degree from a regionally accredited U.S. institution, he or she must take a language proficiency test and meet UWF standards 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. Students must 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): 550
- 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.

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.
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. 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.

International 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) 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.
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.

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:

1. 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. 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.

2. 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.

3. 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.

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.

Graduation Requirements Master's Degree

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 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 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.

Graduation and General Degree Requirements

Application for Graduation

Students fulfilling requirements for a UWF master's degree must submit an "Application for Graduation" online by the application deadline stated in the Academic Calendar. 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 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.

**Department Requirements**

In addition to the University graduate admission requirements described above, the department bases decisions for regular admission on a holistic review of credentials in which the criteria listed below are used to assess the potential success of each applicant.

- Recommended minimum score at the 50th percentile for the verbal reasoning section and the 40th percentile for the quantitative reasoning section of the Graduate Record Examination (GRE).
- Recommended minimum undergraduate cumulative GPA of 3.0 on a 4 point scale.
- Recommended minimum senior year/major GPA of 3.0 on a 4 point scale.
- Submission of letter of intent describing work experience and reasons for pursuing the program, including how the degree relates to career goals.
- Submission of a completed GIS capstone intention form.
- Submission of three recommendation forms by individuals familiar with the student’s ability to succeed in a graduate program.
Appendix F

External Advisory Board Membership
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Employer</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Jessica Paul, GISP     | GIS Coordinator/ West Florida Regional Planning Council | E-mail: jessica.paul@wfrpco.org  
Phone: 850-332-7976 ext. 221  
Fax: 850-637-1923  
Address: 4081 East Olive Road, PO Box 11399  
Pensacola, FL 32514 |
| Charlie Gonzalez, GISP | Manager/Escambia County GIS Division                | E-mail: CFGONZAL@co.escambia.fl.us  
Phone: 850-595-3598  
Address: 3363 West Park Place  
Pensacola, FL 32505 |
| K. Mark Moore          | GIS Analyst/ Ecology and Environment, Inc.          | E-mail: kmmoore@ene.com  
Phone: 850-435-8925 ext. 2250  
Fax: 850-435-9135  
Address: 220 West Garden Street, Suite 404  
Pensacola, FL 32502 |
| Jason Jones, GISP      | GIS Analyst/ Gulf Power Company                     | E-mail: jasjones@southernco.com  
Phone: 850-444-6480  
Address: Pensacola, FL |
| Andrew V. Murphy       | Geospatial Engineer-SEITC/Boeing                    | E-mail: andrew.v.murphy@boeing.com  
Phone: 703-955-2762 (C)  
850-301-6639 (O)  
Address: 626 Anchors Street NW  
Fort Walton Beach, FL 32548 |
| Tim Milstead           | Current Planner and Zoning Officer/City of Milton   | E-mail: tim.milstead@ci.milton.fl.us  
zoning@mymiltonflorida.com  
Phone: 850-983-5440  
Address: 6738 Dixon Street  
Milton, FL 32570 |
| Rocky S. Agbunag, GISP | GIS Coordinator/ St. John's County Public Works     | E-mail: ragbunag@sjcf.us  
Phone: 904-209-0273  
Address: 1625 Florida 16  
St. Augustine, FL 32084 |
| Adam Carnow, GISP, AICP| Account Executive Local Government/ESRI             | E-mail: go.g8trz@gmail.com  
Address: ESRI |
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Employer</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Keith Cooke           | ESRI Account Manager for State of Florida/ESRI                                | E-mail: kcooke@esri.com  
Address: ESRI  
Birmingham, AL                                      |
| Varuna Gupta          | Sr. GIS specialist & Environmental Scientist/ Cyracks Environmental Consulting Services, Inc.  | E-mail: guptavaru@yahoo.com  
Address: 3001 SW 15th Street, Suite B  
Deerfield Beach, FL 33443                           |
| Matthew Schwartz      | Department Chair & Associate Professor/UWF                                     | E-mail: m schwartz@uwf.edu  
Phone: 850-474-3469  
Fax: 850-857-6036  
Address: 11000 University Parkway  
Pensacola, FL 32514                                     |
| Amber Bloechle        | Online GIS Program Coordinator & Advisor/UWF                                   | E-mail: abloechle@uwf.edu  
Phone: 850-857-6121  
Fax: 850-857-6036  
Address: 11000 University Parkway  
Pensacola, FL 32514                                     |
Board of Governors, State University System of Florida

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

University of West Florida

University Submitting Proposal

Fall 2016

 Proposed Implementation Term
Public Health, Clinical & Health Sciences

Name of Department(s)/ Division(s)
Masters of Healthcare Administration (MHA)

Complete Name of Degree

College of Health

Name of College(s) or School(s)

Healthcare Administration

Academic Specialty or Field

51.0701

Proposed CIP Code

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

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>
</tr>
<tr>
<td>Year 1</td>
<td>47</td>
<td>25.85</td>
</tr>
<tr>
<td>Year 2</td>
<td>66</td>
<td>36.30</td>
</tr>
<tr>
<td>Year 3</td>
<td>84</td>
<td>46.20</td>
</tr>
<tr>
<td>Year 4</td>
<td>103</td>
<td>56.65</td>
</tr>
<tr>
<td>Year 5</td>
<td>120</td>
<td>66.00</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.

RESPONSE:

The proposed Master's in Healthcare Administration (MHA) degree program will replace the University of West Florida’s existing Master of Science in Administration specialization in Healthcare Administration. The proposed degree program, part of the Department of Public Health, Clinical & Health Sciences is designed to earn accreditation by the Commission on the Accreditation of Healthcare Management Education (CAHME).

The proposed MHA degree program aligns with UWF’s Mission and Strategic Plan and is consistent with the State University System’s goals. The proposed MHA degree program meets these criteria in the following ways:

- Healthcare administration (CIP Code 51.0701) is an area of strategic emphasis (critical workforce) need by the SUS
- The proposed degree program is in a field that is relevant and engages the community to improve the quality of life and health in the state and in the local region
- The proposed degree program provides increased student access through its online delivery platform

Healthcare administrators work in hospitals, outpatient clinics, rehabilitation centers, long-term care facilities, mental health organizations, and insurance companies. Demographic pressures, advances in medicine and technology as well as increased health regulations have led to a rapid increase in demand for graduates in this field.

Graduates of the proposed MHA degree program will find employment in the following jobs:

- Assisted Living Facility Administrator
- Healthcare Marketing Specialist
- Hospice Director
- Hospital Administrator
- Hospital Patient Admissions
- Managed Care Analyst
- Medical Equipment Sales Director
- Medical Group Practice Office Manager
- Medical Records Administrator

According to the U.S. Bureau of Labor Statistics, healthcare administrators held nearly 300,180 jobs in 2013 with an additional 73,000 workers needed by 2022. Data from the 2010-2012 American Community Survey indicates that of the 31,755 health services managers employed in

The proposed MHA degree program is designed to prepare qualified individuals for various administrative and leadership positions in the healthcare industry. The program strives to
develop engaged, health professionals to use evidence-based strategies and applied skills to improve healthcare operations, quality of patient care, affordability, and access. The MHA degree program includes instruction in administration, healthcare financial accounting, health economics, human resources, systems operation, quality improvement, organizational behavior, and health policy. The program’s instruction embraces ethical conduct and professionalism, diversity and inclusion, practitioner involvement, and team-based learning.

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

RESPONSE:

The proposed MHA degree program was presented on April 14, 2016 for review and comment by the Council of Academic Vice Presidents’ Program Coordination Work Group (hereafter, CAVP). The majority of the comments addressed the need for UWF’s MHA to increase the total number of semester credit hours in the degree program in order to meet the Commission on the Accreditation of Healthcare Management Education standards. The program curriculum was studied and adapted to reflect accreditation standards. Obtaining Commission on the Accreditation of Healthcare Management Education accreditation is a primary goal of the change of the existing program from a Master of Science in Administration specialization in Healthcare Administration to a standalone MHA degree program. The UWF MHA degree program is designed to link the curriculum, course content, learning objectives, and teaching and assessment methods to accreditation and to the university’s mission.

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

RESPONSE:

Not applicable, the proposed program is at the master’s degree level.

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

RESPONSE:

Teaching and Learning

Increase degree productivity and program efficiency

The proposed MHA degree program will increase access and degree completion for traditionally underrepresented groups, returning adult students, and distance learning students. The average age of the students in the current MSA Healthcare Administration specialization is 34. In Fall of 2015, over 23% of the students enrolled in the program were minority or not reported. The current MSA Healthcare Administration specialization has an established history of supporting such students.

Increase the number of degrees awarded in STEM and other areas of strategic emphasis
The proposed MHA degree program will meet the evolving and critical needs area of healthcare administration locally and statewide. This proposed degree program will increase the number of STEM graduate degrees awarded in Florida.

Community and Business Engagement

According to the Florida Department of Economic Opportunity, the workforce projections for medical and health services managers in Escambia and Santa Rosa Counties is expected to increase by 17% from 235 to 268 by 2022 with an average hourly wage of $46.

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

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

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

RESPONSE:

In the State University System of Florida 2012-2025 Strategic Plan, the proposed MHA degree program CIP code 51.0701 is a Program of Strategic Emphasis in the area of Health, critical workforce.

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

RESPONSE:

The proposed MHA degree program will be offered online. The program faculty will be located at the UWF Main (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.

RESPONSE:
Healthcare administrators (also called medical and health service managers) work in hospitals, outpatient clinics, rehabilitation centers, long-term care facilities, mental health organizations, and insurance companies. Demographic pressures, advances in medicine and technology as well as increased regulations in the healthcare industry have led to a rapid rise in the demand for workers with expertise in this field. According to the U.S. Bureau of Labor Statistics, healthcare administrators held nearly 333,000 jobs in 2014 with an additional 56,300 workers needed by 2024. This represents a rapid rate of industry sector growth compared to the national average for all industries. Data from the 2010-2012 American Community Survey shows that of the 31,755 health services managers employed in Florida 26.6% have a bachelor’s degree but no master’s degree. This data demonstrates a market need for healthcare managers seeking graduate degrees in order to advance in their field. Moreover, in the U.S., medical and health services managers earn a significantly higher average wage with median earnings of $92,810.

According to the Florida Department of Economic Opportunity, workforce opportunities for medical and health services managers in Escambia and Santa Rosa Counties are expected to increase by 17% by 2022 with an average hourly wage of $46. The same projections indicate a 17% increase in nearby Okaloosa and Walton counties as well.

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

RESPONSE:

This proposed MHA degree program will replace UWF’s current MSA Healthcare Administration specialization degree program. During the 2014-2015 academic year, there were 89 students enrolled in UWF’s MSA Healthcare Administration specialization degree program. For the 2014-2015 catalog year, 65 students applied and 39 were admitted into UWF’s current MSA Healthcare Administration specialization degree program.

The current faculty have participated in many discussions with directors of other programs across the country and learned that Commission on the Accreditation of Healthcare Management Education accreditation has a significant, positive impact on enrollment.

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

RESPONSE:

According the SUS Interactive University Data website, the following public institutions in Florida currently offer graduate degrees in CIP 51.0701: Florida Agricultural and Mechanical University, Florida Atlantic University, University of Florida, University of North Florida and University of South Florida. Florida International University has indicated that they are re-initiating their graduate healthcare administration program soon. Within the SUS, a total of 87 graduate degrees in the 51.0701 CIP code were issued in 2013-2014.

University of Central Florida and Florida Gulf Coast University both offer an M.S. degree program in Health Sciences with a concentration in Health Services Administration. These
programs are not listed in the 51.0701 CIP code. If CIP codes with tracks, concentrations and specializations in areas related to healthcare administration are added to those in the 51.0701 CIP code, the total number of degrees issued at all SUS institutions is 206.

Table 1. Similar Programs in Florida

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Public/Private</th>
<th>Location</th>
<th>Program Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Agricultural and Mechanical University</td>
<td>Public</td>
<td>Tallahassee</td>
<td>Masters of Health Administration</td>
<td>MHA</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Public</td>
<td>Boca Raton</td>
<td>Masters of Health Administration</td>
<td>MHA</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>Public</td>
<td>Ft. Myers</td>
<td>Health Science - Health Services Administration Concentration</td>
<td>MS</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>Public</td>
<td>Orlando</td>
<td>Master of Science in Health Sciences - Health Services Administration</td>
<td>MS</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Public</td>
<td>Gainesville</td>
<td>Master of Health Administration</td>
<td>MHA</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>Public</td>
<td>Jacksonville</td>
<td>Master of Health Administration</td>
<td>MHA</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>Public</td>
<td>Tampa</td>
<td>Master of Health Administration</td>
<td>MHA</td>
</tr>
</tbody>
</table>

As faculty and staff resources increase, UWF will be able to engage in additional collaboration opportunities with other academic intuitions. Historically, the department has offered training opportunities in collaboration with Georgia Institute of Technology. UWF is involved in collaborative projects involving the University of Maryland and the Office of Cancer Complementary and Alternative Medicine, and the National Institutes of Health.

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

RESPONSE:

Enrollment in the current MSA Healthcare Administration specialization degree program grew from 47 students in 2010 to 72 students in the 2014-2015 catalog year. The growth projections for the proposed MHA degree program are based on 2010 enrollment and increase based on the established enrollment trend. Converting the current MSA Healthcare Administration specialization degree program to the proposed MHA degree program will enhance the program’s visibility and attract larger enrollments. The department is committed to seeking Commission on the Accreditation of Healthcare Management Education accreditation for the proposed MHA degree program. Similar programs in Florida and around the country have noted that Commission on the Accreditation of Healthcare Management Education accreditation increases student interest in the program and increases the quality of students in the programs.

Table 2. Five-Year Comparison of Predicted and Historical Headcount Enrollment in UWF’s Current MSA Healthcare Administration Specialization Degree Program
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical enrollment in</td>
<td>47</td>
<td>53</td>
<td>57</td>
<td>71</td>
<td>89</td>
</tr>
<tr>
<td>the MSA Healthcare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>specialization</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Predicted enrollment in</td>
<td>47</td>
<td>66</td>
<td>84</td>
<td>103</td>
<td>120</td>
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<tr>
<td>the MHA degree program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

RESPONSE:

Regarding the proposed MHA degree program, no concerns were expressed by FAMU or FIU during the April 14, 2016 CAVP conference call.

Consistent with its mission, UWF has admissions policies that balance access, inclusiveness, and quality. In addition, UWF encourages applications from qualified persons and does not discriminate on the basis of age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, or veteran status. Therefore, the university takes proactive measures to achieve a diverse student body.

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

The College of Health currently attracts a diverse student body to the current MSA Healthcare Administration specialization degree program. Program coordinators anticipate a continued diversity of students in the new degree program (Figure 1). The proposed MHA degree program will increase access and degree completion for traditionally underrepresented groups, returning adult students, and distance learning students. In the current MSA Healthcare Administration specialization, the average age of students is 34. In Fall of 2015 over 23% of the students enrolled in the program were minority or not reported. The current MSA Healthcare Administration specialization has an established history of supporting such students.
III. Budget

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

RESPONSE:

Funding increases from Year 1 to Year 5 are based on projections of new enrollment growth. With respect to Appendix A, Table 3, because the creation of the stand-alone proposed MHA degree program is a conversion of the existing current MSA Healthcare Administration specialization, Year 1 funding for the program represents a reallocation of the funding associated with the specialization to the stand-alone program.

Projected Year 1 costs to implement the proposed MHA degree program will be $353,042 including faculty salaries and benefits, OPS salaries and benefits, graduate assistantships, and library acquisitions. Based on 47 annualized student FTE, the Year 1 cost per FTE is expected to be $13,657. The projection for Year 5 costs is $500,980, which includes all the cost areas for Year 1 plus funding for additional computer equipment. Based on 120 annualized student FTE (66.00), the Year 5 cost per FTE is expected to be $7,591.

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

- Faculty costs are those associated with the teaching of major courses in the proposed MHA degree program. Figures in the Year 1 columns represent funds reallocated
from those associated with the current MSA/HCA specialization to the stand-alone degree program. Figures in the Year 5 columns represent the funding required for increases in instructional time based on projected enrollment growth.

- A&P Salaries & Benefits costs are those associated with providing staff and advising assistance to the program. Year 5 figures are based on projected enrollment growth.
- Other Personal Services costs are those associated with adjunct faculty salaries. Year 1 enrollment growth represents the cost of new courses associated with the proposed MHA degree program.
- Assistantship costs are associated with providing graduate assistantship support for the program. The figures for Year 1 are based on assignment of two 10-hour per week graduate assistants; the figures for Year 5 are based on assignment of six 10-hour per week graduate assistants.
- Library costs are associated with the UWF Libraries’ allocation to the program’s home department.
- Expense costs are associated with the College of Health’s allocation of funding to the department and based on a per faculty allocation in the department.
- The figures in the continuing base column for Year 5 are based on an assumption of a 5% annual increase in cost due to cost-of-living salary increases over that time.

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

Response:

The Department of Public Health, Clinical & Health Sciences will not seek market rate tuition or operate the proposed degree program through continuing education on a cost-recovery basis.

See Appendix A, Table 2 for program budget.

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

Response:

Because the MHA degree program is a conversion and enhancement of the university’s current MSA Healthcare Administration specialization degree program, there are no competing programs on campus. No reallocation of resources from outside the department will be needed. Future cross campus collaborative opportunities are anticipated as in-rank faculty are hired in the proposed MHA degree program in order to meet Commission on the Accreditation of Healthcare Management Education CAHME accreditation standards.
New courses will provide fertile ground for engagement particularly the internship and practicum experiences within the proposed MHA degree program. Internships naturally contribute to the integration of UWF faculty and students into the community.

D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

RESPONSE:

The proposed program is at the graduate level and will have no impact on general education, common prerequisite courses, or increased need for required or elective courses outside of the proposed major.

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

RESPONSE:

The Department of Public Health, Clinical & Health Sciences has been successful in obtaining external funding resources including:

- Extramural grant: $120,000 for environmental health initiative and $15,000 from Partnership for Public Health non-profit organizations.
- Marketing Contributions: Departmental Advisory Committees members have provided advertising of programs at no cost to the Department.

Table 3. List of External Funding Received by the Department 2010-2015

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
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</thead>
<tbody>
<tr>
<td>Grants/Contracts</td>
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<td>$22,000.00</td>
<td>$17,000.00</td>
<td>$137,000.00</td>
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<tr>
<td>Endowment</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>$100,000.00</td>
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<tr>
<td>Gifts</td>
<td>$16,583.00</td>
<td>$40,760.00</td>
<td>$25,000.00</td>
<td>$19,200.00</td>
<td>$19,200.00</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>$71,483.00</strong></td>
<td><strong>$62,760.00</strong></td>
<td><strong>$42,000.00</strong></td>
<td><strong>$156,200.00</strong></td>
<td><strong>$257,840.00</strong></td>
</tr>
</tbody>
</table>

IV. Projected Benefit of the Program to the University, Local Community, and State

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

RESPONSE:

The proposed degree program will support collaborative projects between UWF faculty and local healthcare organizations. Student internships and research projects will be one way to enhance the university’s engagement with the community. Students in the proposed MHA degree program will participate in a 200-hour internship. The internship of 20 students translates into approximately 4,000 hours of service to the local healthcare community.
Faculty in the current MSA Healthcare Administration specialization are exploring collaborative projects with one of the local hospitals involving 1) price transparency and 2) electronic health record integration for care transformation. The desired outcome of both projects is to improve efficiency, enhance patient outcomes, and reduce costs. Creation of the proposed MHA degree program and the addition of new faculty will increase research activity and grant writing which will attract more external funding for the university.

The proposed MHA degree program is a program of strategic emphasis helping to build a stronger state workforce. Students with degrees from UWF’s undergraduate Health Sciences Specialization in Healthcare Administration have taken positions such as:

- Director of Patient Access at Baptist Healthcare,
- Business Manager/IT Manager at Coastal Vascular Interventional,
- Insurance Specialist at U.S. Bariatric,
- Business Analyst at Allscripts,
- Coordinator of Business Development at OneBlood,
- Human Resources Coordinator at Nemours Children’s Hospital,
- DRG Variability Analyst at Baptist Hospital,
- Practice Manager at Hospital for Special Surgery,
- Assistant to the Director of X-Ray at Ocala Hospital,
- Health Benefits Advisor at Naval Branch Health Clinic/NAS Whiting Field,
- Director of Patient Support at Saad Healthcare,
- Human Resources Operations Generalist at Baptist Healthcare,
- Patient Financial Counselor at Texas Oncology,
- Administrative Officer/ Health Specialist at the Department of Veterans Affairs,
- Executive Director at Covenant Alzheimer’s Services,
- HIPAA Compliance Specialist at Medical Record Express,
- Reimbursement Coordinator at BioRx, and
- Partner Relations Coordinator at Studer Group.

V. Access and Articulation – Bachelor’s Degrees Only

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

**RESPONSE:**

The degree is not a Bachelor’s 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.

**Response:**

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.

**Response:**

This will not be a limited access degree.

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

**Response:**

This will not be an AS-to-BS capstone degree.

**INSTITUTIONAL READINESS**

**VI.** Related Institutional Mission and Strength

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

**Response:**

UWF’s mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.
The proposed MHA degree program will support UWF’s institutional mission in the following ways:

- Provide a degree in a field that engages with the community to improve the quality of life in the region
- Increase student access through its online delivery platform
- Demonstrate the university’s commitment to high-quality education by pursuing accreditation status through the Commission on the Accreditation of Healthcare Management Education
- Support area of strategic emphasis and an area of critical workforce

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

Response:

The proposed degree program in the Department of Public Health, Clinical & Health Sciences is part of UWF’s College of Health. The college also houses the departments of Psychology, Exercise Science and Community Health, and Nursing as well as the Center on Aging and Center for Applied Psychology. The current MSA Healthcare Administration specialization shares synergistic activities, such as student projects, community engagement, and shared faculty research activities across the College of Health. One example is a collaboration between the Department of Public Health, Clinical & Health Sciences and the Center on Aging where students participated in clinical trial management in the Center on Aging’s clinical trials.

UWF earned the Community Engagement Classification by the Carnegie Foundation in 2015. The proposed MHA degree program will support faculty and student participation in a field that engages the community in a highly relevant way to improve the quality of life in the region. New faculty will bring interests in health economics and health finance and augment collaborations in the college and across the university. The hiring of an assistant professor of health economics (start date, August 2016) will support UWF’s Center for Research and Economic Opportunity, the university’s research and consulting arm, with a prominent role in economic development efforts across the Northwest Florida region and around the state.

UWF’s College of Health has a formal steering committee comprised of a broad range of participants with representation from large healthcare organizations, state agencies, area clinics, and other providers. The Northwest Florida region has a large healthcare presence and students in the proposed MHA degree program will have opportunities to work with faculty across multiple disciplines to apply healthcare administration principles through collaborative projects or independent studies.

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

Response:

A 2002 needs assessment determined there was demand by the regional healthcare community for an undergraduate degree program to support the early careerist in healthcare administration.
The subsequently developed MSA Healthcare Administration specialization has produced robust interest and enrollment from students who are already employed and seeking career advancement.

In preparation for its separation from the MSA degree program with input from regional healthcare partners and internal support for the transition planning and action has taken place to convert the current MSA Healthcare Administration specialization into a stand-alone MHA degree program. Table 4 and Table 5 provide a list of some of the planning and implementation activities.

Table 4. Planning Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>Dean Pilcher initiated conversations with chairs regarding program reviews and potential cost saving measures.</td>
<td>MSA Planning Committee Meeting.</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>Begin the planning process for the creation of a Master’s of Science in Administration (MSA).</td>
<td>MSA Planning Committee Meeting.</td>
</tr>
<tr>
<td>March 11, 2015</td>
<td>MHA development</td>
<td>MHA Development Meeting.</td>
</tr>
<tr>
<td>April 2, 2015</td>
<td>MHA development and transition of the MSA/HCA discussion.</td>
<td>MHA Development Meeting.</td>
</tr>
<tr>
<td>March 10, 2015</td>
<td>Navy Hospital Pensacola 96th Medical Group at Eglin AFB Hospital Covenant Hospice West FL Rehabilitation Institute Baptist Healthcare Sacred Heart Hospital</td>
<td>ACHE (American College of Healthcare Executives) Leadership Committee Meeting.</td>
</tr>
<tr>
<td>April 27, 2015</td>
<td>Dr. Rodney Guttmann, Chair Dr. Justice Mbizo, Pub Health Director Dr. Enid Sisskin, MPH Faculty Dr. Pilar Martin, MPH Faculty Dr. Melanie Sutton, MPH faculty Dr. George Stewart, MPH faculty Dr. Angela Hahn Ms. Karen Valaitis Dr. Andrea Nelson, Health Science Program Dr. Denise Curtis, MPH Faculty Member</td>
<td>DPHCHS Retreat Program</td>
</tr>
<tr>
<td>May 27, 2015</td>
<td>West Florida Hospital Partnership for a Healthy Community Pensacola State College – Biology Department Select Physical Therapy Baptist Healthcare Andrew’s Institute Florida Department of Health</td>
<td>UWF Health and Wellness Advisory Council Meeting.</td>
</tr>
</tbody>
</table>
UWF uses its internal Curriculum Change Request (CCR) system for developing, modifying, or terminating an educational program. The CCR review and approval process involves faculty and administrators to ensure that educational programs contain courses that reflect current knowledge and are appropriate for the level of students enrolled in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2010</td>
<td>MSA Healthcare Administration Specialization Program CCR Submitted</td>
</tr>
<tr>
<td>Spring, 2011</td>
<td>MSA Healthcare Administration Specialization Program CCR Approved</td>
</tr>
<tr>
<td>Fall, 2013</td>
<td>New Course CCRs Submitted</td>
</tr>
<tr>
<td>Fall, 2013</td>
<td>MSA Healthcare Administration Specialization Program CCR Submitted</td>
</tr>
<tr>
<td>Spring, 2014</td>
<td>New Course CCRs Approved</td>
</tr>
<tr>
<td>January, 2016</td>
<td>Healthcare Administration (Health Economics, 121930) Assistant Professor (NTE) Position Posted</td>
</tr>
<tr>
<td>April, 2016</td>
<td>MHA CAVP Pre-Proposal submitted for review and comment by the Council of Academic Vice Presidents’ Program Coordination Work Group</td>
</tr>
<tr>
<td>April, 2016</td>
<td>MHA Healthcare Administration Program CCR Submitted</td>
</tr>
<tr>
<td>April, 2016</td>
<td>New course CCRs Submitted</td>
</tr>
<tr>
<td>May, 2016</td>
<td>Health Economics Assistant Professor (NTE) Position, offer made to Sara Mantravadi start date August 2016</td>
</tr>
</tbody>
</table>

VII. Program Quality Indicators - Reviews and Accreditation

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

RESPONSE:

Pursuant to BOG Regulation 8.015, all academic programs at UWF conduct program reviews every seven years. The undergraduate Health Sciences degree program conducted a program review in 2014. Recommendations from the program review and the actions taken to satisfy those recommendations are shown in Table 6.

Table 6. 2014 Program Review Recommended Actions Taken

<table>
<thead>
<tr>
<th>Committee suggestion</th>
<th>Actions Taken</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise Department’s mission, vision, values, goals, &amp; objectives. Create Health Sciences Program-specific mission, vision, values, goals, &amp; objectives</td>
<td>Health Sciences Program-level vision, mission, and values statements created to align to the university and College of Health’s mission</td>
<td>Complete</td>
</tr>
<tr>
<td>A professional advisor should be hired</td>
<td>One full-time professional advisor and one partial advisor were hired to service the Health Sciences Program</td>
<td>Complete</td>
</tr>
<tr>
<td>BSHS Specializations should be broken out into stand-alone degrees</td>
<td>Proposed BHA degree, aligned to AUPHA certification requirements (proposed for Fall 2016, with CAHME accreditation anticipated for Fall 2018)</td>
<td>In progress, on target for completion in Fall 2017</td>
</tr>
<tr>
<td>Adjust the Program’s student learning outcomes to align directly with AUPHA</td>
<td>Plan to achieve AUPHA certification of the Healthcare Administration program ALC and SLO’s based on AUPHA in collaboration with CUTLA AUPHA-aligned curriculum map Participated in peer review of assessment. Drafted 7 year plan of SLO assessment</td>
<td>Complete</td>
</tr>
<tr>
<td>Create alumni surveys, intern preceptor evaluations of students, and student end-of-program surveys</td>
<td>Annual, systematic alumni surveys developed, approved through IRB, &amp; implemented. NSSE data is collected every 3 years and will be used to supplement exit surveys and assess HIPs Exit surveys in development for Fall 2016 Preceptor evaluations in development</td>
<td>Nearly complete.</td>
</tr>
<tr>
<td>Add internship experience to healthcare administration</td>
<td>Undergraduate program requires a 120 hour internship</td>
<td>Complete.</td>
</tr>
</tbody>
</table>
Two programs in the home department for the proposed degree program have discipline specific accreditations. The graduate degree program in Public Health and the undergraduate degree program in Clinical Laboratory Sciences underwent reaffirmation in 2014 (Table 7).

Table 7. *Accreditation Related Degrees Co-Housed within the Department of Public Health, Clinical & Health Sciences.*

<table>
<thead>
<tr>
<th>Programs</th>
<th>Accrediting Body</th>
<th>Accreditation Site Visit</th>
<th>Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Laboratory Sciences, BS</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (through 2021)</td>
<td>2014</td>
<td>2014</td>
</tr>
</tbody>
</table>

VIII. Curriculum

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

RESPONSE:

The table below contains the student learning outcomes associated with the proposed MHA degree program (Table 8). The Academic Learning Compact for the proposed MHA degree program is included in Appendix C.

Table 8. *Proposed MHA Degree Program Student Learning Outcomes*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Apply healthcare administration concepts, principles, and practices to the operation of healthcare organizations in order to analyze and optimize quality, financial performance, resource utilization and strategic direction.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Evaluate challenges in healthcare administration by breaking them down and reconstructing them to improve organizational performance.</td>
</tr>
<tr>
<td>Communication</td>
<td>Create professional, cogent administrative reports written in a clear, logical, and grammatical manner on subjects related to healthcare administration.</td>
</tr>
<tr>
<td>Integrity/Values</td>
<td>Assess personal ethics and professional practices as they relate to a career as a healthcare professional.</td>
</tr>
<tr>
<td></td>
<td>Through reflection and instruction, develop an accurate view of professional strengths and areas in need of further development.</td>
</tr>
<tr>
<td>Project Management</td>
<td>Collaborate effectively on team-based projects that require administrative skills in the areas of project management, leadership and collaboration.</td>
</tr>
</tbody>
</table>
B. Describe the admission standards and graduation requirements for the program.

RESPONSE:

Admission and graduation requirements are available from the UWF Catalog (Appendix E; 2015-2016 University Catalog. Retrieved from http://catalog.uwf.edu).

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 curriculum for the MSA Healthcare Administration specialization will be reconstructed over the next three years to align course content, learning objectives, and teaching and assessment methods with the MHA program’s mission and to meet Commission on the Accreditation of Healthcare Management Education standards.

Commission on the Accreditation of Healthcare Management Education accreditation sets the minimum semester credit hour requirement at 40 for an MHA degree program. The national average for MHA degree programs is 50 semester credit hours. The first year curriculum for UWF’s proposed MHA degree program is 40.5 semester credit hours building to 58.5 semester credit hours in Year 3.

The MHA degree program includes a business core. The first three courses in the degree program from the College of Business (GEB 5871 Managerial Economics, GEB 5876 Marketing Management, and GEB 5872 Financial Management I) are 1.5 semester credit hour foundational management courses offered at an accelerated pace.

Table 9. MHA Degree Program Offerings for Catalog Year 2016-2017

<table>
<thead>
<tr>
<th>Course Number</th>
<th>MHA Catalog Year 2016-2017</th>
<th>2016 Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEB 5871</td>
<td>Managerial Economics</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5876</td>
<td>Marketing Management</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5872</td>
<td>Financial Management I</td>
<td>1.5</td>
</tr>
<tr>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6206</td>
<td>Health Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5438</td>
<td>Business Analysis and Decision Making in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Legal Fundamentals of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6707</td>
<td>Current Issues in Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAS 6XXX</td>
<td>Quantitative Foundations for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6990</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6342</td>
<td>Human Resources in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Healthcare Administration Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 10. MHA Degree Program Offerings for Catalog Year 2017-2018

<table>
<thead>
<tr>
<th>Course Number</th>
<th>MHA Catalog Year 2017 - 2018</th>
<th>2017 Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEB 5871</td>
<td>Managerial Economics</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5876</td>
<td>Marketing Management</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5872</td>
<td>Financial Management I</td>
<td>1.5</td>
</tr>
<tr>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MAR 6815</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6206</td>
<td>Health Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5438</td>
<td>Business Analysis and Decision Making in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Legal Fundamentals of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6707</td>
<td>Current Issues in Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Quantitative Foundations for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6990</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6342</td>
<td>Human Resources in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Healthcare Administration Internship</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Quality Improvement in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credit Hours to degree</td>
<td>46.5</td>
<td></td>
</tr>
</tbody>
</table>

Table 11. MHA Degree Program Offerings for Catalog Year 2018-2019

<table>
<thead>
<tr>
<th>Course Number</th>
<th>MHA Catalog Year 2018-2019</th>
<th>2018 Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEB 5871</td>
<td>Managerial Economics</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5876</td>
<td>Marketing Management</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB 5872</td>
<td>Financial Management I</td>
<td>1.5</td>
</tr>
<tr>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MAR 6815</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6206</td>
<td>Health Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5438</td>
<td>Business Analysis and Decision Making in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Legal Fundamentals of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6707</td>
<td>Current Issues in Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Quantitative Foundations for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6990</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6342</td>
<td>Human Resources in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6XXX</td>
<td>Healthcare Administration Internship</td>
<td>6</td>
</tr>
<tr>
<td>Course</td>
<td>Course Name</td>
<td>Semester Credit Hours (SCH)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>GEB5871</td>
<td>Managerial Economics (part A term)</td>
<td>1.5</td>
</tr>
<tr>
<td>GEB5872</td>
<td>Financial Management I (part B term)</td>
<td>1.5</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSC6206</td>
<td>Health Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Semester Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA5438</td>
<td>Business Analysis &amp; Decision Making in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>GEB5876</td>
<td>Marketing Management</td>
<td>1.5</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Current Topics in Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Semester Credit Hours</td>
<td>10.5</td>
</tr>
</tbody>
</table>

**Semester 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
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<td>HSA6XXX</td>
<td>Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Legal Fundamentals of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Semester Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

**Semester 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN6156</td>
<td>Management &amp; Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Quantitative Foundations for Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA6342</td>
<td>Human Resources in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Semester Credit Hours</td>
<td>9</td>
</tr>
</tbody>
</table>

**Semester 5**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA6XXX</td>
<td>Healthcare Administration Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours to degree (2016 catalog)</td>
<td>40.5</td>
</tr>
</tbody>
</table>

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

**RESPONSE:**

Table 12. *Sequenced Course of Study for all Majors, Concentrations, and Areas of Emphasis*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 1</th>
<th>Semester 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Name</td>
<td>SCH</td>
<td>Semester Credit Hours (SCH)</td>
</tr>
<tr>
<td>GEB5871</td>
<td>Managerial Economics (part A term)</td>
<td>1.5</td>
<td>9</td>
</tr>
<tr>
<td>GEB5872</td>
<td>Financial Management I (part B term)</td>
<td>1.5</td>
<td>9</td>
</tr>
<tr>
<td>HSA6XXX</td>
<td>Health Services Administration</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>HSC6206</td>
<td>Health Delivery Systems</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

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

**RESPONSE:**
Proposed MHA degree program Course Descriptions

GEB 5871 Managerial Economics
Students gain an understanding of basic economics. Special emphasis will be placed on the determinants of supply and demand and the desirable properties of a competitive equilibrium; followed by the undesirable properties of markets with a monopoly and with externalities.

GEB 5872 Financial Management I
Students are introduced to the accounting process of analyzing, measuring, and reporting business activity. Explores the precise language, assumptions, concepts, principles, and logic patterns inherent in the analysis and measurement of business activity. Describes the form and content of major financial statements. Briefly introduces the recording and reporting process used by accounting systems and examines basic financial reporting issues.

GEB 5876 Marketing Management
Students are introduced to foundational concepts of marketing management processes. Provides students with intensive exposure to the basic philosophy, concepts, and knowledge common to effective marketing management.

HSA 5438 Business Analysis and Decision Making in Healthcare
Analysis of health policy issues and cases using economic theories, tools, and concepts.

HSA 6342 Human Resources in Health Care
Introduces students to the management of human resources specifically within health care organizations. The course focuses on skills required to become an effective manager and gain knowledge of fundamental human resource management topics: strategic HR management; workforce planning; legal environment of HR management; workforce diversity; job analysis and job design; recruitment, selection, and retention; organizational development and training; compensation and benefits; health safety and preparedness; and employee and labor-management relations.

HSA 6XXX Health Services Administration
This course will introduce essential concepts and developing trends in health services administration which are applicable in professional practice and provide a baseline for further study.

HSA 6XXX Healthcare Administration Internship
An internship in a healthcare setting. Under supervision, students will work on a problem related to management, development or administration in healthcare. Graded on a satisfactory / unsatisfactory basis only.

HSA 6XXX Health Economics
This course covers the role of prices, the production of health, the demand for healthcare, the demand for health insurance, the health insurance market, managed care, physicians' services market, cost of healthcare in hospitals and long term care facilities, pharmaceuticals, cost effectiveness analysis, role of government, international comparisons, Medicaid and Medicare, and insurance reform.

HSA 6XXX Healthcare Finance
This course focuses on the application of finance theory, principles, and concepts to healthcare organizations. Topics covered also include the healthcare environment, long term financing, and capital investment decisions in the healthcare industry.

HSA6XXX Legal Fundamentals of Healthcare
An overview of the laws most affecting the provision of healthcare and public health practices. The legal basis for government involvement in health is examined. It will address the government regulation of healthcare, liability, provider duties, professional licensing, licensing enforcement, health records, false claims, fraud and abuse, public health, health ethics, informed consent, negligence, and the legal basis for hospital governance.

HSA 6XXX Health Informatics
This course discussed the multifaceted, interdisciplinary nature of health informatics. Topics covered include: computer applications in medicine, health data classification and coding, and legal and ethical issues (including documentation, security, and regulatory requirements). Additional avenues for further credentialing will be covered.

HSA 6XXX Quantitative Foundations for Health Administration
This course will introduce the methods for description and analysis which provide healthcare professionals with useful tools for making sense from data. The course will cover how healthcare data is dependent on analysis, categorization, and management.

HSC 6206 Health Delivery Systems
This course explores health care delivery in the United States. Examines health care systems in other countries along with covering topics including American beliefs and values related to health care delivery, evolution of health services in the United States, health service professions, influence of medical technology, and the financing of health services.

HSC 6707 Current Issues in Health Administration
Students will examine current issues in the dynamic field of health care and the implications for health care administrators and other health professionals. Topics include outpatient services and primary care; hospital facilities; managed care; long term care; health care concerns in vulnerable populations; cost, access and quality of health care; health care policy; and future of health services delivery in the US.

MAN 6156 Management and Organizational Behavior
Appreciation and understanding of the field of organizational behavior and its application in managing human and other resources. Emphasizes understanding individual behavior (motivation, self-awareness, leadership, etc.) and group dynamics (decision-making, group development and work) plus conflict, climate, learning styles, power, stress, process/content, human rights and quality. Utilizes experiential learning methodologies and other appropriate designs.

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

RESPONSE:
The healthcare industry has systematically identified specific competencies and content that it expects programs to meet in order to prepare future leaders in healthcare management and administration. Commission on the Accreditation of Healthcare Management Education accreditation-required competencies and content reflect industry identified learning outcomes and signifies quality programs in healthcare administration. Dr. Hahn and Ms. Valaitis have participated in webinars, a national workshop, and many discussions in an effort to align the program to industry-related requirements and inform the proposed MHA degree program curriculum.

The current Healthcare Administration program faculty have collaborated with regional business leaders and national corporate partners to identify the tools and skills most important when considering a college graduate for a position in healthcare administration. Continuous collaborations are ongoing and have resulted in the creation of course projects and case studies used in the program’s coursework.

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

**RESPONSE:**

The following Gantt chart (Figure 2) lays out the timeframe for the launch of the proposed MHA degree program and steps for obtaining Commission on the Accreditation of Healthcare Management Education (CAHME) accreditation.

During the summer of 2018, the MHA degree program faculty will prepare the Declaration of Intent and Eligibility statements required for acceptance into Commission on the Accreditation of Healthcare Management Education candidacy. Following acceptance into candidacy, the program will undertake a self-study for the 2019-2020 year. Six months after submission of the self-study, the Commission on the Accreditation of Healthcare Management Education will schedule a site visit and make its accreditation decision the following academic semester (spring 2021).
Figure 2. Commission on the Accreditation of Healthcare Management Education (CAHME) Accreditation Timeline

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

**RESPONSE:**

Not applicable for this program.

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

**RESPONSE:**

The proposed MHA degree program will be delivered online in both synchronous and asynchronous format. The proposed degree program’s faculty and administrative resources will be located on UWF’s Main (Pensacola) Campus. The program is the process of aligning all online courses to the nationally recognized Quality Matters standards.

UWF utilizes the D2L learning management system and since it has already been adopted no specialized services are required. The program will not require greater than normal financial support. The degree remains open to collaboration, both public and private for program delivery. Since the new degree program is a conversion of the current MSA Healthcare Administration
specialization, no inquiries were made of other institutions regarding shared courses, learning technologies or research facilities.

IX. Faculty Participation

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

RESPONSE:

See Table 4 in Appendix A.

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

RESPONSE:

See Table 2 in Appendix A.

Faculty costs are those associated with the teaching of major courses in the proposed MHA degree program. Figures in the Year 1 columns represent funds reallocated from those associated with the current MSA Healthcare Administration specialization to the proposed MHA degree program. Figures in the Year 5 columns represent the funding required for increases in instructional time based on projected enrollment growth.

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

RESPONSE:

The following faculty Curriculum Vitae are found in Appendix D:

Angela Hahn – program coordinator
Sara Mantravadi
John Batchelor
Richard Hawkins
Lane Lambert
Stephen Lemay
Jun Wei

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

The Department of Public Health, Clinical & Health Sciences is exceptionally productive. The average full time faculty teaching load for the five years between 2010 and 2015 in the proposed MHA degree program ranges from 12.75 to 14.25 student credit hours per semester.

The next two figures (Figure 3 and Figure 4) demonstrate the steady increase in student enrollment in terms of FTE productivity for the MSA Healthcare Administration specialization degree program.

Figure 3. Demonstrates the BOG Annualized FTE for Each Academic Year 2010 - 2015 for the MSA Healthcare Administration Specialization

Figure 4. Demonstrates Student Credit Hours for Each Academic Year 2010 - 2015 for the MSA Healthcare Administration Specialization
Figure 5. *MSA Healthcare Administration Annual Headcount Enrollment 2010 - 2015*

Figure 6 shows the number of students in the department from 2010-2015. The department faculty taught a combined 13,730 student credit hours during the 2014-2015 catalog year.

Figure 6. *Student Credit Hours Taught by the Department of Public Health, Clinical & Health Sciences 2010 - 2015*

**Qualitative Indicators of Excellence**

MSA Healthcare Administration specialization faculty maintain a very high level of community engagement. The following chart shows community partners with whom the faculty consistently engage.
Table 13. *Health Sciences Degree Faculty Community Engagement Activities*

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Role</th>
<th>Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College of Health Executives (ACHE) - North Florida Region Chapter</td>
<td>Leadership Council</td>
<td>Valaitis</td>
</tr>
<tr>
<td>AUPHA</td>
<td>Member</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Board Member Eyecare International, Inc.</td>
<td>Member</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Escambia County RESTORE Act Advisory Committee</td>
<td>Officer</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Quarterly Pensacola Chamber's Health Science Advisory Council Meeting</td>
<td>Member</td>
<td>Valaitis</td>
</tr>
<tr>
<td>Florida HOSA (Future Health Professionals) - regional</td>
<td>Event Coordinator</td>
<td>Hahn</td>
</tr>
<tr>
<td>Florida HOSA (Future Health Professionals) - State</td>
<td>Event Coordinator</td>
<td>Hahn</td>
</tr>
<tr>
<td>Partnership for a Healthy Community</td>
<td>Member</td>
<td>Hahn</td>
</tr>
<tr>
<td>Santa Rosa Community Health Improvement Committee, Adult Tobacco Subcommittee</td>
<td>Officer</td>
<td>Hahn</td>
</tr>
<tr>
<td>Santa Rosa County Tobacco-Free Coalition Vice Chair</td>
<td>Officer</td>
<td>Hahn</td>
</tr>
<tr>
<td>Santa Rosa County Tobacco-Free Coalition, Smoke-Free Housing Subcommittee Chair</td>
<td>Chair</td>
<td>Hahn</td>
</tr>
<tr>
<td>AUPHA</td>
<td>Member</td>
<td>Hahn</td>
</tr>
<tr>
<td>American Physical Therapy Association (APTA)</td>
<td>Member</td>
<td>Nelson</td>
</tr>
<tr>
<td>APTA Geriatrics Section</td>
<td>Member</td>
<td>Nelson</td>
</tr>
<tr>
<td>APTA Education Section</td>
<td>Member</td>
<td>Nelson</td>
</tr>
<tr>
<td>Florida Physical Therapy Association (FPTA)</td>
<td>Officer</td>
<td>Nelson</td>
</tr>
</tbody>
</table>

Table 14 is a summary of selected grants and contracts garnered by the Department of Public Health, Clinical & Health Sciences.

Table 14. *Department of Public Health, Clinical & Health Sciences Grant, Contracts, and Endowment Productivity*

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stewart, G. L., M. Pilar Martin, M.P., Sisskin, E. Emerging Scholars in Environmental Health</td>
<td>$120,000.00</td>
</tr>
<tr>
<td>Stewart, G.L Amplification of Blood parasites for ATCC</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Chung, H., Mbizo J. (2010) Family Medical History Survey of Naval Personnel. Grant through the Mitchell Center for Repatriated Prisoners of War</td>
<td>$10,000.00</td>
</tr>
</tbody>
</table>

Sharma, V. & Mbizo, J. (2008). “Exploratory Study: The potency of the Old Path Herbal Tea” $2,000.00

PI: Mbizo, J. Collaborators: Sutton, M.A., Memiah, P., Curtis, D., & Sisskin, E. Master of Public Health Program: Support for Technology and Software. $16,000.00

White, L. Co-PIs: Sutton, M.A. & Ter Haar, L. Innovative New Programs for an Industry-Vested IT Workforce in Northwest Florida: Software Engineering Graduate Program. $292,728.00

PI: Sutton, M.A. Collaborators: Bennett, W., Stone, L., Okafor, A., Marten, M., Memiah, P., & Mbizo, J. Research Equipment Funding Proposal for Transdisciplinary Informatics Research with Faculty, Students, and Citizen Scientists. $36,550.00

Sutton, M.A. Building High-Quality Online Programs at UWF: Support for Strategic Planning and Accreditation Efforts Using a Team-Oriented Model Emphasizing Quality, 360-Degree Assessment, and Public Accountability $25,000.00

Hahn, A. M., & Malley, P., Investigation of UWF as a Smoke-free University $5,000.00

**Total Grants and Contracts** $766,278.00

**Endowment from Partnership for Public Health** $100,000.00

**Total productivity** $866,278.00

Figure 7 and Table 15 show that the College of Business at UWF, which will be offering the administration core of the proposed MHA degree program, is also a very productive unit.

![Table 7](image)

**Explanation of Abbreviations in Figure 7**

- BDS: Basic or Discovery Scholarship
- AIS: Applied Integrative/Application Scholarship
- TLS: Teaching and Learning Scholarship
- PRJ: Articles in peer-reviewed journals
- Mono: Research Monographs
- Proc: Articles the in Proceedings of an Academic or Professional Meeting
- Grant: Competitive Research Awards Received
- Txbk: Textbooks
- Case: Cases
- OTM: Other Teaching Materials
- OIC: Other Intellectual Contributions, selected by school (peer reviewed paper presentations, books, chapters, research seminars, papers presented at workshops, instructional software, study guides, instructor's manuals, publicly available material describing the
design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, supplements, non-refereed journal articles, etc.

The courses that the College of Business will contribute to the proposed degree program are currently being offered in the Masters of Business Administration (MBA) degree program. UWF’s MBA degree program awarded 50 degrees in the last full academic year (2014 - 2015). Semester credit hour and FTE generation by gender for the MBA degree program are listed in Table 9 below.

Table 15. College of Business MBA Degree Program Semester Credit Hour and FTE Generation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Status</th>
<th>SCH</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Full Time</td>
<td>188</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>Part Time</td>
<td>111</td>
<td>3</td>
</tr>
<tr>
<td>Male</td>
<td>Full Time</td>
<td>364</td>
<td>11</td>
</tr>
<tr>
<td>Male</td>
<td>Part Time</td>
<td>237</td>
<td>7</td>
</tr>
</tbody>
</table>

X. Non-Faculty Resources

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

MHA Library Resources:

UWF currently offers both B.S. Health Sciences Specialization in Healthcare Administration and a M.S.A Specialization in Healthcare Administration as online programs. In support of the B.S. in Healthcare Administration (BHA), the library is equipped to provide similar resources and services for the proposed program.

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 journal and other serial titles through a discovery system. An analysis of holdings in relevant to Library of Congress classifications for healthcare administration indicate that UWF has over 1,000 volumes related to this field. Additionally, the library has extensive access to journals to support the program; the library holds 190 health service related e-journals.

Indexing, abstracting and full text databases relevant to healthcare administration include the specialized databases Health Reference Center Academic, PubMed, which includes MEDLINE and literature vetted by the National Library of Medicine, and CINAHL. More general health science resources supporting healthcare administration are ABI/INFORM Global and, Business Source Complete, and ProQuest Nursing & Allied Health Source. Full-text dissertations and theses are available through ProQuest Dissertations and Theses. Using their Argonet accounts, students and faculty may access electronic resources any time from any place.
Current library resources available to implement the proposed program through year 5 include:

**Databases**
- Health Reference Center Academic
- ABI/INFORM Global
- MEDLINE (OCLC)
- CINAHL Complete
- Cochrane Library (Wiley)
- Statistical Abstract of the United States (ProQuest)
- Business Source Complete
- CQ Researcher
- LexisNexis Academic
- ProQuest Nursing & Allied Health Source

**Major Journals**
- Healthcare Manager: UWF has access to 2005; faculty request that the library expands the subscription to present. See costs below.
- Health Affairs: 2004-Present
- Journal of Healthcare Management: 1997-Present
- Health Service Research: 2001-Present
- Strategic Management Journal: 1980-Present (with 1-year delay)
- Academy of Management Journal: 1963-Present
- Medical Care: 1963-2010; faculty request that the library expand the subscription to present. See costs below.
- Academy of Management Review: 1976-Present
- Administrative Science Quarterly: 1956-Present
- Journal of Healthcare Leadership: 2012-Present
- Health Facilities Management: 2004-Present
- Journal of Health and Human Services Administration: 2000-Present

Each academic discipline is assigned a Reference Librarian to serve as a department liaison, providing library instruction, collection development, and reference assistance for the students and faculty in that discipline. To support the needs of online learners, students may also schedule a research consultation with their liaison via in-person, Skype, LibChat, or telephone. The liaison for healthcare administration is Hillary Fox.

The library provides an Online Learners Library Guide (http://libguides.uwf.edu/online) outlining services and resources that support the increasing number of online learners. The library has also been responsive to the needs of clients who prefer to work from home. In addition to being able to access databases and materials in full-text online, UWF students and faculty may also take advantage of these online library services:
- Read course-required readings on electronic reserves
- Request books and articles from Interlibrary Loan
- Request Intercampus Loan (to/from the Fort Walton Beach Campus library)
- Renew books
- Submit a reference question via text, email, or chat
- Request priority cataloging of an item that is on order
- Suggest the purchase of a particular book or journal
- Request an item to be recalled for use
- Have UWF and Interlibrary Loan books delivered to student’s home address if they live over 50 miles from campus
B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

RESPONSE:

To support the proposed MHA program while keeping the program competitive, there are multiple resources that should be added to the collection. Not only will these resources benefit students in the Healthcare Administration program, but they will also support students in UWF’s other allied health programs. These include the following:

- **Database**: Health Business Fulltext Elite (Elsevier)
- **Journal**: Three journals were requested by faculty: Healthcare Manager, JAMA, and Medical Care.
- The library currently has a partial subscription to Healthcare Manager but the subscription must be updated to present.

Table 16. **Library Costs for MHA Degree Program Year 1 through Year 5**

<table>
<thead>
<tr>
<th>Library Costs Year 1 through Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1:</td>
</tr>
<tr>
<td>Health Business Fulltext Elite (Elsevier)</td>
</tr>
<tr>
<td>Health Care Manager (2002-Present)</td>
</tr>
<tr>
<td>JAMA</td>
</tr>
<tr>
<td>Medical Care (1996-Present)</td>
</tr>
<tr>
<td>Year 5:</td>
</tr>
<tr>
<td>Health Business Fulltext Elite (Elsevier)</td>
</tr>
<tr>
<td>Health Care Manager</td>
</tr>
<tr>
<td>JAMA</td>
</tr>
<tr>
<td>Medical Care</td>
</tr>
</tbody>
</table>

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

RESPONSE:

As the program will be offered completely online, there is no need for additional classroom, teaching laboratory, research laboratory, office, and other types of space.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

RESPONSE:

As the program will be offered online only, it is not anticipated there will be any need for additional teaching or research space to accommodate this program.
E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

**Response:**

Not applicable.

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

**Response:**

No additional specialized equipment is needed for the proposed program.

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

**Response:**

No specialized equipment will be needed to sustain the proposed program.

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

**Response:**

Not applicable

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

**Response:**

The proposed MHA degree program has allocated funds (see Appendix A Table 2) for two graduate assistants in Year 1 and six graduate assistants in Year 5.

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

**Response:**

The region surrounding UWF is home to a high concentration of hospitals, outpatient clinics, rehabilitation centers, long-term care facilities, mental health organizations, and insurance companies. Some of the community partners with whom students in the Department of Public Health, Clinical & Health Sciences have interned include:

- Sacred Heart Hospital,
• Baptist Hospital,
• the Florida Department of Public Health,
• Andrews Institute,
• Nemours Children’s Hospital,
• Santa Rosa Hospital,
• Blue Cross Blue Shield of Florida,
• Hope and Health Clinic,
• Red Cross, and
• Santa Rosa Emergency Management.

Members of the local healthcare community with whom the department regularly communicates have pointed out that their needs for an educated workforce will expand considerably over the next decade. Based on feedback from community partners, there has been a strong interest and willingness to collaborate with UWF to ensure meaningful internship and practicum experiences for the MHA degree program students. The Department of Public Health, Clinical & Health Sciences will hire a part time OPS position to help set up, manage, and coordinate internships.
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
See Excel Workbook: 2016-04-26 UWF MASTER IN HEALTHCARE ADMINISTRATION-APPENDIX A Tables 1-4.xlsx
## 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>27</td>
<td>14.9</td>
<td>38</td>
<td>20.90</td>
<td>48</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>10</td>
<td>5.50</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>5</td>
<td>2.75</td>
<td>21</td>
<td>11.55</td>
<td>27</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
<td>5</td>
<td>2.75</td>
<td>7</td>
<td>3.85</td>
<td>9</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</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>Totals**</td>
<td>47</td>
<td>25.85</td>
<td>66</td>
<td>36.30</td>
<td>84</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>
<th>Funding Source</th>
<th>Year 1</th>
<th>Year 5</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocated Base* (E&amp;G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reallocated Base* (E&amp;G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Growth (E&amp;G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other New Recurring (E&amp;G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Non-Recurring (E&amp;G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculated Cost per Student FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty Salaries and Benefits</strong></td>
<td>105,556</td>
<td>$166,306</td>
<td>$262,546</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A &amp; P Salaries and Benefits</strong></td>
<td>65,562</td>
<td>$65,562</td>
<td>$68,840</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>USPS Salaries and Benefits</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Personal Services</strong></td>
<td>75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assistantships &amp; Fellowships</strong></td>
<td>10,000</td>
<td>$10,000</td>
<td>$50,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>25,345</td>
<td>$25,345</td>
<td>$33,224</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>7,219</td>
<td>$10,829</td>
<td>$11,370</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operating Capital Outlay</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Categories</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>$263,337</td>
<td>$0</td>
<td>$89,705</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Faculty and Staff Summary**

**Year 1**

- Faculty (person-years): 1.73
- A & P (FTE): 1
- USPS (FTE): 0

**Year 5**

- Faculty (person-years): 3.23
- A & P (FTE): 1
- USPS (FTE): 0

**Calculated Cost per Student FTE**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$353,042</td>
<td>$500,980</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>25.85</td>
<td>66</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$13,657</td>
<td>$7,591</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>Reallocation from extant MSA degree program/Healthcare Administration specialization to Master of Healthcare Administration degree program</td>
<td>282,292</td>
<td>282,292</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Totals                                                                             | $282,292                 | $282,292                 | $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>% Effort for Prg. Year 1</th>
<th>PY Year 1</th>
<th>Mos. Contract Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>John Batchelor, PhD, Management</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
</tr>
<tr>
<td>A</td>
<td>Richard Hawkins, PhD, Economics/Marketing</td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>2016</td>
<td>9</td>
<td>0.75</td>
<td>0.20</td>
<td>0.15</td>
<td>9</td>
<td>0.75</td>
<td>0.20</td>
</tr>
<tr>
<td>A</td>
<td>Lane Lambert, PhD, Accounting</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
</tr>
<tr>
<td>A</td>
<td>Stephen LeMay, PhD, Marketing</td>
<td></td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
</tr>
<tr>
<td>A</td>
<td>June Wei, PhD, Management</td>
<td></td>
<td>Professor</td>
<td>Tenured</td>
<td>2016</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
<td>0.11</td>
<td>9</td>
<td>0.75</td>
<td>0.15</td>
</tr>
<tr>
<td>A</td>
<td>Angela Hahn, PhD, Health Sciences</td>
<td></td>
<td>Lecturer</td>
<td>-</td>
<td>2016</td>
<td>9</td>
<td>0.75</td>
<td>0.50</td>
<td>0.38</td>
<td>9</td>
<td>0.75</td>
<td>0.50</td>
</tr>
<tr>
<td>C</td>
<td>Sara Mantravadi, PhD, Health Economics</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>2016</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
</tr>
<tr>
<td>C</td>
<td>New Hire (B), PhD, Health Administration</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>2017</td>
<td>9</td>
<td>0.75</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
</tr>
<tr>
<td>C</td>
<td>New Hire (C), PhD, Health Finance</td>
<td></td>
<td>Assistant Professor</td>
<td>Tenure Earning</td>
<td>2017</td>
<td>9</td>
<td>0.75</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Total Person-Years (PY):**

<table>
<thead>
<tr>
<th>Code</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.73</td>
<td>3.23</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>0.98</td>
<td>0.98</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>0.75</td>
<td>2.25</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/grants</td>
<td>Contracts/Grants</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Contracts/Grants</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Overall Totals for Year 1:**

| 1.73 |

**Overall Totals for Year 5:**

| 3.23 |
Appendix B

Signatures
Request to Offer a New Degree Program—Approval Signatures

Program: _______________________________

Program Chairperson: ___________________________ Date: ___________

College Curriculum: ___________________________ 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)
Please include the signature of the Equal Opportunity Officer, Dean of University College, and the Dean of University Libraries.

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

Robert Dugan
Dean of University Libraries

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II. E. of the proposal, the Dean and AVP of University College has reviewed sections on General Education III. D., V. A. and VIII. B. & D. and the Library Director has reviewed sections X. A. and X. B.

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

Melanie Haveard
Chief Technology Officer

Date

Date

Date
Appendix C

Academic Learning Plan
MASTER OF HEALTHCARE ADMINISTRATION

Mission Statement
The mission of the MHA Program at the University of West Florida is to develop emerging professionals in healthcare administration who possess the skills and attributes needed to optimize the delivery of care and improve the quality of life for the people in our local and regional communities. Students will demonstrate mastery through the discovery of knowledge, practical experience, engagement in scholarly activities and service to the community.

Student Learning Outcomes
Students with a Master of Healthcare Administration should be able to do the following:

Content
• Apply healthcare administration concepts, principles, and practices to the operation of healthcare organizations in order to analyze and optimize quality, financial performance, resource utilization and strategic direction.

Critical Thinking
• Evaluate challenges in healthcare administration by breaking them down and reconstructing them to improve organizational performance.

Communication
• Create professional, cogent administrative reports written in a clear, logical, and grammatical manner on subjects related to healthcare administration.

Integrity/Ethics/Characteristics
• Through reflection and instruction, develop an accurate view of professional strengths and areas in need of further development.
• Assess personal ethics and professional practices as they relate to a career as a healthcare

Project Management
• Collaborate effectively on team-based projects that require administrative skills in the areas of project management, leadership and collaboration.

Assessment of Student Learning Outcomes
Success will be demonstrated through examination, individual and group projects, case studies and written assignments.
Job Prospects for Master of Healthcare Administration Graduates

Graduates of the Master of Healthcare Administration may find employment in the areas listed below. Be mindful that some careers will require further study or experience.

- Healthcare Marketing Specialist
- Hospice Director
- Hospital Administrator
- Hospital Patient Admissions
- Managed Care Analyst
- Medical Equipment Sales Director
- Medical Group Practice Office Manager
- Medical Records Administrator
- Assisted Living Facility Administrator

Find out more about Master of Healthcare Administration at UWF:
Appendix D

Faculty Curriculum Vita
Jun Wei, Ph.D.
Professor
Management & MIS
College of Business
jwei@uwf.edu

Academic Background
Ph.D. Purdue University, West Layfayette, Indiana, Industrial Engineering, 2000
M.S. Georgia Institute of Technology, Atlanta, Georgia, Industrial and Systems Engineering, 1995
M.B.A. Zhejiang University, Hangzhon, China, Management Information Systems, 1990
B.S. Jilin University of Technology, Jilin, China, Management Engineering, 1986

Certifications
Computer Integrated Manufacturing Systems,
Object-Oriented Analysis and Design Using UML,
Telecommunications and Networks,
Voice Gateway,

Computer Skills

Hardware: TCP/IP (SNMP), ATM, SONET, DSI, DLC, Class 4 telephone switches - Nortel DMS-100, Lucent 5ESS, Marconi central office terminal shelf, remote digital terminal shelf, Channel cards, MPC860/850 development enviroment, Intel i960 development enviroment, SUN SPARC workstations, and PC.

Language: Java, C, C++, COBRA, PowerPC Assembly, Visual Basic, x86 Assembly, Basic, COBOL, FORTRAN, Lisp, SQL, Unified Modeling Language (UML), HTML, and SIMAN and PROMODEL simulation languages.

WORK EXPERIENCE
Academic Experience
Professor with tenure, University of West Florida (2013 - Present), Pensacola, Florida.
Associate Professor, University of West Florida (2008 - 2013), Pensacola, Florida.
Assistant Professor, University of West Florida (2003 - 2008), Pensacola, Florida.

Adjunct Professor, University of Dallas-Graduate School of Management (2002 - 2002), Irving, Texas. Taught courses including GSM7378: Advanced Systems Analysis and Design.


Research Assistant, Georgia Institute of Technology (1993 - 1997), Atlanta, Georgia.

Assistant Professor, School of Management, Zhejiang University (1989 - 1992), Zhejiang, China.

Non-Academic Experience

National

Software Engineer, Marconi Communications (1997 - 2002), Irving, Texas. Responsible for conducting research on utilizing cutting-edge communication and network technology, and applications of management information systems theories for developing more cost effective operations, and enhancing the quality of telecommunications software systems; on applying advanced principles and techniques of software engineering to the object oriented real time embedded software systems for next generation digital loop carrier systems in telecommunication.

Sample projects include the following: Real-time Embedded Framework project, Fiber To The Home (FTTH) project, Matrix System project, Full service Access Network (FSAN) project.

Research Engineer, Bausch & Lomb Oral Care Division (1994 - 1995), Atlanta, Georgia.


INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


**Non-Refereed Articles**


**Non-Refereed Proceedings**

*Non-Refereed*


**Invited Articles/Reviews**


**Book**


**Book Chapters**

*Refereed*


**Presentation of Refereed Papers**

**International**


**National**


**Presentation of Non-Refereed Papers**

**Local**


**Research Grants**

**Funded**

2012-2013: Wei, J. Factors Impacting User's Acceptance on Smart Cities for Global Sustainable Environments, University of West Florida. Faculty Scholarly and Creative Activity Grant.

2011-2012: Wei, J. Privacy and Security Factors Impacting User's Trust and Service Quality in E-Healthcare, Principal Investigator, University of West Florida. Faculty Scholarly and Creative Activity Grant; $2,000.

2010-2011: Wei, J. Tablet PC based Case Study Analysis in Business Course, Principal Investigator, University of West Florida. Instructional Technology Enhancement Project Grant; $14,000.


2009-2010: Wei, J. Cross-Cultural Mobile Learning Analysis for Higher Education, Principal Investigator, University of West Florida. Faculty Scholarly and Creative Activity Grant; $2,000.

2008-2009: Wei, J. Development of an Information Security Assessment Model for Mobile Airline Ticketing, University of West Florida. Faculty Scholarly and Creative Activity Grant.
2007-2008: Wei, J. Development of an Interactive Mobile Learning Model for Higher Education, Principal Investigator, University of West Florida. Faculty Scholarly and Creative Activity Grant; $2,000.


1995-1996: Wei, J. Research Grant, Bausch & Lomb Oral Care Division, Atlanta, Georgia.

Papers Under Review


Working Papers


June, I., Liu, C., & Wei, J. (2013). "How Important are Enjoyment and Mobility for Continuance with Mobile Data Services?"


SERVICE:

Service to the University

University of West Florida

Department Assignments

Faculty Advisor:

Member:
2006-2007: Search Committee for Operations Management Position at FWB
Mentoring Activities:

Other Institutional Service Activities:
2003-2004 – 2015-2016: Student Research Projects: Guided students to conduct research projects and write papers, which resulted five papers published in peer reviewed journals and one paper in conference proceedings

College Assignments

Member:
2011-2012: Personnel Committee
2006-2007 – 2009-2010: Graduate Programs & Curriculum Committee

Other Institutional Service Activities:

Member:
2014-2015: College of Business Council
2014-2015: Graduate Curriculum and Assurance of Learning Committee
2014-2015: Search Committee for MBA Coordinator
2014-2015: Search Committee for Strategy Position
2010-2011 – 2014-2015: College of Business Personnel Committee
2011-2012: Search Committee for Instructor Position
2011-2012: Dyson Awards Selection Committee, Service
2011-2012: Search Committee for Accounting and Financial Management
2011-2012: Search Committee for Accounting Information Systems
2011-2012: Search Committee for Financial Accounting
2010-2011: Dyson Awards Selection Committee, Research
2009-2010: Dyson Awards Selection Committee, Service
2003-2004 – 2009-2010: Graduate Programs and Curriculum Committee
2008-2009: Dyson Awards Selection Committee, Research
2008-2009: Search Committee for Accounting Instructor
2007-2008: Dyson Awards Selection Committee, Service
2006-2007: Dyson Awards Selection Committee, Research
2005-2006: Dyson Awards Selection Committee, Service
2004-2005: Dyson Awards Selection Committee, Research
2003-2004: Search Committee for IT Supervisor

University Assignments

Faculty Advisor:

**Member:**
2012-2013: Graduate Council
2012-2013: Graduate Council Thesis Review Committee
2011-2012 – 2012-2013: Student Scholars Symposium Planning Committee
2010-2011: UWF Honors Program Committee
2010-2011: Advisory Committee
2008-2009: Programs and Resources Committee
2005-2006: Academic Council
2005-2006: Faculty Senate

**Mentoring Activities:**
2004-2005: Phone-A-Tone: Converse with new students who were admitted by UWF

**Other Institutional Service Activities:**

**Service to the Profession**

**Board of Directors: Substantial Involvement**
2011-2012: IEEE International Conference on Supernetworks and System Management. Academic Committee Chair

**Conference: Program Board / Committee Chair**
2014-2015: Technology Innovation and Industrial Management Conference, Seoul, South Korea. Strategic and Value Chain Management Session
2014-2015: Southwest Decision Sciences Institute (DSI), Dallas, Texas. Management Information Systems Session
2012-2013: Decision Science Institute (DSI), San Francisco, California. Decision Making and Problem Solving Session
2012-2013: Southwest Decision Sciences Institute (DSI), New Orleans, Louisiana. Operations and Supply Chain Management Session
2011-2012: Southwest Decision Sciences Institute (DSI), Houston, Texas. Electronic Government and Non-Profit Organizations Track
2011-2012: IEEE International Conference on Supernetworks and System Management, Shanghai, China. Supernetworks Session
2010-2011: International Conference on Accounting, Business, Leadership, and Information Management, New Orleans, Louisiana. Mobile Commerce Track
2010-2011: Southwest Decision Sciences Institute (DSI), Dallas, Texas. Operations and Supply Chain Management Session
2009-2010: Decision Science Institute (DSI), New Orleans, Louisiana. E-Value Chain and E-Stratgy Session
2009-2010: Southwest Decision Sciences Institute (DSI). Electronic Government Track
2008-2009: Southwest Decision Sciences Institute (DSI), Baltimore, Maryland. Information Systems Management Session
2007-2008: Decision Science Institute (DSI), Phoenix, Arizona. IS Selection/Support for Organization Track
2006-2007: International Conference on Pacific RIM Management, Honolulu, Hawaii. Collaborative Commerce and Distance Delivery Track
2004-2005: International Conference on Pacific RIM Management, San Diego, California. Race, Gender, Class & Digital Divide Track

Conference: Program Board / Committee Member
2008-2009 – 2013-2014: Annual Pre-ICIS HCI/MIS Research Workshop. 8th, 9th, 10th, 11th, 12th, and 13th Annual Workshop
2009-2010: International Conference on Mobile Business (ICMB). 9th Annual and 9th Global Mobility Roundtable
2008-2009: International Conference on Applied Ergonomics. Board Member

Editor: Associate Editor


Editor: Conference Proceedings

2010-2011: IEEE International Conference on Supernetworks and System Management, Shanghai, China.


Editor: Editor-in-Chief

2009-2010 – 2014-2015: International Journal of Mobile Communications. IJMC is Information Systems leading peer-reviewed journal. Listed in Social Sciences Citation Index (SSCI) and Engineering Index (IE).


Editor: Guest Editor


2009-2010: International Journal of Management in Education. An Information Systems leading peer-reviewed journal. Special Issue on "Innovative Distance Learning for Higher Education."


Editor: Senior Editor


Organization / Association: Member


2010-2011 – 2012-2013: Southwest Decision Sciences Institute (DSI). Publications Committee

2010-2011: Southwest Decision Sciences Institute (DSI). Distinguished Educator Committee


2009-2010: Southwest Decision Sciences Institute (DSI). Distinguished Service Committee

Organization / Association: Officer


2011-2012: Southwest Decision Sciences Institute (DSI). Program Chair-Elect

Reviewer - PRJ Editorial Board


Management and Decision Making. Special Issue of "Knowledge Management and Decision Making in the Internet Age"

**Reviewer: Ad Hoc Reviewer for a Journal**

**Reviewer: Conference Paper**

**Service to the Community**

**Chair of a Committee**

**Member of a Committee**
2006-2007: Mid-Moon Festival, Christmas Festival, Chinese New Year Festival, Organizer
2006-2007: Reception and Dinner Party for Mr. YiMing Li, He traveled five years around the world by bicycle to help promote world peace and Olympic spirit.
2006-2007: Miss Vienna Cheng's Concert

**Other Community Service Activities**
2008-2009 – 2010-2011: Gulf Coast American Chinese Association, Assist Members
2006-2007: Reception for delegates from TaiYuan University of Technology, China, Attended reception and seminar, helped in translation, and attended dinner at Skopelos
2006-2007: Organized FeiShui Seminar, Presented by Mr. C.C. Lee (AIA) president of STOA International Architects and found of Feng-Shui Institute of Houston

**Speech / Presentation at a Community Meeting**
2005-2006: S.S. Dixon Primary School, Gave a lecture to students

**Memberships**
Honors-Awards-Grants

**Research**

2015-2016: Dyson Award for Excellence in Research, University of West Florida, College of Business. $6,000

2013-2014: Peer Review Publication Research Awards, University of West Florida, College of Business. $6,000

2013-2014: Dyson Award for Excellence in Research, University of West Florida, College of Business. Development of a Mobile Pills Framework.


2011-2012: Student Scholars Symposium Award Winner, University of West Florida. Development of a Mobile Pills Framework.

2011-2012: Dyson Award for Excellence in Research, University of West Florida, College of Business. Development of a Mobile Pills Framework.

2010-2011: Best Paper Award, International Conference in Accounting, Business, leadership, and Information Management, Business Research Track. "Users' Trust in Privacy and Security in U-Commerce"

2010-2011: University Faculty Distinguished Research and Creative Activities Award, University of West Florida. "Users' Trust in Privacy and Security in U-Commerce"

2009-2010: Peer Review Publication Research Awards, University of West Florida, College of Business. Peer Review Publication Research Awards

2009-2010: Dyson Award for Excellence in Research, University of West Florida, College of Business. Peer Review Publication Research Awards

2007-2008: Dyson Award for Excellence in Research, University of West Florida, College of Business. Peer Review Publication Research Awards

2005-2006: Publication Incentive Award, University of West Florida, College of Business. Peer Review Publication Research Awards

2005-2006: Dyson Award for Excellence in Research, University of West Florida, College of Business.

**Service-Professional**

2005-2006: Distinguished Writing Award, Foundation for Information Technology Education. "Value Chain Based E-Business in the Apparel Retail Industry"

2004-2005: Distinguished Writing Award, Information Systems Education Conference. "Development of Interface Feature-Based Mobile Ticket Framework for Air Travel Industry"

**Service-University**

2014-2015: Dyson Award for Excellence in Service, University of West Florida, College of Business.

2012-2013: Dyson Award for Excellence in Service, University of West Florida, College of Business.
2010-2011: Dyson Award for Excellence in Service, University of West Florida, College of Business.
2008-2009: Dyson Award for Excellence in Service, University of West Florida, College of Business.
2006-2007: Dyson Award for Excellence in Service, University of West Florida, College of Business.

**Teaching**
2011-2012: Distinguished Teaching Award, University of West Florida.
2011-2012: E. W. Hopkins Faculty Recognition and Development Award, University of West Florida, College of Business.
2009-2010: Faculty Recognition, Florida Board of Trustee's Meeting.
2004-2005: E. W. Hopkins Faculty Development Award, University of West Florida, College of Business.

**Faculty Development**

**Certificates - Discipline Related**
2012-2013: Southwest Decision Sciences Institute (DSI), San Francisco, California. Microsoft Windows Development Workshop Certificate

**Certificates - Instruction Related**
2012-2013: University of West Florida, Pensacola, Florida. Online Teaching Certificate
2011-2012: University of West Florida, Pensacola, Florida. Design Online Teaching Certificates

**Courses Taught**


**Courses taught, but not in the Schedule:** Introduction to Information Systems and Technologies, Computer Programming Language: Visual Basic, Advanced Systems Design & Analysis (MBA), International Business, Database Designs

**Other Teaching Activities**

**Mentoring Students**
2013-2014 - UWF Student Scholars Symposium Award. [Chris Boning, Chris Jefferies, and Dustin Lennon]
2013-2014 - UWF Graduate Student Scholarly and Creative Activities Award. [Colleen Clare]
2012-2013 - UWF Graduate Student Scholarly and Creative Activities Award. [JeeSeng Bang]
2012-2013 - UWF Distinguished Graduate Presentation Award. [Angel Francisco Carrete Rodriguez]
2012-2013 - Presented at Proceedings of the Southwest Decision Science Institute. [Chris Boning, Chris Jefferies, and Dustin Lennon]
2012-2013 - UWF Graduate Student Scholarly and Creative Activities Award. [Sumaiya Zabeen]
2011-2012 - UWF Student Scholars Symposium Award. [Nien-Chieh Lee, Hi Tran, and Albert Yin]
2009-2010 - UWF Graduate Student Scholarly and Creative Activities Award. [Meaghan Boden]
2009-2010 - UWF Honors Program Grant. [Hi Tran]
2009-2010 - International Conference in Accounting, Business, Leadership, and Information Management, Business Research Track, Best Paper Award. [Hi Tran]
2008-2009 - UWF Graduate Student Scholarly and Creative Activities Award. [Faustine Casassus]
2008-2009 - UWF Graduate Student Scholarly and Creative Activities Award. [Meiga Loho-Noya]
2008-2009 - Southwest Decision Science Institute Undergraduate Best Paper Award. [Krystle Escarfulet, Christina Jantzen, and Shari]
2008-2009 - Presented at Proceedings of the Southwest Decision Science Institute. [Christopher Barton, Toshia Hasse, David Kinter, and Peter Tormey]
2006-2007 - UWF Graduate Student Scholarly and Creative Activities Award. [John Weathers]
2006-2007 - UWF Undergraduate Research Award. [David Holland]
2006-2007 - UWF Undergraduate Research Award. [Steven Taylor]
2005-2006 - UWF Graduate Student Scholarly and Creative Activities Award. [Waliaipan Kesthong]
2004-2005 - Information Systems Education Conference, Distinguished Writing Award. [Hye-Heong Chun]
2004-2005 - Information Systems Education Conference, Distinguished Writing Award. [Jennifer Pfitscher]
Academic Background

D.B.A.  University of Tennessee, Knoxville, Tennessee, Transportation and Logistics (Strategic Management Statistics minor), 1985
M.B.A.  The University of Tennessee, Knoxville, Tennessee, Production and Operations Management, 1984
B.S.  Northwestern University, Evanston, Illinois, Magazine Article Writing (History, composition, social sciences minor), 1972

WORK EXPERIENCE

Academic Experience

Associate Professor of Marketing, University of West Florida (2012 - Present), Pensacola, Florida.
Emeritus Professor, Mississippi State University, College of Business and Industry Department of Marketing, Quantitative Analysis, and Business Law (2007 - Present), Starkville, Mississippi.
Associate Professor of Marketing, Dalton State College, School of Business (2007 - 2012), Dalton, Georgia.
Director, Mississippi State University, Professional Golf Management Program (2003 - 2007), Starkville, Mississippi.
Professor of Marketing and Logistics, Mississippi State University, Department of Marketing, Quantitative Analysis, and Business Law (1994 - 2007), Starkville, Mississippi.
Associate Professor of Marketing, Mississippi State University, Department of Marketing, Quantitative Analysis, and Business Law (1990 - 1994), Starkville, Mississippi.
Assistant Professor of Marketing, Mississippi State University, Department of Marketing, Quantitative Analysis, and Business Law (1987 - 1990), Starkville, Mississippi.
Assistant Professor of Management, Northern Illinois University, Department of Management (1986 - 1987), Dekalb, Illinois.
Visiting Professor of Management, University of Tennessee, Department of Management (1985 - 1986), Knoxville, Tennessee.

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


**Non-Refereed Articles**


**Book**


**Book Chapters**

**Refereed**


**Presentation of Refereed Papers**

**International**


**Local**


**National**


**Regional**


**State**


**Presentation of Non-Refereed Papers**

**Local**


National

State

Papers Under Review

SERVICE:

Service to the University

**College of Business and Industry Department of Marketing, Quantitative Analysis, and Business Law - Mississippi State University**

**College Assignments**

**Chair:**
2012-2013: Strategy Committee for Marketing Program

**Member:**
2012-2013: Strategy Committee for Supply Chain Logistics Program

**University Assignments**

**Member:**
2012-2013: QEP Committee

Unassigned

**College Assignments**

**Other Institutional Service Activities:**
2014-2015: Supply Chain Logistics Luncheon

**University Assignments**

**Member:**
2014-2015: QEP topic Selection Committee, including meeting with SACS team

Service to the Profession
Advisor

Conference: Program Board / Committee Chair
2012-2013: Association of Marketing Theory and Practice.

Reviewer - Article / Manuscript
2012-2013: Journal of Applied Marketing Theory.
2012-2013: Journal of Competitiveness.

Reviewer: Ad Hoc Reviewer for a Journal

Service to the Community

Other Community Service Activities
2014-2015: Inventory analysis for Qmotion, including student analysis and presentation
2014-2015: Marketing plan for century, FL, $20,000 funded project with Felicia Morgan and Scott Keller
2014-2015: Symposium with EPA officials and German masters student in supply chain management on modeling techniques, sustainability issues
2010-2011 – 2011-2012: Logistic Educational Materials Project, council of logistics management developed logistics materials aimed at principles of marketing and other junior level classes to improve coverage of logistics with Brian Engelland, Jeff Periatt, Jon Lox, and Melissa Moore head of project distributed to 300 business schools
2001-2002: Maintenance, maintainability, and reliability in Intermodal Transportation, National Center for Intermodal Transportation with Richard Cassady
2001-2002: Evaluation of the quality assurance plans, at the National Data Buoy Center and Science Applications International Corporation with Garry Smith and Noel Addy
2001-2002: Sponsored by NASA and the National Weather Service
1999-2000: NCIT Grant: Tracking and Tracing Intermodal Equipment, with Royce Bowden and Richard Cassady
1999-2000: Logistic Analysis, Stewart C. Irby Company with Royce Bowden, Stan Bullington, and Richard Cassady
1998-1999: Delta and Pine Land Distribution Study
1997-1998: International operations/warehouse analysis for large furniture manufacturer

1992-1993: Logistics Analysis, Richardson Brothers Furniture, Winona, Mississippi
Mayabella/ Artemania, Port Bienville Industrial Park, MS/ Merida, Mexico

1992-1993: Driver/Employee Satisfaction research, with G. Stephan Taylor

1992-1993: Driver/Employee Satisfaction research, with G. Stephan Taylor

1992-1993: Employee Attitude Research, with G. Stephan Taylor

1991-1992: JIT Feasibility Study and Logistics Audit


1991-1992: Inventory Analysis


CRST Turnover Report. With G. Stephen Taylor


Causes of Driver Turnover at KLLM, Inc. With G. Stephen Taylor

Strategic Plan for Logistics Operations. Spartus, Inc., Louisville, MS

Logistic Analysis for Distribution Centers. Spartus, Inc., Louisville, MS

Purchasing Analysis. Spartus, Inc., Louisville, MS. With Ken Dupre

An Analysis of the Work-Related Attitudes of Owner/ Operators and Office Employees. With G. Stephen Taylor

1990-1991: top management training- team building

1990-1991: Top management training program

1990-1991: Driver Turnover Study

1989-1990: Performance Appraisals Report to CRST

1989-1990: Project Report, Kemanord

1989-1990: Driver Survey

1989-1990: Transportation Analysis

1989-1990: top management training

1989-1990: recruiter training, CRST International


1987-1988: Mississippi Business Facts, Mississippi Power and Light

1985-1986: Compreshensive Market Analysis

1984-1985: Owner Operator/ Fleet Management Study

Memberships

Georgia State Golfers Association, 2012

Honors-Awards-Grants

Other


Research


**Service-University**
1989-1990: , College of Business and Industry-Mississippi State University. Outstanding Faculty Service Award

**Faculty Development**

**Other Professional Development**

**Courses Taught**

**Courses from the Teaching Schedule:** Global Logistics, Global Logistics Management, International Business, Logistics Systems Analytics, MBA Foundation: Mktg Mgt, Marketing Management, Strategic Transportation Management
Sherwood Lane Lambert, Ph.D.
Assistant Professor
Accounting & Finance
College of Business
llambert@uwf.edu

Academic Background
Ph.D.  University of Texas at Arlington, Arlington, Texas, Accounting (Information Systems minor), 2011
M.S.  University of Texas at Arlington, Arlington, Texas, Information Systems, 1992
M.B.A.  Texas Christian University (TCU), Fort Worth, Texas, Business Administration, 1974
B.S.  University of Texas at Arlington, Arlington, Texas, Mathematics, 1972

Certifications
Certified Public Accountant, 075828, 1999 (1999 - present), Texas.

WORK EXPERIENCE
Academic Experience
Assistant Professor of Accounting and Finance, University of West Florida (2012 - Present), Pensacola, Florida.
Adjunct Instructor of Accounting, Tarrant County College (TCC) - Northwest Campus (January, 2006 - May, 2011), Fort Worth, Texas.
Information System Instructor, Cal-Poly University (September, 1980 - May, 1981), Pomona, California.
COBOL Programmer, Texas Electric Utilities (TXU) (May, 1974 - 1976), Dallas, Texas.

Non-Academic Experience
National
Sarbanes-Oxley IT Audit Consultant, Haggar Corporation (May, 2005 - September, 2005), Dallas, Texas.
ERS Audit Manager, Deloitte & Touche LLP (June, 1999 - April, 2002), Unknown, Unknown.
Senior EDP Internal Auditor, General Dynamics (June, 1980 - 1983), Unknown, Unknown.
Became Lockheed Martin Corporation in 1991
Senior Programmer, Texas Electric Utilities (1976 - August, 1980), Fort Worth, Texas.

Consulting
2005-2006: Haggar Corporation, IT Audit Consultant: Used Microsoft Access to compare redundant data in interfaced legacy inventory, ordering and accounting systems; identified redundant data and recommended improvements in internal controls over these systems.

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles

Refereed Proceedings
Full Paper

Non-Refereed Proceedings
Non-Refereed

Presentation of Refereed Papers
International

National


Regional


**Papers Under Review**


**Working Papers**


**SERVICE:**

Service to the University

**Tarrant County College (TCC) - Northwest Campus**

**College Assignments**

**Member:**
2012-2013 – 2014-2015: Graduate Council

**University of West Florida**

**College Assignments**

**Other Institutional Service Activities:**
2014-2015: ACG 3401 Accounting Information Systems at UWF Fort Walton

**University Assignments**

**Other Institutional Service Activities:**
2013-2014: Faculty Phon-a-thon
2013-2014: President's Scholarships Competition

**Service to the Profession**

**Conference: Program Board / Committee Chair**

**Service to the Community**

**Other Community Service Activities**
2006-2007: Burlington Northern Santa Fe Corporation, Consulting

**Honors-Awards-Grants**

**Research**
2013-2014: Faculty Scholarly and Creative Activity Award, University of West Florida.

**Courses Taught**

**Courses from the Teaching Schedule:** Accounting Info Systems, Accounting Information Systems, MBA Foundation: FM I, Principles Financial Accounting, Principles Managerial Accounting
Richard Hawkins, Ph.D.  
Professor  
Marketing & Economics  
College of Business  
rhawkins@uwf.edu

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**Academic Background**

Ph.D.  Georgia State University, Atlanta, GA, Economics, 1996  
B.A. Emory University, Atlanta, GA, Economics, 1988

**WORK EXPERIENCE**

**Academic Experience**

Professor, University of West Florida (2012 - Present), Pensacola, Florida.  
Associate Professor, University of West Florida (2001 - 2012), Pensacola, Florida.  
Assistant Professor, University of West Florida (1996 - 2000), Pensacola, Florida.  
Instructor, University of West Florida (1996 - 1996), Pensacola, Florida.  
Research Associate, Georgia State University (1995 - 1996), Atlanta, Georgia.

**INTELLECTUAL CONTRIBUTIONS:**

**Refereed Articles**


**Refereed Proceedings**

**Full Paper**


**Cases**


**Research Grants**

**Funded**


2000-2001: Hawkins, R. To study the effect of growth on local school budgets, UWF Raymond Haas Center.

1998-1999: Hawkins, R. To study the impact of hurricanes on the NW Florida economy and on government budgets within the region, West Florida Regional Planning Council.

1997-1998: Hawkins, R. To develop a comprehensive source of material for principles of economics students, UWF Distance Learning and Technology-Based Instruction Initiative.

1997-1998: Hawkins, R. To examine the economic effects of increased road-building activity in Escambia County, FL, Escambia County Board of County Commissioners.

**Research Reports**


2012-2013: Hawkins, R., Lessons for Georgia: Telecommunications Tax Reform in Some of the Other Southeastern States, Fiscal Research Center, Andrew Young School of Policy Studies, Georgia State University., submitted to FRC Report No. 256.


Working Papers


SERVICE:

Service to the University

College Assignments

Other Institutional Service Activities:
2009-2010: Pensacola Venture Forum: Director

Chair:
2007-2008: Pensacola Venture Forum Director: Two COB students presented this year
2006-2007: Search Committee
1996-1997 – 1999-2000: UWF Faculty Merit Scholarship Committee

Member:
2011-2012: Search Committee
2010-2011 – 2011-2012: Department of Marketing and Economics Faculty Search Committee
1997-1998 – 2005-2006: UWF Faculty Merit Scholarship Committee

**University Assignments**

**Chair:**
2007-2008: Business & Technology Park Subcommittee

**Faculty Advisor:**

**Member:**
2010-2011: Graduate Council
2009-2010 – 2010-2011: General Education Assessment Reform Committee
2006-2007: UWF Honors Program Task Force

**University of West Florida**

**College Assignments**

**Member:**
2014-2015: COB Curriculum Committee
2014-2015: Graduate Programs, Curriculum, and Assurance of Learning Committee
2010-2011 – 2012-2013: Graduate Programs & Curriculum Committee
2010-2011 – 2012-2013: Undergraduate Programs & Curriculum Committee
2008-2009 – 2009-2010: Personnel Committee
2006-2007: Graduate Programs & Curriculum Committee
2006-2007: Business College Council

**University Assignments**

**Member:**
2014-2015: UWF Pensacon Partnership Committee
2011-2012 – 2012-2013: Faculty Senate
2011-2012: GEAR (General Education Assessment Reform) Committee

**Other Institutional Service Activities:**
2014-2015: STRIDE Task Force of the UWF Faculty ADVANCE program

**Service to the Profession**

**Academic Conference: Discussant**

**Reviewer - Article / Manuscript**

**Other Professional Service Activities**
2010-2011 – 2011-2012: National Tax Journal. Referee for The Effect of Sales Tax Holidays on Household Consumption Patterns
2009-2010: Journal of Public Economics. Referee for Christmas in August: Prices and Quantities During Sales Tax Holidays

Presentation

Service to the Community

Chair of a Committee

Member of a Committee
2009-2010: Pensacola Bay Area Chamber of Commerce
2007-2008: Strong Mayor Form of Government for Pensacola

Other Community Service Activities
2014-2015: Pensacon 2015 survey researcher and results analyst
2014-2015: Pensacon 2014 ProExpo survey researcher and result analyst
2012-2013: Gulf Coast Center for Innovation and Entrepreneurship (CIE) board, Guest lecture
2011-2012: Pensacola Business Challenge, Judge
2010-2011: Pensacola Venture Forum
2009-2010: 2010 Georgia legislation HB915 & HB918, Prepared revenue estimates
2008-2009: Senate Select Committee on Florida's Economy, Advisor (coordinated by Rick Harper, director of the Haas Center for Business Research)
2008-2009: Pensacola Venture Forum, Director
2005-2006: Region's Economy - WUWF Radio, Regular guest
2005-2006: Media Interviews, Media interviews on sales tax holidays
2002-2003: Pensacola Venture Forum, Organizer

Positions Held in Civic Organizations
2008-2009: Pensacola Bay Area Chamber of Commerce, Board Member
2005-2006 – 2007-2008: Pensacola Bay Area Chamber of Commerce, Board Member

Honors-Awards-Grants

Other

Research
Service-Community
2007-2008: High Growth Business Club. Outstanding Service to Entrepreneurs Award

Service-Professional

Teaching
1999-2000: E. W. Hopkins Faculty Development Award, University of West Florida College of Business.

Courses Taught

Courses taught, but not in the Schedule: Quantitative Methods for Business (MBA level), Principles of Macroeconomics, Managerial Economics, Environmental Economics, Public Finance
Academic Background

Ph.D. Virginia Commonwealth University, Richmond, Virginia, Business Management/Organizational Behavior (Quantitative Methods minor), 2011
M.B.A. East Carolina University, Greenville, North Carolina, Business Administration, 2005
B.S.B.A. East Carolina University, Greenville, North Carolina, Accounting, 2001

WORK EXPERIENCE

Academic Experience

Assistant Professor of Management, University of West Florida (2012 - Present), Pensacola, Florida. College of Business
Post Doctorate Fellow, Virginia Commonwealth University (2011 - 2012), Richmond, Virginia.
Instructor, da Vinci Center for Innovative in Product Design and Development (April, 2010 - 2012), Richmond, Virginia.
Instructor, Virginia Commonwealth University (2009 - 2012), Richmond, Virginia. Business Department
Research Assistant, Virginia Commonwealth University (2008 - 2012), Richmond, Virginia. Business Department
Adjunct Instructor, Edgecombe Community College (2005 - 2011), Tarboro, North Carolina. Business Department

Non-Academic Experience

National

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


**Abstract Only**


**Non-Refereed Articles**


**Presentation of Refereed Papers**

**International**


**Local**


**National**


**Regional**


**Research Grants**

**Not Funded**


**Papers Under Review**


**Working Papers**


Other Research Activities

**Basic or Discovery Scholarship**


**Other**

2013-2014: Batchelor, J. H., Proposal for Center for Entrepreneurship at the UWF School of Business. The initial outline for this proposal, along with the supporting materials for the discussion, is submitted. A meeting is scheduled for May 21, to discuss this proposal.

**SERVICE:**

Service to the University

University of West Florida

**Department Assignments**

**Member:**

2014-2015: Pre-tenure Mentoring Commitee
2012-2013: Mentor and Mid-Tenure Review Committee

**Other Institutional Service Activities:**

2014-2015: Multiple assessments of students
College Assignments

Faculty Advisor:
2014-2015: Student CEO: Won university wide competition for UWF Faculty Student Advisor of the Year Award, 2015. Helped maintain a monthly speaker series that brings local business leaders to speak to students at the UWF School of Business
2013-2014: Student CEO student organization

Member:
2012-2013: Undergraduate Programs & Curriculum Committee

Mentoring Activities:
2014-2015: Judge for the Innovation Awards hosted at UWF

Other Institutional Service Activities:
2013-2014: Proposal for entrepreneurship development at UWF: Worked with Dr. Ranelli

Member:
2014-2015: Dyson Faculty Research Award Committee
2014-2015: Dyson Faculty Service Award Committee
2013-2014: Selection Committee for SBDC Director

University Assignments

Faculty Advisor:

Member:
2014-2015: Academic Council
2014-2015: Faculty Senate

Other Institutional Service Activities:
2014-2015: Attended both graduations and served as a hooder
2013-2014: Healthcare graduate certificate program with Baptist Hospital
2013-2014: Communication Arts and Psychology Department: Worked with Communication Arts and Psychology department to develop Transforming

Service to the Profession

Board of Directors: Substantial Involvement

Conference: Program Board / Committee Chair
2012-2013: Small Business Institute, St. Petersburg, Florida. Session Chair

Reviewer - Article / Manuscript

**Editor: Guest Editor**

**Reviewer - PRJ Editorial Board**
2013-2014: Southern Management Association Conference.
2013-2014: Academy of Management (AoM).

**Reviewer: Ad Hoc Reviewer for a Journal**

**Reviewer: Conference Paper**
2012-2013: Association for Business Simulation and Experiential Learning (ABSEL).

**Service to the Community**

**Member of a Committee**
2014-2015: Gulf Coast Center for Innovations and Entrepreneurship
2013-2014: Center for Innovation and Entrepreneurship

**Honors-Awards-Grants**

**Other**
2013-2014: Hopkins Development Award, University of West Florida.

**Research**
2014-2015: Best Reviewer Award, Small Business Institute.
2013-2014: Dyson Research Award, University of West Florida.

**Service-Professional**

**Service-University**
2014-2015: Faculty Student Advisor of the Year Award, University of West Florida.
2013-2014: Dyson Service Award, University of West Florida.

**Faculty Development**

**Instructional-Related Conference**
2010-2011: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia. Moderated Multiple Regression Short Course
**Research-Related Conference/Seminar**
2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia.  SEM Short Course
2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia.  Meta-Analysis Short Course

**Other Professional Development**
2012-2013: National Institution of Health (NIH), Bethesda, Maryland.  Certificate of completion in "Protecting Human Research Participants"/

**Courses Taught**

**Courses from the Teaching Schedule:**  Compensation and Benefits, Future: Proj/Pln/Mgt, MBA Foundation: Mgt Skill, Management & Org Behavior, Management Fundamentals, Staffing, Training and Development

**MISCELLANEOUS**

**Other**

Last updated by member on 15-Apr-15 (01:14 PM)
Curriculum Vitae  S. Mantravadi, MS HCM, MPH, CPH, CHES

Professional Preparation

PhD student in Management and Policy Sciences, GPA 4.00
The University of Texas Health Science Center at Houston, School of Public Health (UTSPH)
Health Economics/Health Services Research track
Minor/Breadth: BioStatistics, Health Information Technology & Epidemiology
Completed preliminary exam; *All But Dissertation (ABD) Spring 2016*

*Expected graduation summer 2016*
Dissertation: Economic Evaluation: Hepatitis C Viral infection and Direct Acting Antivirals

*Salient Courses:* Health Economics: Advanced Health Economics (Behavioral Economics,
Comparative Effectiveness Research, Pay For Performance, Implementation of Healthcare Reform,
Production of Health, Demand for Healthcare Services, Economic Development & Population
Health In Low Income Countries, Economics of Vaccine Production & Distribution, Women’s
Health & Labor Market Participation), Advanced Econometrics for Health Outcome Research,
Econometrics in Public Health, Methods of Economic Evaluation of Health Programs, Claims Data
in Health Care Research

Biostatistics: Latent Variable Models & Factor, Distribution-Free Statistical Methods, Data Science
Analytics Methods

Health Services Research: Health Services Delivery & Performance, Health Outcomes & Quality
Research, Comparative Healthcare Systems: Policy Challenges & Economic Perspectives,
Biostatistics: Latent Variable Models & Factor, Distribution-Free Statistical Methods, Methods for
Analysis of Change: Applied Longitudinal Analysis, Economic and Social Determinants of Health

Health Informatics: Visualization in Health Information Visualization & Visual Analytics,
Fundamentals & Applications of Geographic Information System (GIS) and Neuro-Epidemiology

Master of Science in Health Care Management *(MS HCM)*, GPA 3.95
California State University Los Angeles
College of Business and Economics, AACSB accredited

*Special Recognition in Graduate Studies*
*Salient Courses:* Human Resource Management, Management of Healthcare Organizations,
Managing Managed Healthcare Organizations, Healthcare Marketing Management, Financial
Management of Healthcare Organizations, Mathematical Economics, Healthcare Information
Systems

Master of Public Health *(MPH)* in Community Health Education, GPA 4.00
Council on Education for Public Health (CEPH) Certified program
California State University Long Beach

*Salient Courses: Advanced Community Health Statistics, Research Methods, Healthcare Systems,
Healthcare administration

*Bachelor degree,* Biology Honors, African Studies minor
California State University Dominguez Hills
Summa Cum Laude, Presidential Scholar, Phi Kappa Phi

Salient Courses for the degree: Advanced level - Biochemistry, Hematology, Virology, Biological Literature, Histo-technique

Relevant Proficiencies


Software: SEM, TreeAge Pro 2011/Decision Analysis, SAS and STATA software, MPlus, SPSS, R programming, Tableau/Information Visualization, Advanced user of MS Office (Word, Excel/Workbook, PowerPoint, Access/Database, Publisher) software, EndNote, Refworks & Advanced Research Database skills; Graph theory, Centrality, Prestige & Prominence, Structural Equivalence, Blockmodels, Dyadic & Triadic Analyses, p1 and Exponential Random Graph Models. Use of software packages for network analysis – R (igraph and statnet), VisuLyser, and NodeXL In progress – SQL, and Mathematica

2015 Collaborative Institutional Training Institute Program Certification
Social Science and Behavioral Researchers and Key Personnel

2014 SAS e-Learning Course Certification
Programming 1: Essentials and Programming
Programming 2: Data Manipulation Techniques

Data Management: Experience with Large datasets, Advanced comprehension of Data Merging & Population Based Data, such as Surveillance Epidemiology & End Results (SEER) & Medical Expenditures Panel Survey (MEPS), National Health Examination and Nutrition Survey (NHANES), National Center for Health Statistics (NCHS) Data, and Survey Data, Healthcare Cost & Utilization Project (HCUP), National Nursing Home Survey, Texas Health Care Information Collection (THCIC), California Office of Statewide Health Planning & Development (OSHPD) Data


Health Services Research/Health Disparities & Healthcare Policy: ICD-9, CPT, HCPCS & DRG codes, Prevention Strategies & Levels, Effectiveness & Outcomes Research, Measurement Error, Health Care Reform & Affordable Care Act implications, Payment systems


**Other Skills:** Curriculum Development, Grant writing, Research Methods

**Honors and Awards**

2016
Nominee/Candidate - Director Division Board for Professional Development (for 2016) - National Commission for Health Education Credentialing, Inc. (NCHEC)

HIMSS Conference Reviewer Appreciation and Professional Commitment Award

Sam Houston State University Conference Funding - Annual Medicine and the Humanities and Social Sciences Conference

2014-2015
Ford Foundation Fellowship, (National Research Council of the National Academies)
Honorable Mention, Alternate predoctoral fellow list

Emerson Award Nominee for Outstanding Teaching Assistant, UTSPH

Healthcare Information and Management Systems Society (HIMSS) Houston chapter, Scholarship

Gordon Research Seminar on Tropical Infectious Diseases, Scholarship

Southwest Academy of Management, Doctoral Consortium Stipend Award

Institute for Healthcare Improvement (IHI) 2015 conference, offered/na Student Scholarship

**UT Health Science Center** School of Public Health
Workshop/Travel Award - Inter-university Consortium for Political and Social Research (ICPSR) Research Software Funding, offered/na
Conference fundings (2)
Outstanding New Student Scholarship

University of Minnesota Schools of Public Health
offered/na Agency for Health Research and Quality (AHRQ) Traineeship
2009-2013
National Board of Public Health Examiners (NBPHE), Certified in Public Health (CPH)

California State University Los Angeles, Graduate Student Travel Award
National Science Foundation Chemistry Leadership Group Travel Award

National Science Foundation REU Scholar

*offered/na = not accepted

Professional Services

2016
Session Chair, Annual Medicine and the Humanities and Social Sciences Conference, Sam Houston State University, TX

Associate Editor, Southwest Case Research Association 2016 Conference Proceedings

Referee - Peer Reviewed Conferences/Annual Meetings
Academy of Management, Association for Business Communication Southwestern United States/Federation of Business Disciplines (also voted on proposals for the conference), Annual Medicine and the Humanities and Social Sciences Conference, Decision Sciences Institute-Southwest, Southwest Academy of Management, Teaching and Learning Conference

2015
Breakout Session Speaker Texas Public Health Association Conference, Offered Continuing Education Units (TX Statewide Impact Partnership Program) for Academicians, Physicians, Nurses, Health Educators, Dietitians, Social Workers & Others.

Discussant
Southwest Academy of Management Annual Conference - Lesson Learned from Health Care Industry Society for Advancement of Management - offered/na
Southeast Case Research Association - offered/na

Referee - Peer Reviewed Conferences/Annual Meetings
Academy of Management, American Public Health Association (21 sections/forums including global public health film festival and public health education & health promotion-public health materials contest), Institute of Behavioral and Applied Management, International Cancer Education, Texas Public Health Association, and Western Casewriters Association

Referee - Peer Reviewed Journals
Healthcare related Experience

**UT Health Science Center School of Public Health**

2016 Teaching Assistant, part time, Capstone course for MPH students

2015 Graduate Assistant, part time Health Promotion and Behavioral Sciences Division

**Econometrician/Biostatistician:** collaborated on several projects using advanced programming and applied econometric/statistical analysis methods

Solely performed all Econometric & Statistical Analyses for all projects; in charge of Data Management, Data Cleaning, Reshaping Datasets, Dataset Merging, Statistical Analysis & Programming with SAS, Stata and R. Analysis techniques used included Data Transformation, Linear Regression, Multinomial Logistic Regression, Ordered Logistic Regression (ologit), Panel Data Analyses (Fixed Effects), Social Network Analyses.

Solely in charge of all aspects of Study Analysis & Statistical troubleshooting, Determining Appropriate Model & Conceptual Interpretation, & Manuscript writing

Projects: 1) Attended ICPSR - Social Network Analysis Workshop, at Chapel Hill, NC

2) **Development and Evaluation of a novel strategy for reduction of stress through mutual support group** (PI - Brown, Louis D; NIH funding/Hispanic Health Disparity Research Center)

Generated New/Transformed Variables, Descriptive Statistics, Central Tendency, Independent Sample t-tests, Linear (logarithmic transformation of dependent variable), Logistic (logit), Poisson Regressions

3) Community Preventive Coalitions (PI - Brown, Louis D; U.S. Department of State funding)

Exploratory/Confirmatory Factor Analyses using MPlus/SAS, Selection Models, Time Series Analysis & Social Network Analysis using R (statnet and igraph)

2014-2015 Teaching Assistant/ Graduate Assistant, part time

Management Policy And Community Health Division

**Managed/Supervising courses** with lead faculty: Doctoral Dissertation Proposal Development in Management and Policy Sciences, Texas Health Policy, Introduction to Management and Policy Sciences

Quality Management and Improvement in Healthcare, Healthcare Operations Management, Understanding Organizational Behavior in Health Services Organizations

**Directed:** Online instructional dashboard and discussion boards, independently graded and evaluated course submissions

**Generated:** Test questions on concepts in quality improvement

Review on feasibility of the institution for certificate/non-degree program in healthcare management

**Coordinated:** Student presentations, classroom technology (ITV troubleshooting)

**Doctoral Competencies** - Health Management, Dual degrees in Business of Healthcare Management (MD/MBA and MD/MPH) for Commission on Accreditation of Healthcare Management Education (CAHME) certification

**National Commission for Health Education Credentialing, Inc.**

2013 Certified Health Education Specialist (CHES)
Collaborated with Dr. Babbie, The Earl Babbie Research Center, Campbell Prof. Emeritus - Chapman University, Past Chair, Advisory Council of The Hunger Project

2011 – 2012 Graduate Intern/Extern, part time
Addressed Health management at a societal level, by utilizing food insecurity as a measure to determine hunger
Performed needs assessment for world hunger and methods to reduce poverty
Formed implementation plan, including updated best practices from current hunger programs and global hunger recommendations
Tailored strategies for poverty to act for hunger as well
Used evaluation plan templates of previous organizations to create process and summative evaluations for SHOC program Designed a hunger program and subsequent recommendations for China and Tulare County, CA, using MAP-IT and VMOSA (Vision, Mission, Objectives, Strategy, and Action plan) planning guidelines from Healthy People 2020

National Council of La Raza-California State University Long Beach, Center for Latino Community Health, Evaluation and Leadership
2011 Graduate Student Assistant, part time
Geared towards enriching the Health Care and Related Education of the Latino population in a holistic manner
Mentored, tutored, and engaged in Youth Empowerment for Success Program (Yes!) by creating surveys, reliable and valid nutrition instruments, and reformatting posttests for Latino youth.
Created informational lesson plan for physical activity workshop
Worked on Health Digital Media Sessions with Latino schoolchildren in collaboration with local YMCA, to create a new generation of leaders who would empower their community on various health topics
Renovated Center’s social networking site, recruitment for the following year’s YES! Program participants
Created telephone survey scripts in English & Spanish
Participated in grant writing for a successfully funded (Sept 2011) STEM project for CSULB Latino students
Developed curriculum for nutritional projects in Comienzo Sano, USDA and CSULB course (HSC/NUTR 333). Involved in HSI: Mi Casa: Mi Universidad Project, CSULB’s US Department of Education (USDE) initiative to transform the university into a Hispanic Serving Institution. Involved in HIV White paper submission, formulated background information for publication on NCLR Latino Families HIV/AIDS Needs Assessment, and analyzed focus group data for 9 cities using data memoing on HIV among Latinos, for trends. Verified and fine-tuned all of the Year 3 workshop instruments for IRB approval, and completed IRB packet for Year 3 YES! Program participants

California State University Fullerton
2009 National Science Foundation-Research Experience for Undergraduates (NSF-REU) Scholar, full time - summer
In charge of the study components; selected pre/posttest research design
Collaboratively designed curriculum/online module based on the theory of constructivism, ensured that the module was relevant, and created a protocol for data collection. Coordinated and organized schedules for educational interviews/data collection; which shed light on methods for meticulous
record keeping, lean/six sigma, organizational structure/coordination, time management & communication skills. Implemented a control system during data analysis & educational interviews, to ensure data was classified properly/analyzed
Exercised my research methods skills in the project. Generated relevant hypotheses, selected a feasible research design. Weighed any issues with confounding factors, and sample size in the conclusion and future implications for instructional methods
Solely Performed all Statistical Analysis on SPSS (Chi-Square for Categorical variables, Kendall’s Tau-b, Cronbach’s alpha, Measures of Central Tendency) for the entire study
Assisted Dr. Gonzalez, CSUF with “A Prototype for Visualization of Molecular Geometry and Polarity with Embedded Dynamic Assessment” presentation at Gordon Research Conferences

West Los Angeles College, Learning Center and Math Lab
2008 – 2009 STEM Subject Content Tutor, Trigonometry, Calculus & Statistics, part time
Motivated & worked with minority students (18-65+ yrs) by devising real world examples to conceptualize/critical thinking of abstract concepts
Quickly Adapted to audience/students’ diverse learning/content needs, as this was a drop in session for regular & new students
Tailored each session to increase student comprehension of mathematical concepts/data & tables, interpretation/ analysis, Theory of Statistics/ Statistical Sampling & Applied Statistical Analyses - t-tests/z-tests, Quantiles, ANOVA

E-books

5. Hello Healthy: A Model Obesity Intervention Program. Amazon.com ASIN: B00EDT6R88

4. Meeting Certified in Public Health (CPH) Exam Competencies: Biostatistics
Amazon.com ASIN: B00E441A0C; Google, Kobo

3. Fundamentals of Biostatistics for Public Health Students. Google, Kobo

2. Fundamentals of Statistics for College Students. Google, Kobo

1. Fundamentals of High School Statistics (AP Statistics). Amazon.com ASIN: B00EAH0IHE; Kobo

Publications


Submitted
Mantravadi, S. The Spark of Coulombe’s Discovery: Trader Joe’s Employment Practices and the Regional Manager Thriver Program. Southeast Case Research Journal

Work in progress

Mantravadi, S. The Implementation of the Patient Protection and Affordable Care Act: Impact on Medicare-Medicaid Dual Eligibles

Mantravadi, S. The Market Structure of Cancer Care and Comprehensive Cancer Centers. Cancer Control

Mantravadi, S., Lairson, D.R., & Swint, J.M. Cost-Effectiveness Analysis of Aspiration Reduction Interventions in Nursing Homes

Mantravadi, S., & Zhang, K. Using Geographic Information Systems to Capture Spatial Patterns in Nursing Home Quality

Mantravadi, S., Wells, R., Jones, E., Brown, Louis D. Predicting Sustained Individual Coalition Member Engagement Over Time

Brown, Louis D., Wells, R., Jones, E., Mantravadi, S., Inter-sectoral and Multiplex Ties in Community Prevention Coalition

**Conference Presentations**
Panel 2, Podium 10, Posters 20


32. Mantravadi, S. Economics of Cancer Care and Comprehensive Cancer Centers in the United States. Poster at *Global Academic Programs (GAP) 2015 Conference*, April 14-16, 2015, MD Anderson Cancer Center, Houston, TX

31. Mantravadi, S. Should Lap-Band Tighten Linkage with Sutter Health & Allergan, Inc? Podium presentation at *Southwest Academy of Management Annual Conference*, March 11-14, 2015, Houston, TX


28. Mantravadi, S. A Model Program for Management Students: Coulombe's Sparks at Trader Joe’s. Panel Discussion at *Southwest Case Research Association Meeting*, March 11-14, 2015, Houston, TX


26. Mantravadi, S. Using Surveillance, Epidemiology, and End Results (SEER) Data to Evaluate Number of Cancer Primary Sites in Adolescent and Young Adult (AYA). Poster at 5th *Annual Texas Adolescent and Young Adult Oncology Conference*, Feb. 27-28, 2015, MD Anderson Cancer Center, Houston, TX


22. Mantravadi, S. An Econometric Model for Predicting Survival, Tumor Size, Presence of Other Cancers, and Cause of Death, in Patients with a Primary Diagnosis of Kidney and Pelvic Cancer. Poster at *9th Urologic Oncology Conference*, Oct. 17-18, 2014, MD Anderson Cancer Center, Houston, TX


15. Mantravadi, S. Practice of Food Safety: Healthy Eating. Poster at *National Environmental Health Association (NEHA) 76th Annual Educational Conference (AEC) & Exhibition*, June 28-30, 2012, San Diego, CA


9. **Mantravadi, S.** Malignancies in the Oro Facial Region due to Actinic Exposure. Podium presentation at *2011 Annual Meeting of the Southern California Academy of Sciences*, May 6-7, Pomona, CA.


*Submitted*


**Mantravadi, S.** Use of Electrocardiogram, MRI, and/or Ultrasound testing by Insurance Status in Lung Cancer Patients with Arrhythmia. Poster *submitted for Third International Conference on Cancer and the Heart*, Nov. 7-8, 2014, MD Anderson Cancer Center, Houston, TX.

**Professional Affiliations (present & past)**


**PhD/Graduate Course Work**

**Individual Projects**

- The SWOT and Marketing Analysis (4 Ps) of HMO Products
- Exploring Information Sources for Customer Satisfaction
- Examining Avenues for Control Systems, before and after Program Implementation
- Framework of Payer Sources and Streams such as Medicare, Medicaid, Private Insurance, Fee for Service, Capitation
- Overview of Pay for Performance Practices
- Model DMAIC Six Sigma Program for Pain Management and Patient Satisfaction
- Model DMAIC Six Sigma Program for Outpatient CT Scan
- The CM vs. DM: Comparing and Contrasting Case Management and Disease Management
- Medicare and Medicaid Managed Care: Practical example of Los Angeles County
- A Review of Employee and Organizational Interest in Unions and Related Labor Practices
- The Fed-Ex Vs. UPS: The Railroad Labor Act Vs The Federal Aviation Act
- Budget Analysis for a Student Health Center
- The BCG Analysis of City of Hope Product Line
- Marketing Strategies in Healthcare Companies such as Kaiser, Humana
- Analysis of Marketing Strategies in Primary Medical Groups
- The GE Centricity PACS-IW: A Picture Archiving and Communications Software System
- Building a Health Record Bank (HRB): Health Transactions for Financial Savings in the Los Angeles Metropolitan Area (LAMA)
- County Cleanliness and Chaos: Harbor-UCLA in the Middle of Medicare Regulations
- The Young Men’s Christian Association (YMCA): Using Dance as a Social Support System
- Healthcare Financing Discussion: Veterans Administration, Indemnity & others
- Mock Budget Hearing for medical equipment in a Long-term care facility
- The implications of meaningful use: HIPPA Privacy and Security Rule and HITECH
- Diabetes and Obesity Model Mobile Application (App)
- Chronic Disease Management and Telehealth/Telemedicine

**Team Projects**
- Measles Vaccination Policies for Texas schoolchildren
- Urinary Incontinence Interventions: Medication vs. Pelvic floor exercises (Comparative effectiveness research)
- A Decision Making Process: Kaiser Permanente Foundation Hospital Downey and the New California Seismic code
- Does WellPoint’s Disease Management Program have an Effect on Their Business Strategy and Financial Health?
- Pfizer Inc. (PFE): Loss of Lipitor. How will Generic Erosion Affect the Market Share of Pfizer’s Premier drug Lipitor?

**Other Certifications**
Federal Emergency Management Agency (FEMA) Independent Study Program Courses, 2011

**Community Service**

2009-2011

*Keynote Speaker*
- Pre-Graduation Ceremony, Hawthorne High School, CA
- High School Graduation Ceremony, California Virtual Academies

*Invited Speaker*  Los Angeles County and Los Angeles City Libraries, CA
Angela Maples Hahn, Ph.D.

4742 Thousand Oaks Boulevard, Pace, FL  ahahn@uwf.edu
(850) 982-2820

Summary

• Dedicated to educational excellence, student mentorship, and integrating Health Science concepts and liberal arts fundamentals with workforce competencies.
• Experience in teaching online courses in Health Sciences, Research Methodology, Microbiology, Human Physiology, Biology, Bio-Medical Sciences, Biochemistry, Public Health Preparedness, and Gerontology.
• Pursuing the Master in Public Health degree (December 2015, expected graduation date)

Education:

08/1999-05/2005 UNIVERSITY of NORTH CAROLINA  Chapel Hill, NC
SCHOOL of MEDICINE
Doctor of Philosophy, Department of Microbiology and Immunology, 2005
Bio-Medical Sciences Program (IBMS)
• Dissertation Title: Interferon Regulatory Factor-7, its role and regulation in Epstein-Barr virus infection.

08/2011 – present UNIVERSITY of WEST FLORIDA  Pensacola, FL
Master of Public Health, expected graduation date – August 2016

08/1993-12/1996 UNIVERSITY of WEST FLORIDA  Pensacola, FL
Bachelor of Science, Biology, 1996

05/1992-12/1993 PENSACOLA STATE COLLEGE  Pensacola, FL
Associate of Arts, Liberal Arts, 1994

Work Experience:

UNIVERSITY OF WEST FLORIDA  Pensacola, FL
10/ 2011-Present  Lecturer/ Health Science Program
School of Allied Health & Life Sciences
• Design, develop, and implement online and face-to-face courses in Public Health Preparedness, Human Physiology, Health Science Technology, and Health Science Research.
• Serve as Program Director for the Health Science Program (553 students).
• Assist the Chair with writing the Health Science assessment and annual reporting activities for the Health Science Program.
• Serve as the point person for providing assistance and training for Health Science adjuncts, as well as being poised to co-facilitate in any course with which an adjunct is having difficulty.
• Faculty advisor for the UWF chapter of Health Occupations Students of America.
• Assist the Chair of DPHCHS on course requirements and the course schedule
UNIVERSITY OF WEST FLORIDA Pensacola, FL
05/ 2006-10/2011  Adjunct Instructor
School of Allied Health and Life Sciences
• Designed, developed, and implemented online and face-to-face courses in Public Health Preparedness, Human Physiology, Biochemistry, Health Science Technology, gerontology, and Health Science Research
• Advised all Health Science students and MSA Biomed/Pharm Students

CENTRAL CAROLINA COMMUNITY COLLEGE Sanford, NC
08/ 2005-12/2005  Adjunct Biology Instructor
Math and Science Department
• Designed, developed, and implemented a course in Principles of Biology
• Developed lesson plans, facilitated group activities, and coordinated interactive learning exercises to accompany lecture and didactic sessions
• Created, administered, and graded tests and learning assessments
• Facilitated students in developing technical writing skills and oral presentation skills

UNIVERSITY of NORTH CAROLINA Chapel Hill, NC
09/1999-07/2005  Research Assistant/ Graduate Fellow
Department of Microbiology and Immunology
• Organized, planned, and prioritized multiple research projects
• Work resulted in the publication of significant papers in a leading journal
• Collaboratively wrote a successfully funded grant proposal which brought in $225,000 of funding
• Consulted with and edited the work, publications, and funding proposals of colleagues.
08/ 2001-12/2002  Medical Microbiology Laboratory Course Instructor
Department of Microbiology and Immunology
• Trained, instructed, and supervised students in microscopic procedures

01/2002-05/2002  Biology-1 Co-Instructor
Department of Biology
• Developed lesson plans to accompany group exercises including topics in Human Metabolism, Mechanisms of Disease, and Gene Therapy

VANDERBILT SCHOOL of MEDICINE Nashville, TN
10/ 1998-04/1999  Teacher, AIDS Education Outreach Program
• Taught HIV/AIDS prevention course to inner-city middle and high school students.
09/1997-05/1999  Research Assistant

UNIVERSITY OF WEST FLORIDA Pensacola, FL
05/1996-08/1996  Summer Research Student
Department of Biology
08/1996-12/1996  Teaching Assistant
Department of Biology


Presentations:

Hahn, AM. (2011) The creation and implementation of the Health Science Capstone Course. UWF ATC mini-conference, Pensacola, FL.

Sisskin, E., Mbizo, J., and Hahn, AM. (2011) Strategies for student involvement in their local community in an Online MPH Program, Oral Abstract # 240727- Presented at the American Public Health Association Annual Scientific Meeting, Washington DC.

External Grants:

Hahn, AM. & Malley, PB. (2011). Florida Department of Health Tobacco-Free Campuses Grant, $5,000.

Internal Grants:
• UWF SGA organizational and travel grants (annual combined): 2013 ($5500), 2014 ($4380)
• UWF Alumni Association travel grants: 2013 ($1200), 2014 ($450)

Awards:
• Outstanding HOSA Chapter Advisor for Florida, 2012
• Selected by Santa Rosa County Medical Reserve Corps to represent them at the National 2010 Integrated Medical, Public Health, Preparedness and Response Training Summit.
• Appointed to the National Cancer Institute’s Cancer Cell Biology Predoctoral Fellow Program (UNC-Chapel Hill) 2000-2002
• Epstein-Barr Virus 2002:10th International Symposium Student Travel Award 2002
• Nominated to Sigma Xi, Research Society 1999
• Member of Phi Kappa Phi, 2012-present

Community Engagement:
• Santa Rosa County Tobacco-Free Coalition Co-Chair/Smoke-Free Housing Subcommittee Chair, 2013-present
• Santa Rosa County Community Health Improvement Committee (CHIC), Tobacco Subcommittee Chair, 2012-present
• Santa Rosa County Medical Reserve Corps Steering Committee Member, 2007-2010
• Northwest Florida Next Generation Learning Community, 2010-present
• Pensacola Chamber's Health Science Advisory Council, 2010-present
• Partnership for a Healthy Community, 2013-present
• Santa Rosa County Chamber of Commerce Economic Development Growth & Education, 2009-2012

Other Activities:
• UWF College of Science, Engineering, and Health Dean Search Committee Member, 2014
• Florida HOSA (Future Health Professionals) Event Coordinator for the Biotechnology Competition at the state and regional levels, 2010-present.
• UWF Academic Team for Banner, 2014-present
• UWF Veterans Military Connections Committee, 2013
• Health Science Faculty Search Committee Chair, 2014 (canceled)
• UWF/USF Doctorate in Physical Therapy Coordinator Search Committee Member, 2014 (canceled)
• Health Sciences Curriculum Committee, 2010-present
• Health Sciences Self-Study Review Committee, 2013-present
• SAHLS Advisory Committee, 2006-present
• Public Health Steering Committee, 2009-present
• Florida Department of Health UWF Tobacco Task Force Co-chair
• Public Health Faculty Search Committee Member, 2012
• Health Science Faculty Search Committee Chair, 2012
• UWF Pre-Professional Committee, 2010-2013
• SAHLS Emerald Coast Advisory Committee, 2006-2011
• ATC Certified Online Instructor, 2007
• UNC Cell and Molecular Biology Program Symposium Coordinator, 2001
Appendix E

University of West Florida 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 Admission 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) 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

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

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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.
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)

<table>
<thead>
<tr>
<th>University of West Florida</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hal Marcus College of Science and Engineering</td>
<td>Proposed Implementation Term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of College(s) or School(s)</th>
<th>Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cybersecurity</td>
<td>Name of Department(s)/ Division(s)</td>
</tr>
<tr>
<td>2. Database Management</td>
<td>Master’s of Science in Information Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Specialty or Field</th>
<th>Complete Name of Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.0103</td>
<td></td>
</tr>
</tbody>
</table>

Proposed CIP Code

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

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

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

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).
<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>20</td>
<td>11.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>34</td>
<td>18.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>51</td>
<td>28.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>72</td>
<td>39.8</td>
</tr>
<tr>
<td>Year 5</td>
<td>90</td>
<td>49.8</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.

RESPONSE

The proposed degree program is a master’s degree in Information Technology. The Master of Science in Information Technology degree program at the University of West Florida (UWF) will prepare students for leadership roles in the information technology sector. This program of study will provide a curriculum that includes information technology management strategies as well as advanced course-work in the specializations of Cybersecurity and Database Management. The proposed degree program specializations currently exist as specializations in the Master of Science Administration degree program.

The Master of Science in Information Technology degree program is designed to give working information technology professionals as well as traditional students the skills and knowledge needed for career development and career changes. Since the proposed degree program is completely online (asynchronous), the university is not limited to the local area for student recruitment. Graduates from the MS in Information Technology degree program may also continue their education by pursuing a Ph.D. in a variety of information technology related fields such as computer science and intelligent systems.

Among the organizations that have employed students with UWF’s MSA Information Technology specialization are CTS America, Navy Federal Credit Union, Studer Group, Harris Corporation, CACI Cyber Security Solutions, Department of Defense, Bit Wizards, AppRiver, Techsoft, and Bit Wizards. Employment opportunities for Graduates from the MS in Information Technology degree program will be include cybersecurity analyst, database analyst, information technology security analyst, project manager, systems architect, and systems architect.

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

RESPONSE

Regarding UWF's proposed Master of Science in Information Technology degree program, no concerns were expressed in the September 15, 2015 CAVP Program Coordination Work Group conference call.
C. If this is a doctoral level program please include the external consultant’s report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

RESPONSE

This is a master’s level 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).

RESPONSE

The Master of Science in Information Technology program strongly aligns with the Florida Board of Governors and State University System Strategic Priorities and Goals for 2012-2025:

GOAL: Teaching and Learning: Increase the number of degrees awarded in STEM

The program will increase the number of degrees awarded in STEM. The MS in Information Technology degree program is offered online which allows for efficient degree productivity. According to a January 2015 PBS Newshour report, more than 209,000 cybersecurity jobs in the US are unfilled with postings up 74% over the past five years (http://www.pbs.org/newshour/updates/college-struggle-keep-pace-need-cyber-soldiers/).

GOAL: Community and Business Engagement

Based on the students who have enrolled in the MSA Information Technology specialization, the majority of students pursuing the MS in Information Technology degree at UWF will be working professionals employed in the information technology field. The degree program will provide skill-building and knowledge expansion needed to meet the demands of ever-changing technology fields. With the assistance of the Computer Science external advisory board, the curriculum will be continually improved to meet the needs of local, regional and state-wide information technology workforce needs.

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

The Programs of Strategic Emphasis Categories:
1. Critical Workforce:
   • Education
   • Health
• Gap Analysis

2. Economic Development:
   • Global Competitiveness

3. Science, Technology, Engineering, and Math (STEM)

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

RESPONSE

The Programs of Strategic Emphasis category for the proposed MS in Information Technology degree program will fall under the category of Science, Technology, Engineering, and Math (STEM). The MS in Information Technology degree program will operate under the CIP code 11.0103, which the State University System of Florida has designated as a STEM area.

Economic projections point to a need for approximately one million more STEM professionals than the US is currently producing over the next decade if the country is to retain its historical preeminence in science and technology (President’s Council of Advisors on Science and Technology http://www.bls.gov/opub/mlr/2015/article/stem-crisis-or-stem-surplus-yes-and-yes.htm).

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

RESPONSE

The Master’s of Science in Information Technology degree program will be offered from the Pensacola (main) campus of the University of West Florida and through the university’s 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.

RESPONSE
MS in Information Technology Cybersecurity track

Graduates who earn UWF’s MS in Information Technology with a Cybersecurity specialization will be able to plan, implement, upgrade, or monitor security measures for the protection of computer networks and information. There is an immediate and growing need for information security analysts, one of the main job titles for graduates of the MS in Information Technology/Cybersecurity specialization. Information security analysts are employed in a wide variety of industry sectors including finance, healthcare, management, scientific and technical consulting services, wireless telecommunications carriers as well as data process and hosting.

The Florida Department of Economic Opportunity reports the Northwest Florida region had 342 job postings for Information Security Analysts in January 2016 with a 20 percent expected increase in employment opportunities in the next ten years. In Northwest Florida, information security analysts earn a median income of $36.67 per hour 77 percent higher than the regional median wage of $20.74.

The state of Florida anticipates over five thousand job openings for Security Analysts in the next decade. Nationwide, there were 82,000 jobs positions available for information security analysts in the U.S. in 2014. (http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm). Figure 1 (retrieved from: http://www.bls.gov/oes/current/oes151122.htm#st) shows Florida has one of the highest rates of employment for information security analysts in the US.
Employment of information security analysts by state, May 2014

Figure 1. Employment of information security analysts by state

MS in Information Technology Database Management track

Graduates who earn the Master of Science in Information Technology/Database Management specialization will administer, test, and implement computer databases, and apply knowledge of database management systems. The most common job title for this specialization is database administrator. Database administrators are found in almost every industry. “Most companies today have plenty of data. Conversely, creating intelligence and gleaning real insight from this data is what continues to elude organizations” (Competing on Analytics: The New Science of Winning, Thomas Davenport and Jeanne Harris). The Florida Department of Economic Opportunity reports the Northwest Florida region had 238 jobs for information security analysts in January 2016 with a 5.5% percent expected increase locally and 12% increase statewide in employment opportunities in the next ten years. In Northwest Florida information security analysts earn a median income of $33.25 per hour, 60 percent higher than the regional median wage of $20.74.

The state of Florida anticipates over seven thousand job openings for database administrators in the next decade. Nationwide, employment of database administrators is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. Growth in this occupation will be driven by the increased data needs of companies across the economy (http://www.bls.gov/ooh/computer-and-information-technology/database-administrators.htm).
Figure 2 (retrieved from: http://www.bls.gov/oes/current/oes151141.htm#st) shows Florida has one of the highest rates of employment for database administrators in the US.

**Employment of database administrators, by state, May 2014**

![Map of the United States showing employment of database administrators by state. The map is color-coded to indicate different employment ranges, with Florida highlighted as having one of the highest rates.]

Figure 2. Employment of database administrators by state

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

**RESPONSE**

The proposed MS in Information Technology degree program replaces an MSA (Master of Science in Administration) program. Local companies and working professionals have communicated to the College of Science and Engineering that an MSA degree is not a well understood credential in the information technology industry. An MS in Information Technology is better understood by the industry and also potential students. Changing from an MSA degree program with a specialization to an MS in Information Technology degree program is a response issue and should result in higher enrollments and more support from our industry partners. In
addition, since this is a fully online (asynchronous) program, the university anticipates increased enrollments.

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

RESPONSE

In the State of Florida, the other universities that have an MS in Information Technology are shown in Table 1.

Table 1. Florida Universities Offering an MS in Information Technology Degree

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Public/Private</th>
<th>Location</th>
<th>Program Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State University</td>
<td>Public</td>
<td>Tallahassee</td>
<td>Information Technology</td>
<td>MS</td>
</tr>
<tr>
<td>Florida International University</td>
<td>Public</td>
<td>Miami</td>
<td>Information Technology</td>
<td>MS</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>Public</td>
<td>Tampa</td>
<td>Information Technology</td>
<td>MS</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>Public</td>
<td>Boca Raton</td>
<td>Information Technology</td>
<td>MS</td>
</tr>
<tr>
<td>Nova Southeastern University</td>
<td>Private</td>
<td>Tampa</td>
<td>Information Technology</td>
<td>MS</td>
</tr>
</tbody>
</table>

Both specializations of UWF’s MS in Information Technology degree program are distinctive from the other degree programs offered in the state, and should draw students from within the area and around the state. Of the universities listed above, only Nova Southeastern University has a Database specialization that focuses on business intelligence. Nova Southeastern University does not have a specialization in Cybersecurity. UWF’s Database specialization is more technical in nature. None of the other State University System institutions have a Database Management specialization.

To compare the Cybersecurity specialization, with the other specializations in the state:

(i) Florida State University’s program focuses on Library Information Sciences. Florida State University’s program focuses on security and policy (not security policy) while University of West Florida’s degree program addresses industry needs.
(ii) Florida International University’s MS in Information Technology programs specialize in network, telecommunications, or system’s security. UWF’s MS in Information Technology degree program has a programming focus.

(iii) University of South Florida’s MS in Information Technology degree program has a wider focus on topics including multi-media and e-commerce for information technology, radio-frequency identification technologies and near-field communication technologies for information technology, data mining, robotics applications, intelligent systems, and classes on software architecture. UWF’s MS in Information Technology degree program’s core has a combination of management, information systems, database, as well as software engineering focus. UWF’s MS in Information Technology with a specialization in Cybersecurity has a Cybersecurity focus, while University of South Florida’s MS in Information Technology is more of a general MS in Information Technology degree program.

(iv) Florida Atlantic University does not have a cybersecurity or database program, such as the proposed MS in Information Technology program at UWF.

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally, undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

**RESPONSE**

UWF’s MS in Information Technology degree program is professionally oriented and caters to the working information technology professional looking for career advancement. The university predicts that the proposed degree program’s highest enrollment numbers will come from the workforce and older returning students.

The second highest category would be the students with undergraduate degrees from other Florida public universities. Most State University System institutions offer general Computer Science degrees. Florida Agricultural and Mechanical University, Florida International University, Florida State University, University of Central Florida, and University of South Florida have undergraduate programs in information technology.

The next highest category of anticipated student enrollment will come from Florida and out-of-state residents since UWF’s MS in Information Technology degree program is offered completely online. The program caters to career changers and professional seeking to advance in their careers.

UWF’s MS in Information Technology degree program expects enrollment from students who graduate from undergraduate programs at the institution. The proposed MS in Information Technology...
Technology degree program will be heavily advertised in the university’s undergraduate programs. The Department of Computer Science anticipates a small number of students will transfer from other graduate programs at the university. Finally, because the university typically enrolls a few students from outside of the US in its other programs, the College of Science and Engineering anticipates that a small number of foreign residents will enroll in the MS in Information Technology 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.

RESPONSE

During the December 11, 2015 CAVP Program Coordination Work Group conference call no comments were expressed regarding UWF’s proposed Master of Science in Information Technology degree program, concerning impact on programs at FAMU or FIU.

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 MS in Information Technology degree program will be marketed to multiple student segments: entering graduate 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 student orientations to showcase UWF’s MS in Information Technology degree program and discuss coursework and career goals with new students. The College of Science and Engineering will implement a comprehensive marketing campaign to promote the proposed degree program to the aforementioned student segments.
Figure 3 demonstrates that the College of Science and Engineering currently attracts a diverse student body to its programs, and program coordinators anticipate a continued diversity of students in the new degree program.

![Five-year comparison of diversity in UWF's current MSA degree program/database administration specialization](image)

**Figure 3.** Five-year comparison of diversity in UWF's current MSA degree program/database administration specialization

### III. Budget

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

The proposed MS in Information Technology degree program is a revitalization of the university's current MSA degree program with specializations in Cybersecurity and Database Management. Faculty and staff salaries and benefits, OPS, assistantships and fellowships, library resources, and other expenses that currently support the MSA degree program specializations in cybersecurity and database management will be used to support the MS in Information Technology degree program.

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

RESPONSE

Not applicable, the program will be operated via traditional E&G funding mechanisms.

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

RESPONSE

The Department of Computer Science is converting the Master of Science in Administration (MSA) program, with specializations in Database Systems and Cybersecurity to a Master of Science in Information Technology degree program. Because the proposed degree program is a conversion of an existing specialization, faculty effort, technical resources, and instructional resources in the Department of Computer Science needed for the MS in Information Technology are already in place. The resources from the MSA program specializations will be shifted to the MS in Information Technology degree program.

Changing from a specialization to a degree program provides the department’s undergraduate students with a clear path to a graduate degree program in Information Technology. Creating a MS in Information Technology degree program gives students in other baccalaureate level degree programs the opportunity to pursue a graduate program in a STEM field. Student inquiries have been received from the Department of Criminal Justice regarding the MS in Information Technology Cybersecurity track and the College of Business regarding the MS in Information Technology Database Management track.

D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

RESPONSE

This is a graduate level degree program. There will be no general education or common prerequisites.
E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

RESPONSE

Faculty in the Department of Computer Science meet regularly with local industries to address employment and internship opportunities for UWF students. One example is Silver Bullet Technology, Inc. located in Pensacola, which offers up to seven student internship opportunities each semester.

IV. Projected Benefit of the Program to the University, Local Community, and State

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

RESPONSE

The MS in Information Technology program will increase the number of STEM graduate degrees offered by the University of West Florida. Northwest Florida will derive benefit from the MS in Information Technology program by providing an opportunity for career advancement for local IT professionals pursuing advancement in management areas.

V. Access and Articulation – Bachelor’s Degrees Only

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

RESPONSE

Not Applicable.

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

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

RESPONSE

Not Applicable.

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

RESPONSE

Not Applicable.

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).

RESPONSE

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

The MS in Information Technology degree program will train the next generation of IT professionals who are interested in broadening and deepening their knowledge of new and emerging technologies, and remaining in the workplace. The program will provide students with a strong foundational core of theoretical knowledge as well deepen knowledge and skills in the areas of specialization. The Department of Computer Science has developed partnerships with local businesses and organizations including Navy Federal Credit Union, CTS America, L3 Communications, CACI Cyber Security Solutions Group, Gulf Power, Studer Group, and Harris Corporation. These relationships result in scholarship donations, internships, and employment of students.

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

RESPONSE

The MS in Information Technology program has been designed for delivery in an asynchronous online format. The Department of Computer Science will be taking advantage of expertise developed during its successful history of offering asynchronous online courses and programs. Department of Computer Science instructors are trained to teach online. Many have undergone Quality Matters certification.

Additionally, some of the faculty have authored textbooks in the database field that are used in UWF’s foundational database courses.
C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

RESPONSE

UWF’s existing MSA degree program with Cybersecurity and Database Administration specializations are being converted to the MS in Information Technology degree program with Cybersecurity and Database Administration specializations. Tables 2 and 3 show the university’s planning and implementation process.

Table 2. Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2015</td>
<td>Dean, College of Science and Engineering, Dr. Mike Huggins and Chair, Department of Computer Science, Dr. Sikha Bagui</td>
<td>Discussed feasibility of transitioning the two MSA specializations, Cybersecurity and Database Systems to MSIT, with similar specializations</td>
</tr>
<tr>
<td>August 2015</td>
<td>Faculty of Computer Science</td>
<td>Planned the curriculum</td>
</tr>
<tr>
<td>September 2015</td>
<td>Faculty of Computer Science</td>
<td>Developed the SLOs</td>
</tr>
<tr>
<td>September 2015</td>
<td>Faculty of Computer Science</td>
<td>Developed the Curriculum maps</td>
</tr>
<tr>
<td>September 2015</td>
<td>Faculty of Computer Science</td>
<td>Developed the curriculum and CCRs</td>
</tr>
<tr>
<td>September 2015</td>
<td>Dean, College of Science and Engineering, Dr. Mike Huggins and Chair, Department of Computer Science, Dr. Sikha Bagui</td>
<td>Submitted CAVP pre-proposal documentation</td>
</tr>
<tr>
<td>September 2015</td>
<td>Dean, College of Science and Engineering, Dr. Mike Huggins and Chair, Department of Computer Science, Dr. Sikha Bagui</td>
<td>Submitted UWF Internal Pre-Proposal Application Form</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>July 2014</td>
<td>Curriculum planned</td>
</tr>
<tr>
<td>Sept 2015</td>
<td>SLOs developed</td>
</tr>
<tr>
<td>Sept 2015</td>
<td>Curriculum maps developed</td>
</tr>
<tr>
<td>Sept 2015</td>
<td>CCRs developed and submitted</td>
</tr>
<tr>
<td>February 15, 2015</td>
<td>Submit request to offer documents to UWF Board of Trustees</td>
</tr>
<tr>
<td>March 2015</td>
<td>Receive approval from UWF BOT Academic Affairs Committee</td>
</tr>
<tr>
<td>August 2016</td>
<td>Begin offering MSIT degree to UWF students</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, all academic departments at UWF conduct program reviews every seven years. The university conducted a program review of the Master of Science in Administration programs in 2010. The Master of Science Database Administration specialization was included in this review. The program review committee had no findings related to the specialization.

Strengths noted by the program review committee specific to the Master of Science Database Administration specialization:

The MSA program is delivered completely at a distance. Courses in MSA use multiple types of technologies for delivery, including traditional web-based instruction, media-rich presentations, chat, bulletin boards, and Elluminate (a video conferencing system).

Faculty employ rich IT resources available on campus, including the technology infrastructure, central portal, learning management system, and student software resources available through eDesktop, which provides a wide variety of software (e.g., productivity and specialized software) for remote access. Students are allocated space on university servers for document storage and web space for their own websites for web presences and class assignments/projects. The University uses Google apps for email, document sharing, and interaction to supplement those resources available through the learning management system.

The Academic Technology Center supports faculty in online learning through consultations and on-going training. Faculty are well prepared to meet the challenges of the online environment through state-of-the-art equipment and software, enabling them to build instruction that is both high-tech and high touch.

VIII.  Curriculum

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

RESPONSE

Master of Science in Information Technology, Cybersecurity specialization Student Learning Outcomes:
Content: Analyze concepts, principles, and theories of computing for use in the cybersecurity field

Critical Thinking: Analyze cybersecurity problems and formulate and evaluate solutions

Communication: Deliver effective oral and written professional communications

Integrity/Values: Articulate professional, legal, and ethical issues in cybersecurity

Project Management: Employ effective project-management techniques to solve a cybersecurity-related problem

Master of Science in Information Technology, Database Management specialization Student Learning Outcomes:

Content: Analyze concepts, principles, and theories of computing for use in the database field

Critical Thinking: Analyze database problems and formulate and evaluate solutions

Communication: Deliver effective oral and written professional communications

Integrity/Values: Articulate professional, legal, and ethical issues in databases

Project Management: Employ effective project-management techniques to solve a database-related problem

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

RESPONSE

Admission standards and graduation requirements for the MS in Information Technology degree program are located in Appendix E.

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 Master of Science in Information Technology degree program consists of two specializations: Cybersecurity and Database Management.
The Cybersecurity specialization is a 33 semester-credit hour program with five required courses (15 semester credit hours), 12 hours of specialization courses including an advisor approved elective. In lieu of a thesis, this professional degree culminates with a six-credit, two-semester practicum project as shown in Table 4.

Table 4. Master of Science in Information Technology, Cybersecurity Specialization

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Cybersecurity specialization</th>
<th>Semester Credit Hours (SCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses (15 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>COP 5007</td>
<td>Software Engineering Foundations: Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>COP 5725</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 6XXX</td>
<td>Information Security Management</td>
<td>3</td>
</tr>
<tr>
<td>CEN 6016</td>
<td>Software Engineering Process</td>
<td>3</td>
</tr>
<tr>
<td><strong>Cybersecurity specialization courses (12 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEN 6071</td>
<td>Software Assurance and Security</td>
<td>3</td>
</tr>
<tr>
<td>CIS 6376</td>
<td>Database Security</td>
<td>3</td>
</tr>
<tr>
<td>CEN 5079</td>
<td>Secure Software Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advisor approved elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Practicum (6 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COT 6931</td>
<td>Computer Science Practicum Project</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total SCH</strong></td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

The Database Management specialization is a 30 semester-credit hour program with four required courses (12 semester credit hours), 12 hours of specialization courses including an advisor approved elective. In lieu of a thesis, this professional degree culminates with a two-semester practicum project, as shown in Table 5.

Table 5. Master of Science in Information Technology, Database Management specialization

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Database Management specialization</th>
<th>Semester Credit Hours (SCH)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses (12 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAN 6156</td>
<td>Management and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>COP 5007</td>
<td>Software Engineering Foundations: Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>COP 5725</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 6XXX</td>
<td>Information Security Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Database Management specialization courses (12 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAP 5771</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>COP 5775</td>
<td>Database Administration</td>
<td>3</td>
</tr>
<tr>
<td>COP 6727</td>
<td>Advanced Database Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advisor approved elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Practicum (6 SCH)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20
D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

RESPONSE

Tables 6 and 7 detail the sequenced course of study for the Master of Science in Information Technology, Cybersecurity specialization and Database Management specializations.

Table 6. Master of Science in Information Technology, Cybersecurity Specialization

<table>
<thead>
<tr>
<th>Year 1 Fall (Semester 1)</th>
<th>Year 1 Spring (Semester 2)</th>
<th>Year 2 Fall (Semester 3)</th>
<th>Year 2 Spring (Semester 4)</th>
<th>Year 3 Fall (Semester 5)</th>
<th>Year 3 Spring (Semester 6)</th>
</tr>
</thead>
</table>

Table 7. Master of Science in Information Technology, Database Management specialization

<table>
<thead>
<tr>
<th>Year 1 Fall (Semester 1)</th>
<th>Year 1 Spring (Semester 2)</th>
<th>Year 2 Fall (Semester 3)</th>
<th>Year 2 Spring (Semester 4)</th>
<th>Year 3 Fall (Semester 5)</th>
<th>Year 3 Spring (Semester 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COP 5725: Database Systems</td>
<td>CIS 6XXX Information Security Management</td>
<td>CAP 5771 Data Mining</td>
<td>COT6931 Project</td>
<td>COT6931 Project</td>
<td></td>
</tr>
</tbody>
</table>

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

RESPONSE

Required Courses

CAP 5771 Data Mining
This course exposes students to data mining concepts and techniques and different data mining software. The course covers data preprocessing and cleaning, concept hierarchy
generation, attribute relevance analysis, association rule mining, decision tree induction, bayesian classification and prediction, and cluster analysis.

**CEN 5079 Secure Software Development**
Examines the importance of building security into the design, implementation and testing phases of software development. Covers coding techniques that avoid known vulnerabilities and test strategies that can uncover previously unknown weaknesses. Includes discussion of security policies and design principles. Prior to taking this course students should have knowledge and skill in software development.

**CEN 6016 Software Engineering Process**
CEN6016 is a professional practice course in which the students will create several software engineering design documents. Students will also critique and debate current topics and trends in software engineering. Finally, prominent software engineering approaches, methods, and processes (e.g., CMMI, Agile processes) are examined and compared.

**CEN 6071 Software Assurance and Security**
Concepts and principles related to developing and maintaining secure software systems with no exploitable vulnerabilities with high levels of integrity and reliability.

**CIS 6376 Database Security**
Database Security is designed to teach students how database systems are used, managed, and issues associated with protecting the associated data assets. This course will cover various methods to ensure information confidentiality, integrity and availability on an assortment of data storage systems.

**CIS 6XXX Information Security Management**
Information Security in the modern organization is both a management and a technology issue. Course recognizes that technology alone cannot address all the security issues; prepares students for management and control of security of information systems in organizations; prepares students to make informed decisions regarding administration of information security infrastructure.

**COP 5007 Software Engineering Foundations: Java Programming**
A course in the Accelerated Software Engineering Foundations Series in which students will gain a comprehensive understanding of principles/concepts of Java programming and how to apply those principles/concepts in conjunction with principles of software engineering to design and develop object-oriented software systems. Students taking this course should have an understanding of programming language fundamentals including variables, constants, selection, iteration, arrays, and functions or methods.

**COP 5725 Database Systems**
This course introduces students to database systems and database management system architectures. Various database models are discussed with an emphasis on the relational
model and relational database design. Case applications using fourth-generation languages, such as SQL, are included.

COP 5775 Database Administration
Database administration skills covering installation, configuration and tuning a database, administering servers and server groups, managing and optimizing schemas, tables, indexes, and views, creating logins, configuring permissions, assigning roles and performing other essential security tasks, backup and recovery strategies, automation and maintenance.

COP 6727 Advanced Database Systems
Advanced topics in database management systems will be covered, for example, further dependencies and higher normal forms, transaction processing, concurrency control, backup and recovery, indexing, replication, managing large databases, and contemporary issues and topics in databases.

COT 6931 Computer Science Project
Capstone course for Masters students who do not elect the thesis option. Normally taken for 3 credits in each of two consecutive semesters. Students will define and carry out a project that shows mastery of some topic in computing and produces some concrete product such as a report or a computer program.

MAN 6156 Management and Organizational Behavior
Appreciation and understanding of the field of organizational behavior and its application in managing human and other resources. Emphasizes understanding individual behavior (motivation, self-awareness, leadership, etc.) and group dynamics (decision-making, group development and work) plus conflict, climate, learning styles, power, stress, process/content, human rights and quality. Utilizes experiential learning methodologies and other appropriate designs.

Elective Courses

CAP 6782C Big Data Analytics in the Cloud
This course examines how to perform big data analytics in a cloud environment using currently accepted practices. The course will also examine how to load, query and visualize data in the cloud, along with topics on the architecture, security concerns and cost management in a cloud environment.

CAP 5600 Introduction to Artificial Intelligence
Introduction to basic Artificial Intelligence theories and methods for solving complex and difficult problems using computers; goal-oriented procedures, search problems, knowledge representation and machine learning. Topics will include intelligent systems such as expert systems, intelligent agents and robots. Will be conducted within a cognitive science framework.

CIS 6394 Digital Forensics
This course will cover basic concepts and provide a solid foundation for performing a digital forensic examination; introduces tools and techniques required for conducting a forensic analysis.
on systems and data pertaining to evidences in civil, criminal or administrative cases. It introduces systematic problem-solving techniques and applies them to digital investigations. The theories directly correlate to methods used to recover/restore data for various requirements, ranging from litigation to fraud-based investigations.

CNT 6519 Wireless Network Security
The objective of the course is to study and understand the security and research challenges of existing and emerging wireless networks. Students will learn about various security issues such as key management, privacy, authentication and secure data aggregation and the algorithms used to resolve these issues.

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

RESPONSE
The Department of Computer Science has established an advisory board as part of the process to earn Accreditation Board for Engineering and Technology, Inc. (ABET) accreditation. At the advisory board meeting, employers shared what they think that the graduates from the MS in Information Technology degree program should have in terms of professional skills.

The Department of Computer Science internal advisory board reviewed the National Center of Academic Excellence in Information Assurance (IA)/Cyber Defense standards published by the U.S. National Security Agency. (https://www.nsa.gov/ia/academic_outreach/nat_cae/). The department consulted documents published by the Department of Homeland Security for the Cybersecurity curriculum. Department faculty (both tenure track and even the non-tenure-track) regularly attend meetings, conferences and workshops to maintain current knowledge of the latest technologies and trends. Last year faculty attended the most reputed Cybersecurity Conferences including the Black Hat Conference, Java One, and Big Data.

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

RESPONSE
Not applicable.

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

Not applicable.

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

RESPONSE

The proposed MS in Information Technology degree program will be offered completely online, asynchronous delivery from the university’s main (Pensacola) campus. The MSA Cybersecurity and Database Management Specializations are offered 100% online; the same resources will be used for delivery of the MS in Information Technology degree program.

Online delivery of the MS in Information Technology degree program will allow and facilitate collaboration with other degree programs in the Florida Consortium of Cybersecurity and more.

IX. Faculty Participation

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

See Table 4 in Appendix A.

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

See Table 2 in Appendix A.

Faculty costs are those associated with the teaching of core and specialization courses in the MS in Information Technology degree program. Figures in the Year 1 columns represent funds reallocated from the Master of Science in Administration degree program. Figures in the Year 5 columns represent the funding required for increases in instructional time based on projected enrollment growth.

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

RESPONSE

Appendix D contains the vitae for the following faculty:

Dr. Sikha Bagui
Dr. Ezhil Kalaimannan
Dr. Dallas Snider
Dr. Brian Eddy
Mr. Anthony Pinto
Dr. Thomas Reichherzer
Dr. John Batchelor

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

RESPONSE

The Department of Computer Science faculty have been productive in teaching, research, and grant procurement. The following tables and figures demonstrate Department of Computer Science faculty activity from 2011-2015.
A sample of student credit hours generated by regular faculty in the Department of Computer Science is shown in Table 8.
Table 8. Faculty Productivity by Student Credit Hour

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Academic Year</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Sikha Bagui</td>
<td>2010-2011</td>
<td>297</td>
<td>422</td>
<td>168</td>
<td>87</td>
<td>31.5</td>
</tr>
<tr>
<td>Dr. Ezhil Kalaimannan</td>
<td>New Hire</td>
<td>---</td>
<td>---</td>
<td>New Hire</td>
<td>New Hire</td>
<td>538.5</td>
</tr>
<tr>
<td>Dr. Dallas Snider</td>
<td>New Hire</td>
<td>---</td>
<td>New Hire</td>
<td>438</td>
<td>651</td>
<td>529.5</td>
</tr>
<tr>
<td>Mr. Anthony Pinto</td>
<td>2011-2012</td>
<td>619</td>
<td>1000</td>
<td>619</td>
<td>723</td>
<td>670.5</td>
</tr>
<tr>
<td>Dr. Thomas Reichherzer</td>
<td>2012-2013</td>
<td>601</td>
<td>683</td>
<td>650</td>
<td>658.5</td>
<td>541.5</td>
</tr>
</tbody>
</table>

Grant productivity by Department of Computer Science faculty in fiscal years 2011 to 2015 is shown in Table 9 below.

Table 9. Grant Activity 2011-2015

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Faculty Name</th>
<th>Institution</th>
<th>Project Description</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Thomas Reichherzer</td>
<td>Earth Ethics Inc.</td>
<td>Earth Ethics Planning and Implementation Technical Assistance for Erosion Control Measurements</td>
<td>$1,000</td>
</tr>
<tr>
<td>2012</td>
<td>Thomas Reichherzer</td>
<td>Ball State University (SERC NSF Ctr)</td>
<td>Supporting Maintenance of SOA Applications: A Health Care Illustration</td>
<td>$23,315</td>
</tr>
<tr>
<td>2013</td>
<td>Dallas Snider</td>
<td>Ball State University (SERC NSF Ctr)</td>
<td>A Knowledge Engineering Team-Based Approach to Introducing Security Assurance Cases</td>
<td>$22,050</td>
</tr>
<tr>
<td></td>
<td>Thomas Reichherzer</td>
<td>Ball State University (SERC NSF Ctr)</td>
<td>Semantic Data Modeling for System &amp; Data Comprehension</td>
<td>$24,982</td>
</tr>
<tr>
<td>2015</td>
<td>Dallas Snider</td>
<td>Ball State University (SERC NSF Ctr)</td>
<td>S2ERC Data Mining for Network Performance Assessment Phase II Continuation</td>
<td>$26,985</td>
</tr>
<tr>
<td></td>
<td>Ezhil Kalaimannan</td>
<td>Florida Consortium on Cybersecurity</td>
<td>Exploiting Various Security Attacks in Cache-enabled Tactical Hybrid Networks</td>
<td>$12,500</td>
</tr>
<tr>
<td></td>
<td>Thomas Reichherzer</td>
<td>Florida Consortium on Cybersecurity</td>
<td>Wearable Devices Security</td>
<td>$40,000</td>
</tr>
<tr>
<td><strong>Total 2011-2015</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$150,832</strong></td>
</tr>
</tbody>
</table>

Table 10 provides a professional productivity summary of faculty associated with the proposed MS in Information Technology degree program.
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Research</th>
<th>Teaching</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sikha Bagui</td>
<td>11 Books (three translated into international editions)</td>
<td>Developed 3 different specializations (BS/CS/Cybersecurity, MS/CS/DB, MSA/DBA)</td>
<td>Serves on several department, college, and university level committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35 Peer-reviewed journal articles</td>
<td>Served as advisor for the CIS and IT programs, MSA/DB and CS/DB programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 refereed proceedings</td>
<td>Served on thesis and dissertation committees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 book chapters</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Editor of one journal; on editorial board of 8 other journals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2007 and 2012 recipient of UWF Faculty Distinguished Research Award</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-PI, Florida’s Great Northwest Workforce Innovation, Northwest Florida Computing and Engineering Training Scholarship Program (Fall 2009 – Dec 2010) $1,000,000.</td>
<td></td>
</tr>
<tr>
<td>Ezhil Kalaimanan</td>
<td>2 peer-reviewed journal publications</td>
<td>Developed one new course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 peer-reviewed conference proceedings</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Publications/Activities</td>
<td>Committee/Committee/Role</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dallas Snider</td>
<td>3 peer-reviewed publications, Developed 2 new courses, Serves on several departmental, college, and university level committees</td>
<td>Grants totaling $76,020, Works on the ITEN Wired committee</td>
<td></td>
</tr>
<tr>
<td>Brian Eddy</td>
<td>2 peer-reviewed journal publications, 10 peer-reviewed conference proceedings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony Pinto</td>
<td></td>
<td>Works with area schools on Cybersecurity competitions</td>
<td></td>
</tr>
<tr>
<td>Thomas Reichherzer</td>
<td>8 Peer-reviewed journal publications, Developed four new courses, Program Coordinator for the Computer Science Program from 2010 to 2011</td>
<td>Serves on departmental, college, and university level committees, Regularly serves as reviewer of journals</td>
<td></td>
</tr>
<tr>
<td>John Batchelor</td>
<td>16 peer-reviewed journal publications, Received Raymond C. Dyson Faculty Research Award, 2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
X. Non-Faculty Resources

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

RESPONSE

Informational Technology (Database Management and Cyber Security); Online M.S.

UWF currently offers a master’s program in computer science with specializations in computer science, database systems, and software engineering. The cyber security specialization of IT already exists as a certificate program and the library purchased additional resources when this program was established. The library has successfully supported computer science research as partly indicated by relatively low number of departmental interlibrary loan requests. Most of these requests were for IEEE Conference Proceedings and since IEEE is part of the Engineering budget, which is also undergoing a new program analysis, the lack of conference proceedings will be addressed in that report.

UWF Libraries shelve more than 800,000 print volumes. Electronic resources include more than 160,000 e-books and access to approximately 80,000 journal and other serial titles through a discovery system.

A review of holdings in relevant Library of Congress classifications indicates that UWF collection contains approximately 16,847 volumes in computer science. Of these, approximately 2000 titles relate specifically to cyber security (including computer security and cyber-terrorism) and 1100 relate to database management. Indexing, abstracting and full text databases relevant to cyber security and database management include the ACM Digital Library, Computer and Information Systems Abstracts, Telecommunications, and Computer Science Collection. IEEE, Inspec and the Engineering Village provide access to related resources and ScienceDirect (Elsevier), Web of Science, and the Wiley Online Library provide full text access to more general scientific resources. In addition, the legal and criminal aspects of cyber security are covered in databases such as Criminal Justice (ProQuest), LexisNexis Academic, and Westlaw Campus. Full-text dissertations and theses are available through ProQuest Dissertations and Theses: Full-Text.

UWF has extensive access to nearly 2000 journals in support of the curriculum in computer science and information technology. Over 60 journals provide coverage of various aspects of cyber security:

ACM Transactions on Information and System Security
ACM Transactions on Sensor Networks
Boan Gonghag Yeon'gu Nonmunji (Open Access – Korean)
Computer Fraud & Security
Computer Law & Security Review
Computers & Security
Cryptologia
Cyber security Police Report
Department of Homeland Security Leadership Journal
Digital Investigation
Disaster Prevention and Management
EURASIP Journal on Information Security (Open Access)
HSDL Newsletter
IEE Proceedings Information Security
IEEE Network
IEEE Security and Privacy
IEEE Transactions on Dependable and Secure Computing
IEEE Transactions on Information Forensics and Security
IET Information Security
Information & Security: An International Journal
Information Management & Computer Security
Information Security Journal: A Global Perspective
Information Security Magazine
Information Security Technical Report
Infosecurity Magazine
Inside Cyber security
International Journal of Communication Networks and Information Security
International Journal of Computational Intelligence and Information Security
International Journal of Computer Network and Information Security
International Journal of Computer Science and Information Security
International Journal of Computer Science and Security
International Journal of Cyber Criminology
International Journal of Cyber-Security and Digital Forensics
International Journal of Information and Network Security
International Journal of Information Security (IJIS)
International Journal of Information Security and Privacy
International Journal of Information Security Science
International Journal of Network Security
International Journal of Network Security and its Applications (Open Access)
International Journal of Security
International Journal of Security and its Applications
IT Professional
Journal in Computer Virology and Hacking Techniques
Journal of Computer Security
Journal of Counterterrorism and Homeland Security International
Journal of Cryptology
Journal of Cyber Security and Information Systems
Journal of Digital Forensics Security and Law
There are 28 academic journals specifically relating to Database Management:

ACM Journal of Data and Information Quality (JDIQ)
ACM Transactions on Database Systems
Data & Knowledge Engineering
Data Management for Multimedia Retrieval
Database
Database and Network Journal
Database Systems Journal
Database Trends and Applications
Distributed and Parallel Databases
EContent
Foundations and Trends in Databases
IEEE Software
Industrial Management & Data Systems
Intelligent Enterprise
Intelligent Information Management
International Journal of Database Management Systems
Journal of Database Management
Journal of Database Marketing
Journal of Database Marketing and Customer Strategy Management
Journal of Intelligent Information Systems
Key Words
MSI: Information Technology for Manufacturing Management
Mission Critical
Multimedia Database Management Systems
The Magazine for Database Professionals
SQL Server Pro
Wireless Networks
Worldwide Databases
Researchers access UWF library resources from the library’s website (https://secure.uwf.edu/library/). Students, faculty and staff with Internet connections may access online library resources 24/7 with their UWF login information. Completing the teaching and learning resources for computer science students are the audiovisual and online resources.

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

In order to help library users navigate through the variety of available print and electronic resources, librarians publish web based research guides: http://libguides.uwf.edu/. The research guides covering Cyber security research is http://libguides.uwf.edu/cyber security and the guide developed for the Computer Science program is http://libguides.uwf.edu/computer.

Online tutorials https://secure.uwf.edu/library/research_help/tutorials/ address common research concerns of students across disciplines and provide a general library orientation.

Each academic discipline is assigned a Reference Librarian to serve as a department liaison providing library instruction, collection development, and reference assistance for the students and faculty in that discipline. The liaison for the Division of Computer Science is Caroline Thompson. Students may request assistance at the reference desk in person or by phone, email, or chat. Students may also schedule an in person or online appointment with the liaison, who is equipped with Skype and Chat.

The library provides an Online Learners Library Guide (http://libguides.uwf.edu/online) outlining services and resources that support the increasing number of online learners. The library has also been responsive to the needs of clients who prefer to work from home. In addition to being able to access databases and materials in full-text online, UWF students and faculty may take advantage of these online library services:

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

B. Describe additional library resources that are needed to implement and/or
sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

RESPONSE

There several cyber security and database management journals that are listed as core academic titles in Ulrich’s and should be added as subscriptions to support graduate research in computer science. These include:

- International Journal of Cyber Warfare & Terrorism 1947-3435
- International Journal of Secure Software Engineering 1947-3044
- Journal of Information System Security 1551-0808
- Foundations and Trends in Databases 1931-7891 (we only have 2007)
- International Journal of Intelligent Information and Database Systems 1751-5866

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

RESPONSE

The MS in Information Technology degree program will be offered 100% online and is a conversion of an existing MSA specialization program. There is no need to implement additional classroom, teaching laboratory, research laboratory, office, or other types of space. These spaces are currently available and are expected to support the proposed degree program through Year 5.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

RESPONSE

The MS in Information Technology degree program will be offered 100% online and no additional space needs are expected through Year 5.

E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.
The MS in Information Technology degree program does not anticipate incurring any additional non-I&R costs.

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

The MS in Information Technology degree program is a conversion of an existing MSA specialization program. The MS in Information Technology degree program will utilize currently available equipment to implement the proposed program through Year 5.

G. 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 MS in Information Technology degree program is a conversion of an existing MSA specialization program. The MS in Information Technology degree program will not require any additional proprietary research facilities, specialized services, or extended travel through Year 5.

H. 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 MS in Information Technology degree program is offered fully online, it will not have opportunities for fellowships, scholarships, and graduate assistantships.

I. 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.

Faculty in the Department of Computer Science meet regularly with local industries to address employment and internship opportunities for UWF students. One example is Silver Bullet Technology, Inc. located in Pensacola, which offers up to seven student internship opportunities each semester.
APPENDIXES
Appendix A

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
See Excel Workbook: 2016-04-26 UWF MS INFORMATION TECHNOLOGY-APPENDIX A Tables 1-4.xlsx
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>5</td>
<td>2.8</td>
<td>8</td>
<td>4.4</td>
<td>11</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>4</td>
<td>2.2</td>
<td>2</td>
<td>1.1</td>
<td>2</td>
</tr>
<tr>
<td>Individuals who have recently graduated from preceding degree programs at this university</td>
<td>2</td>
<td>1.1</td>
<td>4</td>
<td>2.2</td>
<td>7</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
<td>2</td>
<td>1.1</td>
<td>4</td>
<td>2.2</td>
<td>7</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>2</td>
<td>1.1</td>
<td>4</td>
<td>2.2</td>
<td>4</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>2</td>
<td>1.1</td>
<td>5</td>
<td>2.8</td>
<td>10</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>2</td>
<td>1.1</td>
<td>5</td>
<td>2.8</td>
<td>7</td>
</tr>
<tr>
<td>Additional foreign residents***</td>
<td>1</td>
<td>0.6</td>
<td>2</td>
<td>1.1</td>
<td>3</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>20</td>
<td>11.1</td>
<td>34</td>
<td>18.8</td>
<td>51</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>Funding Source</th>
<th>Year 1</th>
<th>Year 5</th>
<th>Subtotal E&amp;G, Auxiliary, and C&amp;G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reallocated Base* (E&amp;G)</td>
<td>52,000</td>
<td>0</td>
<td>$52,000</td>
</tr>
<tr>
<td></td>
<td>Enrollment Growth (E&amp;G)</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Other New Recurring (E&amp;G)</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>New Non-Recurring (E&amp;G)</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Auxiliary Funds</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td><strong>Total E&amp;G, Auxiliary, and C&amp;G</strong></td>
<td><strong>$90,823</strong></td>
<td><strong>$59,000</strong></td>
<td><strong>$102,010</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Funding Source</th>
<th>Year 1</th>
<th>Year 5</th>
<th>Subtotal E&amp;G, Auxiliary, and C&amp;G</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A &amp; P Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>USPS Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Other Personal Services</td>
<td>7,000</td>
<td>0</td>
<td>$7,000</td>
</tr>
<tr>
<td></td>
<td>Assistantships &amp; Fellowships</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td>3,823</td>
<td>0</td>
<td>$3,823</td>
</tr>
<tr>
<td></td>
<td>Expenses</td>
<td>28,000</td>
<td>0</td>
<td>$28,000</td>
</tr>
<tr>
<td></td>
<td>Operating Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Special Categories</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td><strong>Total E&amp;G, Auxiliary, and C&amp;G</strong></td>
<td><strong>$90,823</strong></td>
<td><strong>$59,000</strong></td>
<td><strong>$102,010</strong></td>
</tr>
</tbody>
</table>

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

### Faculty and Staff Summary

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

<table>
<thead>
<tr>
<th>Calculated Cost per FTE</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$90,823</td>
<td>$102,010</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>11.1</td>
<td>49.8</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$8,182</td>
<td>$2,048</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>Support for MSA degree program, database management and cybersecurity specializations, will be reallocated to MS Information Technology</td>
<td>$90,823</td>
<td>$90,823</td>
<td>$0</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Totals | $90,823 | $90,823 | $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>A</td>
<td>Sikha Bagui, Ed.D.</td>
<td>Computer Science</td>
<td></td>
<td>Prof</td>
<td>Tenure</td>
<td>Fall 2016</td>
<td>12</td>
<td>1.00</td>
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<tr>
<td>A</td>
<td>Ezhil Kalaimannan, Ph.D.</td>
<td>Computer Science</td>
<td></td>
<td>Assist</td>
<td>Tenure-earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
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<tr>
<td>A</td>
<td>Dallas Snider, Ph.D.</td>
<td>Computer Science</td>
<td></td>
<td>Assist</td>
<td>Tenure-earning</td>
<td>Fall 2016</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>9</td>
<td>0.75</td>
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<tr>
<td>A</td>
<td>Brian Eddy, Ph.D.</td>
<td>Computer Science</td>
<td></td>
<td>Assist</td>
<td>Tenure-earning</td>
<td>Fall 2016</td>
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<td>0.25</td>
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<tr>
<td>A</td>
<td>Anthony Pinto, MS</td>
<td>Computer Science</td>
<td></td>
<td>Instruct</td>
<td>Tenure-earning</td>
<td>Fall 2016</td>
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<td>0.25</td>
<td>0.19</td>
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<tr>
<td>A</td>
<td>Thomas Reichherzer, Ph.D.</td>
<td>Computer Science</td>
<td></td>
<td>Assist</td>
<td>Tenure-earning</td>
<td>Fall 2016</td>
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<td>0.75</td>
<td>0.25</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.25</td>
<td>0.19</td>
</tr>
<tr>
<td>A</td>
<td>John Batchelor, Ph.D.</td>
<td>College of Business</td>
<td></td>
<td>Assist</td>
<td>Tenure-earning</td>
<td>Fall 2016</td>
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<td>0.75</td>
<td>0.25</td>
<td>9</td>
<td>0.75</td>
<td>0.00</td>
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</tr>
</tbody>
</table>

**Total Person-Years (PY)**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.38</td>
<td>1.19</td>
</tr>
</tbody>
</table>

### APPENDIX A

#### TABLE 4
PY Workload by Budget Classification

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>Current Education &amp; General Revenue</td>
</tr>
<tr>
<td>B</td>
<td>New faculty to be hired on a vacant line</td>
<td>Current Education &amp; General Revenue</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on a new line</td>
<td>New Education &amp; General Revenue</td>
</tr>
<tr>
<td>D</td>
<td>Existing faculty hired on contracts/</td>
<td>Contracts/Grants</td>
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<tr>
<td></td>
<td>grants</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>New faculty to be hired on contracts/</td>
<td>Contracts/Grants</td>
</tr>
<tr>
<td></td>
<td>grants</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Totals for Year 1** 1.38  **Year 5** 1.19
Appendix B

Signatures
Request to Offer a New Degree Program—Approval Signatures

Program: _______________________________

Program Chairperson: ___________________________ Date: ___________

College Curriculum: ___________________________ 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)
Please include the signature of the Equal Opportunity Officer, Dean of University College, and the Dean of University Libraries.

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

Robert Dugan  
Dean of University Libraries  

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II. E. of the proposal, the Dean and AVP of University College has reviewed sections on General Education III. D., V. A. and VIII. B. & D. and the Library Director has reviewed sections X. A. and X. B.

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

Melanie Haveard  
Chief Technology Officer  

Date
Appendix C
Academic Learning Plan
MASTER OF SCIENCE IN INFORMATION TECHNOLOGY/CYBERSECURITY

Mission Statement
The mission of the Department of Computer Science is to provide a high-quality, student-oriented educational experience to undergraduate and graduate students in the Northwest Florida region. The department prepares students for successful careers in computing by empowering them with the knowledge and skills to contribute responsibly and creatively to a complex and ever-changing world, and to continue professional development and life-long learning.

Student Learning Outcomes
The Computer Science Department offers a Master of Science in Information Technology with two specializations: Cybersecurity (CyberSec), Database Management (DBM). Upon successful completion of the Master’s of Science in Information Technology/Cybersecurity program, students will be able to do the following:

Content
- Analyze concepts, principles, and theories of computing for use in the cybersecurity field

Critical Thinking
- Analyze cybersecurity problems and formulate and evaluate solutions

Communication
- Deliver effective oral and written professional communications

Integrity/Values
- Articulate professional, legal, and ethical issues in the specialization

Project Management
- Employ effective project-management techniques to solve computing problems in the specialization
Assessment of Student Learning Outcomes
Information Technology/Cybersecurity graduate students will acquire advanced skills and knowledge that enable them to join the computing profession or continue a path of higher education towards a doctoral degree. They will be assessed in a capstone experience, thesis or project, which is required at the end of their program of study. The capstone requirement allows students to demonstrate an integrative grasp of the outcomes by developing a research thesis or software system of appropriate complexity that must abide by ethical standards and make a creative contribution to the field.

Job Prospects for Master’s of Science in Information Technology / Cybersecurity Graduates

Security Analyst  
Security Architect  
Malware Analyst  
Cybersecurity Engineer  
Cybersecurity Specialist  
Cybersecurity Advisor
Appendix D
Faculty Curriculum Vitarum
CURRICULUM VITAE

DR. SIKHA S BAGUI

ADDRESS 3021 Pelican Lane
Pensacola, FL 32514, USA
Email: bagui@uwf.edu

PHONE (850)478-7889 (Home)
(850)474-3022 (Office)

PERSONAL INFORMATION

Citizenship: US citizen

ACADEMIC BACKGROUND


**MBA, IS specialization**, University of Toledo, Toledo, Ohio, August, 1986.

**BS**, Cuttington University, Monrovia, Liberia, January 1984.

(Also completed one year(1990-1991) in Ph.D. program at Kent State University, Kent, Ohio, MIS specialization).

ACADEMIC EXPERIENCE

**Professor**, Department of Computer Science, University of West Florida, Pensacola, Florida (August 2013 – present)

**Associate Professor**, Department of Computer Science, University of West Florida, Pensacola, Florida (August 2008 – August 2013).

**Assistant Professor**, Department of Computer Science, University of West Florida, Pensacola, Florida (August 2004 – Aug 2008).

**Lecturer**, Department of Computer Science, University of West Florida, Pensacola, Florida (August 1999-August 2004).

**Adjunct Instructor**, Department of Computer Science, University of West Florida, Pensacola, Florida (Jan 1992-August 1999).

**Graduate Teaching Assistant**, Department of Management Information Systems, Kent State University, Kent, Ohio, (August 1990-June 1991).

**Instructor**, Department of Information Systems, University of Toledo, Toledo, Ohio (June 1986-August 1990).

ADMINISTRATIVE EXPERIENCE

**Chair**, Department of Computer Science, University of West Florida, Pensacola, FL (August 2012 – present)
**Founding Director**, Center for Cybersecurity, University of West Florida, Pensacola, FL (January 2014 – March, 2015)

**Interim Associate Chair**, Department of Computer Science, University of West Florida, Pensacola, Florida (January 2011 – July 2012).

**Program Director, CIS/IT, MSA/DBA, MS/CS-DB**, Department of Computer Science, University of West Florida, Pensacola, Florida (Fall 2007 – August 2012).

**COURSES TAUGHT**


**COURSES TAUGHT BY SEMESTER AT UWF**

**Spring 2016:**
COP5725 – Database Systems

**Fall 2015:**
COP5725 – Database Systems

**Fall 2013:**
COP5725 – Database Systems

**Spring 2013:**
COP5725 – Database Systems

**Fall 2012:**
COP5725 – Database Systems

**Summer 2012:**
COP5725/COP4710 – Database Systems
CAP4770/CAP5771 – Data Mining

**Spring 2012:**
COP5725 – Database Systems
CAP5771 – Data Mining

**Fall 2011:**
COP5725 – Database Systems (2 sections)
CAP4770/5771 – Data Mining

**Summer 2011:**
COP4710 – Database Systems
CGS3464 – Visual Programming

**Spring 2011:**
COP5725 – Database Systems
CAP5771 – Data Mining

**Fall 2010:**
COP5725 – Database Systems (2 sections)
CAP4770/5771 – Data Mining

**Summer 2010:**
COP4710 – Database Systems (2 sections)
CGS3464 – Visual Programming

**Spring 2010:**
COP5725 – Database Systems
CAP4770 – Data Mining

**Fall 2009:**
CAP4770 – Data Mining (Undergraduate)
CAP5771 – Data Mining (Graduate)
COP5725 – Database Systems

**Summer 2009:**
COP4710/COP5725 – Database Systems
CGS3559 - Exploring the Internet

**Spring 2009:**
COP4710 – Database Systems
COP6727 – Advanced Database Systems
COP5725 – Database Systems

**Fall 2008:**
COP4710 – Database Systems (online) – 2 sections
COP5725 – Database Systems (online) – 2 sections
CAP4770 – Data Mining
CAP5771 – Data Mining

**Spring 2008:**
COP4723/5775 – Database Administration (online)
COP5990 – Seminar in SOA (online)

**Fall 2007:**
CAP4770 – Data Mining (online)
COP4710 – Database Systems
CSG3464 – Visual Programming

**Summer 2007:**
COP4710 – Database Systems (online)

**Spring 2007:**
COP4710 – Database Systems
COP5715 – Advanced Databases (Developed and delivered online)

**Fall 2006:**
COP4710 – Database Systems
COP4710 – Database Systems (Developed and delivered online)
CGS3464 – Visual Programming Using Visual Basic.NET

**Summer 2006:**
COP4710 – Database Systems
Spring 2006:
COP5715 – Advanced Databases  
COP4710 – Database Systems  
COP4173 – Advanced Visual Programming (in VB.NET)

Fall 2005:
COP5715 – Advanced Databases  
CGS3464 – Visual Programming Using Visual Basic.NET  
COP2253 – Java Programming

Summer 2005:
COP4710 – Database Systems  
CGS3464 – Visual Programming Using Visual Basic.NET

Spring 2005:
COP4710 – Database Systems  
COP5715 – Advanced Database Systems  
COP2253 – Java Programming

Fall 2004:
COP2253 – Java Programming (3 sections)

Summer 2004:
COP4710 – Database Systems  
CGS3464 – Visual Programming Using Visual Basic.NET

Spring 2004:
COP4710 – Database Systems  
CGS 3464 – Visual Programming Using Visual Basic.NET  
COP5715 – Advanced Databases and Data Mining

Fall 2003:
COP4710 – Database Systems  
CGS3464 – Visual Programming Using Visual Basic.NET

Summer 2003:
COP4710 – Database Systems  
CGS3464 – Visual Programming Using Visual Basic.NET

Spring 2003:
COP4710 – Database Systems (3 sections)  
COP5715 – Advanced Databases and Data Mining.

Fall 2002:
COP4710 – Database Systems (2 sections)  
COP3530 – Data Structures and Algorithms (in C++)  
ISM4113 – Business Systems Design

Summer 2002:
COP4710 – Database Systems  
COP3530 – Data Structures and Algorithms (in C++)

Spring 2002:
COP4710 – Database Systems (2 sections)  
COP4990 – Advanced Visual Programming (in Visual Basic)  
COP5715 – Advanced Database Systems
Fall 2001:
   COP4710 – Database Systems (2 sections)
   COP3530 – Data Structures and Algorithms (in C++)

Summer 2001:
   COP4710 – Database Systems
   COP3530 – Data Structures and Algorithms (2 sections) (in C++)

Spring 2001:
   COP 3530 – Data Structures and Algorithms (2 sections) (in C++)
   COP 4710 – Database Systems
   CGS 3464 – Visual Programming (in Visual Basic)

Fall 2000:
   COP 3530 – Data Structures and Algorithms (2 sections) (in C++)
   COP 4710 – Database Systems (2 sections)

Summer 2000:
   COP 3530 – Data Structures and Algorithms (in C)
   COP 4710 – Database Systems

Spring 2000:
   COP 3530 – Data Structures and Algorithms (2 sections) (in C)
   COP 4710 – Database Systems
   CIS 3512 – Systems Documentation

Fall 1999:
   COP 3530 – Data Structures and Algorithms (in Pascal)
   COP 4710 – Database Systems
   CGS 3800 – Multimedia Systems
   CGS 3464 – Visual Programming (in Visual Basic)

RESEARCH INTERESTS

Database and SQL, database design and architecture, object-oriented databases, web databases, data mining, pattern recognition, statistical computing, computers in Education.

PUBLICATIONS

Books


International Editions (books)


Journal Articles (Published/Accepted)


**Refereed Publication in Encyclopedia**


**Book Chapters**


**Other Publications**


**Papers re-printed as Book Chapters**


**Workshops**


**Grant Reports**

**Submittals/In preparation**


**EDITORSHIP**

1. **Series Editor for** “Foundation for Database Design Books” for CRC press.
   **Books in this series:**

2. **Editorial Board member:**
   i. *International Journal of Data Analysis Techniques and Strategies (IJDATS).*
   ii. *World of Computer Science and Information Technology Journal (WSCIT).*
   iii. *Universal Journal of Computer Science and Engineering Technology (UniCSE).*
   iv. *Inventi Journals*, [http://www.inventi.in](http://www.inventi.in)
   viii. *International Journal of Technology in Computer Science and Engineering (IJTCSE).*

3. **Associate Editor:**
   i. *International Journal of Advanced Computer Science and Applications (IJACSA).*

**Technical Committee Member**

International Conference on Intelligent Systems and Control (ISCO’2013).

**REVIEWED**

**Articles for**

*IEEE Transactions for Data and Knowledge Engineering*
*Data and Knowledge Engineering*
*Pattern Recognition Letters*
*International Business Schools Computing Quarterly*
*Encyclopedia of Database Technologies and Applications*
*Iranian Journal of Electrical and Computer Engineering (IJECE)*
*Handbook for Technology Management*
*ACMSE*
*International Journal of Data Analysis Techniques and Strategies (IJDATS)*
*International Journal of Knowledge Engineering and Data Mining (IJKEDM)*
*Consortium for Computing Sciences in Colleges (CCSC)*
*International Journal of Computer Engineering Research (IJCER)*
*Data Science Journal*
*Journal of Systems and Software*
*International Journal of Intelligent Information and Database Systems (IIIDS)*
*International Journal of Advanced Computer Science and Applications (IJACSA)*
*IEEE Computer*
*Intelligent Systems and Control (ISCO 2013)*
*8th International Conference on Knowledge Generation, Communication and Management: KGCM 2014.*
*Information.*

**Grants for**
3. NSF Database Grant for Kennesaw State University, titled: Animated Database Courseware (ADbC), 2009.

**Books**
2. *Oracle – Physical Database Design* by Don Burleson, for CRC Press.

**SELECTED CITATIONS**


24. *And many more not listed here...*

**HONORS & AWARDS**

*Research Awards*

1. Recipient of 2012 *Distinguished Research and Creative Activities Award*, UWF.
2. Recipient of 2007 *Distinguished Research and Creative Activities Award*, UWF.

*Teaching Awards*

1. Recipient of *Excellence in Teaching and Advising Award*, 2012, UWF.
2. Recipient of *Excellence in Undergraduate Teaching and Advising Award*, 2006, UWF.
3. Recipient of *Teaching Incentive Program (TIP)* Award, 2002-2003, UWF.
4. Recipient of *Excellence in Undergraduate Teaching and Advising Award*, 2001-02, UWF.

*Other*

- Nominated for *Distinguished Teaching Award* by Student Government, 2000-01, UWF.
- Recipient of Special Summer Graduate Scholarship, 1999, UWF.
- Recipient of Delores A. Auzenne Graduate Fellowship, 1999, UWF.

**GRANTS RECEIVED**

1. NSF funded travel grant for Sixth Annual Winter Workshop: Data Mining, Statistical Learning and Bioinformatics, UF Gainesville, January 2004, $400.00.
2. Recipient of University Summer 2005 Research Award of $6250, for proposal entitled, *Pattern Classification in Breast Cancer Data: A Data Mining Approach*.
3. Grant recipient of Graduate Research Assistant, from Graduate Office, UWF, Spring 2006, $1,500.00.
6. **Co-PI**, Florida’s Great North West Workforce Innovation Consortium Grant, North West Florida Computing and Engineering Training Scholarship Program (Fall 2009 – Dec 2010), $1,000,000.

**GRANTS SUBMITTED (Not funded)**

2. PI, Developing a Java Based Parser Software for Converting XML Documents to the ER and EER model and relational databases, for approx $186.800, for 2 years. Submitted: August 2006.
5. PI, Longitudinal Study of Multiple Lipid Indices to Predict Cardiovascular Disease, NIH Challenge Grants, RFA-OD-09-003, $246,413, 1 year. Submitted: April 2009.
8. PI, TAACCCT, Department of Labor (DOL) Consortium grant, $500,000, June 2014
9. Co-PI, H1b Grant, DOL Consortium grant, $500,000, June 2014.

PRESENTATIONS

International Conferences

4. Role of Climate and Local Emission Sources in the Wet Deposition of Mercury and Major Ions in the Pensacola Region, 10th International Conference on Mercury as a Global Pollutant (ICMGP), Halifax, Nova Scotia, July 24-29, 2011.
8. Ontology-Based SmartLife Enterprise Services Architectures for Big Data in the Cloud, ESOC 2013, Malaga, Spain, September 11 – 13, 2013.

National Conferences


**Regional Conferences/Symposiums**


**Other Presentations**

1. Presented several seminars on using Enable, DBASE III Plus, and Lotus 123 to faculty at The University of Toledo in 1987.

**Local Symposium Presentations**


Sessions Chaired/Co-chaired


SERVICE

Departmental Service, Fall 1999 – Spring 2005

1. Departmental committees:
   - Undergraduate Committee (1999 - 2005); Online committee (2005); Chair Search committee (Spring 2005 – Summer 2005), Lecturer Search committee (Summer 2005), Java Programming Committee (COP2253) (Fall 2004 – 2005).
2. Course Coordinator commitments:
   - Aug 1999 – August 2005:
     - Microcomputer Application Packages (CGS 2570), Multimedia Systems (CGS 3994), Web Page Design (CGS 3823), Database Systems (COP 4710), Advanced Database Systems (COP 5715), Desktop Publishing (CGS 2580), Visual Programming (CGS 3464). Developed CCRs for the above courses during this period, and was instrumental in putting Microcomputer Application Packages online for the first time.
   - Summer 2001 to August 2005:
     - Database Systems (COP 4710), Advanced Database Systems (COP 5715), Data Structures and Algorithms (COP 3530) (Summer 2001 – April 2003)
3. ABET coordinator for review for (Fall 1999 – Fall 2001):
   - Database Systems (COP 4710), Data Structures and Algorithms (COP 3530).
4. Programming Competitions
5. Directed Independent Study students: Spring 2009 – 3; Fall 2008 – 1; Fall 2007 – 1; Spring 2005 – 1; Spring 2003 – 1; Summer 2002 – 1; Fall 2001 – 1.

Departmental Service, FALL 2006 – Present

iii. Coordinator for CS Department’s Certificate programs (2006 – present).
   - Certificates developed:
v. Program reviews:
i. Chair, IT Program Review, 2009-2010.
ii. Chair, CS Undergraduate and Graduate Program Review, 2013-2014.
vi. Committees served on:
a. Search Committees:
i. Search committee, Office Support Specialist position (in Computer Science), member, Fall 2006
ii. Chair, CS Faculty Search Committee, Fall 2009, Fall 2010.
iii. Member, CS Department Faculty Search Committee, Spring, 2012.
iv. Chair, CS coordinator/advisor search committee, Spring, 2012.
v. Chair, Cybersecurity Faculty Search Committee, 2013-14.
viii. Hiring official, IT Techie Search Committee, Fall, 2014.
ix. Hiring official, Battle Lab Techie Search Committee, Fall 2014.
x. Chair, CS Faculty Search Committee, 2014-15.
b. Other committees:
i. Junior Faculty Mentoring committee (2005 – 2006)
ii. Departmental Web Page development committee, 2007- present
iii. SE Curriculum development committee, member, 2007-2008.
iv. Grand Opening Planning Committee, member, Fall 2009.
v. Assessment Committee, member, Summer 2010 – present.
vi. Common Pre-requisites Committee, department representative, Spring 2011 – present.
vii. Member, CS departmental scholarship committee, 2009 - present
viii. Member, CS departmental assessment committee, 2011-present.
ix. Chair, CS department strategic planning committee, 2013-present.
xii. Chair, CS Department Equipment committee, 2014-present.
xiii. Member, By-Laws Committee, 2014-present.
7. Developed CCRs for:
i. Advanced Database Systems (COP6727) – graduate database course
ii. Data Mining (CAP4770/5771) – dual listed data mining course
iii. Database Administration (COP4723/5775) – dual listed course
iv. CIS major, CIS minor, IT major, IT minor
8. New Courses developed:
i. Advanced Database Systems (COP6727)
ii. Data Mining(CAP4770/CAP5771)
iii. Database Administration(COP4723/COP5775)
9. Online courses developed:
i. Database Systems (COP4710/COP5725)
ii. Advanced Database Systems (COP6727)
iii. Data Mining(CAP4770/CAP5771)
iv. Database Administration(COP4723/COP5775)
 v. Seminar in SOA(COP5990).
10. New Specializations developed:
i. MSA/DBA (2007).
ii. MS/CS/DB (2010).
11. New Programs developed:
i. MSIT
   i. MSIT/Database Management (2015).
12. Student recruitment efforts
13. Coordinated, prepared and administered test for student – to test out of Web Page Design Course (CGS3823), Spring 2006.
16. Directed independent study students: (2009-2010): 12; supervised one honors thesis; coordinated 6 internships; and served on one master’s committee.
17. Advising:
   i. 2009-2010: 55 undergraduate advisees and 42 graduate advisees.
   ii. 2010 – 2011: 60 undergraduate advisees and 45 graduate advisees
   iii. 2011 – 2012: 55 undergraduate advisees and 48 graduate advisees
19. International Collaborations:
   i. Working with China, 2013.
   ii. Working with Faith University in Turkey, 2014-2015
   iii. Working with Reutlingen University in Germany, 2011 – present.
20. Meetings:
   i. Organized and hosted Florida Consortium on Cybersecurity (FC2) at UWF’s Department of Computer Science, Sept 16, 2014.
   ii. Committee member, STARTUP weekend, 2013-present.
   iii. Committee member, Cyberthon, 2015.
21. Articulation Agreements
   i. Articulation with Pensacola State College
22. Non-Disclosure Agreements
   i. General Dynamics IT (GDIT), February, 2015.
23. Accreditations and Designations
   i. Professional Master’s Designation (PSM) for Master of Science in Administration, with a specialization in Cybersecurity.
   ii. CAE, 2015.

**COLLEGE-WIDE SERVICE**

   a. Chair, CAS Graduate Program Committee (CAS Council ad hoc committee), fall 2010.
4. Search Committee, Art Department, member, 2008.
8. Tenure and promotion mentoring committee, Biology, 2012-2013.
9. ATC Search Committee, member, Spring 2011.

**UNIVERSITY-WIDE SERVICE**

3. Faculty Merit Scholarship Program Review Committee, member, 2005 – 2006.
5. Faculty Phone-A-Thon, Admissions Office, UWF, student recruitment, Fall, 2006.
10. Faculty Video Profile for SSE, Summer 2009.
11. University Faculty Personnel Committee, 2010-2013.
12. Member of STRIDE task force (part of ADVANCE – NSF grant), 2012 – 2015
13. Member of ADVANCE (part of NSF grant), 2012-2015.
14. Member of Chair’s Handbook Composition Committee, 2012-2013.

COMMUNITY SERVICE

PROFESSIONAL SERVICE
2. Developed Alumni database for Department of Computer Science, UWF, (Fall 2006-Spring 2007).
4. On Advisory Council, Florida Center for Cybersecurity (FC2), 2014-present.
5. Represent Department of Computer Science at Pensacola Chamber of Commerce, 2013-present.

PROFESSIONAL DEVELOPMENT
1. Attended UWF’s Mini-Conference on Best Practices for Active Learning and Student Engagement (March, 2007).
5. Studio-e – Training for Online Teaching, Fall 2007-08.
12. Attended Diversity Recruitment, Hiring and Retention, Department Chair Workshop, Jan 28th, 2015.

PROFESSIONAL MEMBERSHIPS
Member of ACM 2004-05; 2010 – 2012.
Member of UWF Charter of Upsilon Pi Epsilon, an International Honor Society for Computing and Information Disciplines (2006 – present).

STUDENTS GUIDED
Graduate Project Advisor

Thesis Committees
Carlos Perez, 2009-2010

Dissertation Committees (Chair)
Evorell Fridge, 2011-2014

Computer Science Department Honors Project Advisor
Tabatha DeJesus, Fall 2013

Directed Studies and Undergraduate Research
Damien Walker, Developing JAVA based Parser Software, 2005; Utkarsh Shah, Optimizing Queries, Summer 2008; Nicholas Fox, Optimizing Queries, Summer 2008; Clark Mitchell, Malware Analysis - Datamining, Summer 2015; Renan Lordello, SQL Injection Attacks, Summer 2015.

External Dissertation Committee:
Angie Cox, 2015, Trident University.

PostDocs:
Xingang Fang (2015-present)
**Dr. Ezhil Kalaimannan**
Assistant Professor
Bldg.4, Room 241
Department of Computer Science
University of West Florida
11000 University Pkwy
Pensacola, FL 32514
Office: 850-473-7005 • E-Mail: ekalaimannan@uwf.edu

**EDUCATION**

**Ph.D**
*The University of Alabama in Huntsville*
Major: Computer Engineering with concentration in Information Assurance
Minors: Business and Information Systems

**M.S**
*The University of Alabama in Huntsville*
Major: Computer Engineering with concentration in Information Assurance
(Dec. 2008)

**Post-Bachelor Certificate**
*The University of Alabama in Huntsville*
Information Assurance and Security (Dec. 2010)

**B.E**
*Anna University, Tamil Nadu, India*
Major: Electrical and Electronics Engineering (May. 2006)

**SYNERGISTIC ACTIVITIES**

- *Pending Support* - Collaborative seed grant offered by the Florida Center for Cybersecurity (FC2), *The University of South Florida*, Mar. 2016-17 - $25,000/year (Renewable for up to 2 years).
  - Research Project Title: Monitoring Privacy in Mobile Health Applications

- Recipient of the Collaborative seed grant offered by the Florida Center for Cybersecurity (FC2), *The University of South Florida*, Mar. 2015 - $12,500/year (Renewable for up to 2 years).
  - Research Project Title: Exploring Security Attacks in Cache Enabled Tactical Hybrid Networks
- Recipient of the Cross College Faculty Research (CCFR) grant offered by the Office of Vice President for Research, *The University of Alabama in Huntsville, Aug. 2013* - $5,000/year (Renewable for a total of 24 months and $10,000).
  - Research Project Title: Computational Optimization Models for Investigating Crime in Digital Forensics

- Technical Program Committee Member: *Pre-ICIS Workshop on Information Security and Privacy (WISP 2012)*; 10th Annual ADFSL Conference on Digital Forensics, Security and Law (ADFSL 2015, 2016); 17th International Conference on Computer and Information Technology (ICCIT 2014, 2015); 15th Annual Digital Forensics Research Conference (DFRWS USA 2015, 2016); Seed Grant Program funded by the Florida Center for Cybersecurity (FC2).


**PEER-REVIEWED PUBLICATIONS**

**Journal Articles:**


**Articles in Conference Proceedings:**


SELECTED WORK IN PROGRESS


Kalaimannan, E., “Maximizing investigation effectiveness of passive intrusion detection system alarm under limited resources,” with Gupta, J. N. D., Patnayakuni, R., and Yoo, S-M.
  ➢ Status: Undergoing final copy editing to be submitted to the IEEE/ACM Transactions on Networking.

Kalaimannan, E., “Role of Information Security Life cycle in Accreditation policies and standards.”
  ➢ Status: Undergoing final copy editing to be submitted to the Journal of IEEE Security and Privacy, IEEE.

PRESENTATIONS


TEACHING

Assistant Professor                      [Aug. ’14 – Present]
Department of Computer Science, University of West Florida, FL.

- **Intermediate Programming in Java**
  - An intermediate course in object-oriented programming.
  - Topics include object oriented modeling, algorithms, inheritance, polymorphism, input/output, exception handling, recursion, event driven programming, and basic GUI programming.
  - Emphasis will be on issues of object-oriented design and good programming practices.

- **Algorithm and Program Design**
  - This course introduces fundamental concepts in computer programming and algorithm development using the C programming language.
  - Students learn how to apply basic programming constructs to create correct, efficient algorithms that solve a variety of computing problems.

- **Theory and Fundamentals of Computer Networking**
  - A core course in computer science that reviews fundamental principles of computer networks and their applications.
  - Computer networks play a significant role in today’s world. They facilitate seamless communication and resource sharing over short and long distances.
  - Topics include Network protocols, architecture, design, security and applications.

- **Introduction to Cybersecurity**
  - This course provides an overview of security challenges and strategies of countermeasure in the information systems environment.
  - Topics include definition of terms, concepts, elements, and goals incorporating industry standards and practices with a focus on availability, vulnerability, integrity, and confidentiality aspects of information systems.

- **Computer and Network Security**
  - This course provides students with an understanding of the concepts of computer and network security using currently available technology.
  - The course provides students with an understanding of the options available to mitigate threats within a system and teach students the techniques that can be taken to protect a network and communication assets from cyber threats.
Adjunct Instructor  
Department of Management and Information Systems, University of Alabama in Huntsville, AL.  

- **Introduction to Information Assurance**
  - Full responsibility for handling a graduate level class in Information Systems which is a core course under the Master’s program in Information Assurance and Security [M.S in IAS].
  - Tested and developed integrated labs incorporating various computer and network security tools as a part of the coursework.
  - Provided assistance for graduate students in their research project on recent information security issues.

- **Computer Applications in Business**
  - The objectives of this course are to provide a basic understanding of the use of computers in a business setting and to achieve a minimum skill level in using Windows, the Internet, word processing, spreadsheets, database, and presentation graphics software.
  - Provided assistance for students in completing their term project that implements integration between MS Word, Excel, Access and PowerPoint.

- **Introduction to Information Assurance Engineering Laboratory:**
  - Lab instructor for graduate level course titled “Introduction to Information Assurance Engineering”.
  - The topics covered in this course ranges from cryptography to computer security through hardware and physical security to a knowledge of audit methods, security management, and public law.
  - This course further introduces security engineering skills such as business process analysis, software security, IA evaluation, and IA testing.

Graduate Teaching Assistant  
ECE Department, University of Alabama in Huntsville, AL.  

- **Introduction to Computer Programming for Engineers Laboratory:**
  Lab instructor for introductory course in C++ Programming which covers basics of Object oriented programming and concepts of UNIX. Guided undergraduate students with projects related to logical programming using C++.

- **Introduction to Embedded Computer Systems Laboratory:**
  Lab instructor for embedded computer systems laboratory. Handled the lab for undergraduate students where, I assisted them in programming in Embedded C language and verifying their output on the hardware (MSP 430 Family Microcontrollers – Texas Instruments).
• **Introduction to Information Assurance Engineering Laboratory:**
  Lab instructor for graduate level course titled “Introduction to information assurance and security engineering”. Assisted graduate/undergraduate students in laboratory assignments involving information security tools in UNIX/Windows and helped them with weekly lab related projects.

• **Introduction to Computer Networks Laboratory:**
  Lab instructor for graduate level course titled “Introduction to Computer Networks”. Assisted graduate/undergraduate students in laboratory assignments involving Protocol analysis, data compression tools and network traffic analysis.

**Teaching Interests**

- Cybersecurity
- Computer and Network Security
- Cryptography
- Computer Networks
- Wireless Networks and Security
- Network Defense and Operating Systems
- Information Security Management
- Digital Forensics

**COLLABORTORS & OTHER AFFILIATIONS**

• **Collaborators and Co-Editors.** Jatinder N.D. Gupta (UAHuntsville), Ravi Patnayakuni (UAHuntsville), Seong Moo-Yoo (UAHuntsville), Sikha Bagui (University of West Florida), Norman Wilde (University of West Florida), Swapnoneel Roy (University of Central Florida), Hongmei Chi (Florida A&M University), Sumit Kumar Jha (University of Central Florida), Jinpeng Wei (Florida International University), Geethapriya Thamilarasu (University of Washington Bothell), Cyril Raj (M.G.R. Educational & Research Institute, India).

• **Graduate Advisors and Postdoctoral Sponsors.** Prof. Jatinder N.D. Gupta and Dr. Seong Moo-Yoo (University of Alabama in Huntsville, Huntsville, AL, USA).

• **Thesis Advisor and Postgraduate-Scholar Sponsor.** None.
Dallas H. Snider, Ph.D.
Curriculum Vitae

CONTACT INFORMATION
University of West Florida
11000 University Parkway
Building 4, Room 233
Pensacola, FL 32514
850-473-7348
dsnider@uwf.edu

EDUCATION
Ph.D. Integrated Computing (May 2011)
University of Arkansas at Little Rock, Little Rock, AR
Dissertation: “Knowledge Discovery in Fetal Activity Data”
Adviser: Xiaowei Xu, Ph.D.
Concentration: Information Science

M.S. Instrumental Sciences (August 1994)
University of Arkansas at Little Rock, Little Rock, AR
Thesis: “Evaluation of Photodiode Arrays in Rocket Plume Monitoring and Diagnostics”
Adviser: M. Keith Hudson, Ph.D.
Concentration: Spectroscopic Instrumentation

B.A. Physics (May 1992)
Hendrix College, Conway, AR
Adviser: Pradip K. Bandyopadhyay, Ph.D.

PROFESSIONAL EXPERIENCE
Assistant Professor, University of West Florida Department of Computer Science, Pensacola, FL,
August 2012-Present

Scholarly and Creative Activities

* indicates student contributions

Journal Publications


Dallas Snider, John Coffey, Thomas Reichherzer, Norman Wilde, Chris Terry*, Joe Vandevelle, Allison

George Goehring*, Thomas Reichherzer, Eman El-Sheikh, Dallas Snider, Norman Wilde, Bikha Bagui,
John Coffey, Laura J. White, “A Knowledge-Based System Approach for Extracting Abstractions from
Service Oriented Architecture Artifacts”. *International Journal of Advanced Research in Artificial
Grants of $10,000 or More


Book Chapters


Books


Peer-reviewed Conference Publications


Grants Less Than $10,000
College of Science, Engineering and Health Resource Allocation Committee travel funds for presentation of research at the 2015 IEEE SoutheastCon, February 20, 2015, awarded $677.12.


College of Arts and Sciences Resource Allocation Committee travel funds for presentation of research at the May 2013 Security and Software Engineering Research Center Showcase, March 1, 2013, awarded $350.00.

TEACHING

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<th>Fall 2015</th>
<th>Spring 2016</th>
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<td>COP4905 Directed Study</td>
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† indicates online classes

Service to the Department

Service

79
- DHS/NSA Center for Academic Excellence Certification and Cybersecurity Program Development, 2013-present
- Curriculum Committee, Fall 2015
- New Student and Family Orientation: One Team-Parent Luncheon and Computer Science Freshman Advising, Summer 2015
- Faculty Hiring Committee, 2014-2015
- Created first equipment fee schedule, 2014-2015
- IT Staff Hiring Committee, 2014
- Explore UWF, November 2014
- Faculty Hiring Committee, 2013-2014
- Computer Science Program Review Committee, 2013-2014
- IT System Administrator Hiring Committee, 2013-2014
- Explore UWF, October 2013
- Graduate admissions reviewer, Fall 2013
- Computer Science Curriculum Committee, 2012-2013
- Majors Fair, April 2013

**Service to the College**
- Graduate Marshall for Fall 2015 Commencement
- Undergraduate Marshall for Spring 2015 Commencement
- College of Science, Engineering and Health Scholars Program, Fall 2014
- Master’s Degree Hooder for Fall 2013 Commencement
- Master’s Degree Hooder for Spring 2013 Commencement
- Master’s Degree Hooder for Fall 2012 Commencement

**Service to the University**
- 2015 Student Scholars Symposium Judge
- Faculty panelist for Admitted Student's Day, March 21, 2015
- Interviewer for President’s Scholarship Competitions 2014-2015
- Chair, 2014 Growth & Development Committee
- 2014-2015 UWF Faculty and Staff Campaign
- Cybersecurity Center Director Search Committee
- Provost’s Research Task Force Committee
- 2014 Student Scholars Symposium Judge
- 2014 Faculty Showcase
- 2013-2014 UWF Faculty and Staff Campaign
- 2013 Growth & Development Committee
- 2013 Student Scholars Symposium Judge

**Service to the Discipline**
- Reviewer for 2016 IEEE SoutheastCon
- Reviewer for 2016 IMCIC
- Reviewed two papers for 2015 IEEE SoutheastCon
- Consultant for the new Florida Teacher Certification Examination in Computer Science
- Webinar speaker: *SQL Server Business Intelligence Monitoring*, August 14, 2014
- Webinar speaker: *Taking on your first SQL Server Business Intelligence Project*, October 16, 2013
- Webinar speaker: *Q & A on SQL Server Analysis Services*, May 16, 2013
Service to the Community

- 2015 ITEN Wired Summit Planning Committee
- Judge for the 60th West Panhandle Regional Science & Engineering Fair, January 26, 2015
- Presentation on “Communicating Security Procedures, Threats and Mitigation Strategies” at the 2014 ITEN Wired Summit
- 2014 ITEN Wired Summit Planning Committee
- Santa Rosa County School District Employee Evaluation System Project
- InnovationCoast Talent Identification Committee
- Pensacola Chamber of Commerce Workforce Development Committee
- Presentation on “The Internet of Things” at the 2013 ITEN Wired Summit
- 2013 ITEN Wired Summit Planning Committee

Professional Development

- Preparing for Tenure and Promotion Workshop, January 15, 2015
- ITEN Wired Summit, October 3, 2014
- NAS Pensacola Tech Expo, June 6, 2014
- ADVANCE Showcase Keynote Luncheon Talk, April 17, 2014
- Building a Hadoop Data Warehouse Webinar, April 2, 2014
- NSF CAREER Workshop, March 31, 2014
- Oracle NoSQL in the Enterprise Webinar, March 4, 2014
- Teaching in Honors Workshop, February 20, 2014
- Preparing for Tenure and Promotion, January 24, 2014
- Successful internal Quality Matters review for COP5775, December 2013
- ATC/CUTLA Mini-Conference, November 22, 2013
- Informatica Webinar: Big Data Reference Architecture for Data Warehouse Optimization, November 19, 2013
- Grant Writing for External & Internal Support of Research & Scholarship, November 1, 2013
- ITEN Wired Summit, September 13, 2013
- Microgrid Effects and Opportunities for Utilities, September 11, 2013
- CCR Workshop: Writing SLOs for Undergraduate and Graduate Programs, September 10, 2013
- Teaching a Quality Online/Blended Course, July-August 2013
- Designing a Quality Online/Blended Course, May-June 2013
- NSF Interactive Webinar: Broader Impacts, April 30, 2013
- NSF CAREER Webinar, April 18, 2013
- Annual Evaluation Workshop, April 9, 2013
- Elluminate@Lunch: Writing Multiple Choice Questions that Assess Critical Thinking and Other Higher-Order Learning Outcomes, February 28, 2013
- Preparing for Tenure and Promotion, January 18, 2013
- NCSI Tech Expo, Hurlburt Field, December 11, 2012
- Protecting Human Research Participants, November 14, 2012
- Security and Software Engineering Research Center, November 2012 Showcase
- Northwest Florida President’s Coalition for Higher Education National Science Foundation Faculty Workshop, September 28, 2012
- ITEN Wired Summit, September 14, 2012
ATC/CUTLA Mini Conference, August 23, 2012
New Faculty Orientation, August 16, 2012

CONSULTING

- Lead architect and developer for the creation and implementation of a data warehouse for the Arkansas Department of Human Services containing highly sensitive and confidential data following the Kimball dimensional design methodology
- Developed ETL packages in SQL Server Integration Services to extract source system data from Oracle, SQL Server and SharePoint and then transform and load the data into fact and dimension tables
- Created dimensions and cubes in SQL Server Analysis Services for business intelligence applications. Designed and developed reports in SQL Server Reporting Services using SQL and MDX that followed guidelines set forth by the United States Department of Health and Human Services for reporting compliance and compiling statistics
- Processed and visualized GIS data
- Created dashboards and scorecards in Performance Point
- Created database tables, stored procedures, functions, and security policies
- Collaborated with DBA’s and Quality Assurance team during the software development lifecycle
- Accountable for customer training, requirements gathering, coordinating testers, project documentation and bi-weekly status reports

Software Developer Level 4, Acxiom Corporation, Little Rock, AR, 1996 -2008
- Lead Developer for the creation and implementation of a standardized fulfillment process within DataStage on Acxiom’s grid operating system
- Managed software application development projects for Acxiom’s Server-Based Fulfillment product
- Responsible for handling opt-outs, credit bureau data, reports, decoy insertion, campaign management files, Oracle SQL statements, and Oracle loads
- Collaborated with DBA’s and system administrators to performance-tune hardware for optimum parallel processing, database, and DataStage flows
- Created custom data profiling program for Wolters-Kluwer in C++
- Enhanced Acxiom’s existing Linux grid automation services written in Perl with a Visual Basic and PHP user interface
- Assisted with documentation and training
- Served as Oracle database administrator, source code manager, and Linux system administrator for the development team
- Provided Netezza/DataStage consulting for State Farm and Nationwide Insurance client account teams
- Lead Developer for the creation of an order fulfillment process within IBM’s DataStage on Acxiom’s Linux grid operating system
- Wrote custom DataStage operators to read and load to Netezza
- Used Red Hat Package Manager on Linux to package and deploy software
- Designed and developed code to dynamically create scripts based on application metadata
- Provided consulting to New York Life client team
Lead Developer for Customer Fulfillment processes in a large-scale, distributed database in DataStage on AIX for JP Morgan Chase
Met with customers and project manager to update the project status and to receive the customer’s feedback
Provided DataStage consulting to the TransUnion and General Motors client teams for interacting with their large-scale databases
Worked on a team of developers to create the Acxiom Solution Interface website
Designed web pages in C# and contributed to Java business logic on Linux and AIX
Provided on-call support and consulting for client account teams such as Time-Life, Sprint, AT&T Wireless, and Primedia
Pioneered a process on a UNIX server to reduce a 12-hour mainframe process to 25 minutes for Quill
Designed, developed, and documented several order fulfillment process for the gNeil Companies on UNIX
Developed code to help build data warehouses for Staples and Global
Participated in Year 2000 code reviews and code changes

Responsible for the development, delivery and support of client-server ATM solutions in the United States, Mexico, and Hungary
Used DB/2 and IBM’s Visual Age C/C++ for OS/2, Borland C/C++ for Windows, AS/400 and System 36

PART-TIME EXPERIENCE

Author, Edgewood Solutions, LLC, January 2013 – present
Writing articles for the mssqltips.com website about best practices for SQL Server

Adjunct Instructor, ITT Technical Institute, December 2008 – June 2012
Lecturer in the following courses: Access Control, Authentication, and Public Key Infrastructure; Information Systems Security Capstone Project, Linux Operating System, Linux Server Administration, Computing and Productivity Software; Auditing IT Infrastructure for Compliance
Advising students, coordinating student assignments and grading quizzes and papers
Supervising laboratories; assisting and overseeing up to 30 students per session

Instructed in the following subjects: Calculus I, Business Calculus, College Algebra, Elementary Algebra and a General Physics Lab
Lectured, created student assignments and tests, graded quizzes and exams
Supervised student assignments, tests and use of Maple software for mathematics

Database Developer, University of Arkansas for Medical Sciences College of Medicine, October 2005 – April 2006
Assisted with the implementation of an online metabolomic database for the Department of Geriatrics in conjunction with the MidSouth Bioinformatics Center
Utilized Linux, Apache, MySQL and Perl
Adjunct Instructor, University of Central Arkansas, January 2003 – May 2006
- Taught Intermediate Algebra courses
- Lectured and created student assignments and tests
- Graded quizzes and exams

PUBLISHED JOURNAL PAPERS

BOOKS

PRESENTATIONS
- D. H. Snider, "The Internet of Things," ITEN Wired 2013 Summit, September 2013, Pensacola Beach, FL.
POSTER PRESENTATIONS

- D. Snider, C. Carnley, D. Dawson, P. Northrup, P. Obray, L. West, “Professional Educators Assessment and Results System (PEARS), Future of Education Technology Conference, January 15, 2016, Orlando, FL.

CONFERENCES ATTENDED

- NSF Security and Software Engineering Research Center (S^2ERC) Showcase, November 11-12, 2015, IUPUI, Indianapolis, Indiana.
- ITEN Wired 2015 Summit, October 22-23, 2015, Pensacola Beach, Florida.
- IEEE SoutheastCon 2015, April 9-12, 2015, Fort Lauderdale, Florida.
- NSF Security and Software Engineering Research Center (S^2ERC) Showcase, November 12-13, 2014, Ball State University, Muncie, Indiana.
- ITEN Wired 2013 Summit, September 13, 2013, Pensacola Beach, Florida.
- NSF Security and Software Engineering Research Center (S^2ERC) Showcase, November 7-8, 2012, Ball State University, Muncie, Indiana.
TEACHING INTERESTS

Software Development  Database Design  Machine Learning
Information Visualization  Business Intelligence  Data Mining

RESEARCH INTERESTS

- Application of knowledge discovery techniques to problems involving health, security and energy
- Dimensional modeling and Online Analytical Processing (OLAP)
- Improving algorithms and kernel functions for classification and clustering
- Improving STEM education

AREAS OF TECHNICAL EXPERTISE

- Software Development: C/C++, Oracle PL/SQL, MDX, Oracle ProC, Perl, PHP, IBM Mainframe Assembler, Java and UNIX/AIX/Linux/Orchestrate Shell Scripting
- Databases: SQL Server 2014 and Azure, Oracle 8.0/8i/9i/10g/11g, Netezza, DB/2 and MySQL
- Operating Systems: Tru64 UNIX, AIX, Solaris, Red Hat Enterprise Linux, , Fedora, Windows NT to Windows 8.1, and MVS
- Database Design: SQL Server Management Studio and Sybase PowerDesigner Data Architect
- ETL Tools: SQL Server 2014 Integration Services and IBM DataStage 7.01r1 – 7.51a
- Information Visualization: SQL Server 2014 Reporting Services, PerformancePoint, SharePoint
- Data Analysis: MATLAB, SQL Server 2014 Analysis Services
- Data Hygiene: U.S. Postal Presort and Address Hygiene, Canadian Postal Presort and Canadian Address Hygiene
- Machine Learning: WEKA, libSVM, See5, C Clustering Library, RapidMiner
- Change Management and Deployment: RedGate, Red Hat Package Manager, Visual Source Safe, PVCS, Subversion and InstallShield
- Integrated Development Environments: MS-Visual Studio, Borland C/C++, jGRASP and Eclipse
- Microsoft Office Suite Products: Visio, Project, Word, Excel, Outlook, PowerPoint, Performance Point and Share Point
- Online Teaching: Camtasia Studio, Blackboard Collaborate, Desire2Learn

HONORS AND AWARDS

- Northrop Grumman Arkansas DHS Project Employee of the Month in 2009
- Acxiom Client Gold Award in 2006
- Acxiom Client Silver Award in 2007
- Acxiom Market Management Applications Associate of the Quarter in 2003
- Acxiom Direct Media Business Unit Associate of the Month in 1998
- Best Student Presentation, Arkansas Academy of Science Annual Meeting, 1994
MEMBERSHIPS

- Association for Computing Machinery (ACM)
- Institute of Electrical and Electronics Engineers (IEEE) Computer Society
- Oracle Technology Network
- Microsoft Developer Network
SKILLS SUMMARY

- Ability to relate equally well with subordinates, peers and supervisors.
- Quick to grasp new concepts, taking a common sense approach to new challenges.
- In-Dept understanding of Capability Maturity Model Integrated (CMMI), Extreme Programming (XP), Software Development Model and UML.
- Skilled in Object Oriented Programming.
- Compiled over 20 years as a classroom instructor and instructor evaluator.
- Certified Technical Trainer with Comptia.
- Negotiation and Presentation Skills.
- Competed twenty years with the United States Marine Corps, with progressively increasing technical and managerial responsibilities.
- Completed 13 years as a graduate and undergraduate Lecturer in Computer Science.

EDUCATION

MS, Computer Science (GPA 3.97) 1996 - 2002
University of West Florida Pensacola, Florida

- Courses include: Data Structures, Software Engineer Courses to include (Testing, Verification and Validation, Software Specification, Design, Management), Object Oriented Programming (Java, C++), Ada, Compiler Construction, Database Programming (Oracle and SQL) and Advance Database Programming (Data Mining, PL/SQL and Oracle), Research course developing a Java GUI Application.

BS, BUSINESS MANAGEMENT (GPA 4.0) 1989-1992
University of Maryland College Park, Maryland

- Focus in International Marketing and Japanese American Comparative Management.
- Received University of Maryland Scholarship for GPA and paper on career goals.

AA, ELECTRONIC TECHNOLOGY (GPA 3.93 SUMMA CUM LAUDE) 1986-1989
Northern Virginia Community College Annandale, Virginia

U.S. MARINE CORPS/NAVY TRAINING 1979-1997

- 200 classroom hours in instructional technique and curriculum development.
- 4400 classroom hours in electronic/computer theory and maintenance.
- 600 classroom hours in leadership training.
- 120 classroom hours in Total Quality Management Skills.
• Received Leadership Writing Award while attending leadership training course.

PROFESSIONAL TRAINING
• Wireshark Advanced Network Analysis – 2013
• Blackhat Certificate – Hacking by the Numbers Bootcamp – 2013
• Blackhat Certificate – Hacking by the Numbers BlackOps - 2013
• Blackhat Certificate – Pentesting with Kali Lunix – 2013
• Blackhat Certificate – Locking Down Linux – 2014
• Blackhat Certificate – Adaptive Red Team Tactics – 2014
• NSA/DHS CAE KU Mapping - 2014
• Raytheon Cyber Security Training – 2012-2013
• SEI Introduction to CMMI - 2008
• SEI Intermediate Concepts in CMMI -2008
• SEI Practical Risk Management - 2009
• SEI Mastering Process Improvement -2009
Experience

Lecturer 2002 - Present
University of West Florida  Pensacola, Florida

- Instructed graduate and undergraduate courses in Computer Science and Software Engineering.
- Developed, managed and instructed an intensive (1 day) computer programming course for undergraduate students.
- Lead in coordinating UWF efforts to achieve the NSA/DHS Center of Academic Excellence designation.
- Redesigned a Cyber security course including developing 18 laboratory assignments for upper division Cyber Security course involving penetration testing and network defense using Kali Linux and Metasploit.
- Lead in developing a new Computer Science Specialization in Cyber Security, including program and new course design.
- Developed several laboratory assignments for an upper division Computer Science course, designed to improve active learning by providing a more hands on activities.
- Developed and instructed a 1 day orientation for adjunct instructors.
- Developed a plan to leverage online meeting software to allow students to increase “Student engagement” and “Active learning” in SE graduate courses.
- Developed new modules in Graduate Database courses to incorporate advanced topics including relational algebra and PL/SQL.
- Created an online quiz structure that provided instantiations feedback and allows students to review errors and improve their scores.
- Developed course material to change the database software used in one of our graduate SE courses. Provided students with newer state of the art software.
- Created a lesson learned activity for students in a multiple integration Software Engineering Group Project class.
- Created audio/video recording consisting of an overview that provided insight into solving the complex programming project for a Graduate Java Programming course.
- Designed new laboratory assignments for Intermediate Programming course to expose the student to Software Engineering techniques such as using UML Class and Interactive Diagrams, and incremental design.
- Incorporated demonstration of several complex tasks via on-line videos that provided students with a repeatable video reference to these tasks.
- Created new programming project assignments for Intermediate and Advanced Programming courses that caused students to more thoroughly explore GUI development which is a very marketable skill.
- Requires student in upper level programming courses to develop a user’s manual for all programming projects, allow student to develop their analytical thinking as well as their writing skills.
- Modified the online quizzes to provide more informative feedback to students.
- Added online quizzes to three face to face courses to provide students with self-paced informative feedback.
- Successful in term substitute instructor for a software engineering course.
- Incorporated framework testing via JUnit into Advanced Programming courses laboratory and programming project assignments. Framework testing is a sought after industry skill.
- Completely redesigned the CIS/SE/ITT capstone class to incorporate a clearer, more comprehensive, staged approach to providing solutions to real world clients. The solution included additional artifacts at each stage to improve communication between the client and the development team.
- Redesigned final exam in Graduate On-line Java programming course to test student’s skill in developing complex programming solutions while using open book type resources. This new process provided a more thorough assessment of student’s abilities.
- Revised a General Studies Computer Science course to increase student engagement and awareness to how information technology affects their chosen fields.
- Reworked two Graduate SE course to fit into a condensed executive format of eight weeks.
- Reviewed and tested a complex laboratory assignment dealing with Service Oriented Architecture and Cloud Computing.
- Developed extensive course material for CMMI base process improvement course.
- Delivered a CMMI based process improvement course to industry professionals.
Structured the use of On-line meeting software provide a more convenient method for student academic advising.
Mentored a visiting professor in all aspects of teaching an undergraduate programming course.
Provided extensive course material and mentorship to an adjunct professor in our Java Programming course.
Created a successful partnership with Defense Activity for Non-Traditional Education Support (DANTES) at Saufley field to create project opportunities for our Graduate and Undergraduate Capstone Students.
Setup proctor final exam for out of state adjunct professors class, included all administrative tasks including grades the exams for the adjunct professor.
Paper on “Creating a Technically-Oriented Course in Web Services and SOA” accepted for publication and presentation by the 2010 International Conference on Frontiers in Education: Computer Science and Computer Engineering (FECS'10:July 12-15, 2010, USA)
Database administrator for Oracle Database Server.
Developed and instructed a comprehensive information technology course covering current and future information technology topics, including new research in computer science.
Presented a seminar in principles of learning, and instructional technique to the faculty of the Computer Science Department.
Developed “Hands-on” workshops for Java and C++ Programming courses to increase “Active Learning” and “Student Engagement”.
Create multimedia for use in the Database System course.
Created an online course project based course which allowed student group interaction in the virtual world of cyberspace.
Member of the Computer Science Department Graduate Admissions Committee.(2008 – present)
Member of the UWF General Studies Committee,(2004 – 2010)
Selected Speaker at the 2005 Student Leadership Conference given by the UWF SGA of FWB.
Selected Speaker at the 16th International Conference on College Teaching and Learning, March 29 – April 2 2005, Jacksonville, Fl. Presentation on Why Ethical Themes need to be incorporated in Technology Courses
Departmental Representative for SSE recruiting and public relation events
Coordinated an Memorandum of Understand between SEI and UWF related to teaching SEI CMMI courses to local government and businesses
Coordinating a UWF entry into the SEI International Consortium of Universities
Coordinator of outreach program between UWF and West Florida High School, including guest lectures in college level material.
Active in Departmental Recruiting and public relations
Developed a program to allow high school students to get Computer Science college credit.
Developed several fully on-line Software Engineering Graduate Courses, In keeping with “Active Learning” and “Student Engagement” incorporating a virtual classroom technology throughout the course.
Completed Certification courses in Capability Maturity Model Integrated (CMMI) with the Software Engineering Institute.
Extremely Active in creating a partnership with Raytheon Corporation to improve our Cyber Security footprint and provide a avenue for further cooperative ventures.
Invited guest speaker for showing faculty innovative ways to use the virtual classroom education software.
Identified, coordinated and administered the Sun Micro System’s Sun Academic Initiative (SAI) for university students and faculty
Faculty liaison to Oracle University program that includes informational messages on cutting edge Oracle technologies, access to Oracle Engineers, Discounts on Oracle Certification Exam Self Test Software and Discount on Oracle Certification Exams for Students, Faculty and Staff.
Members of the SSE Science Showcase presented to several grammar and middle schools in the area.
Selected member of the Computer Science Department Chair Search Committee.
Member of the Computer Science New Faculty Search Committee.
Member of the departmental sub-committee on curriculum revisions.
- Member of the Florida Teachers Certification Examination Computer Science Committee for the Florida Department of Education (DOE).
- AITP Intramural Programming Contest - Develop problems, Monitored and Judged contest
- Member of the departmental sub-committee for Distance Learning.
- Active member of departmental curriculum committee involved in graduate program changes, book selection and coordination of junior college programs.
- Assist the AARP Tax program with vital IT support. Used my profession skill to guide the program coordinator and his volunteers thru issues related to processing, filing tax returns electronically. The program process over 2800 tax returns.
- Liaison between TeleCommunications Systems and UWF to provide student of the DOD Joint Analysis course college credits.
- Catholic Charities - Family Enrichment Program - Tutoring 3rd thru 5th grade in math, reading and English.
- Red Cross Volunteer in Disaster Computer Operations.
- Escambia County School District Mentor
- Children’s Home Society Mentor.
- Mentor in the Escambia County School “I Love Science” Program
- Escambia County School’s Science Fair Judge
- Episcopal Day School’s Science Fair Judge
- Fall 2011 No Run-Around Volunteer, this event provided student with information on registration, admittance, financial aid, advising etc.
- Member UWF Military/Veterans Advisory Council
- Activity Coordinator for two activities in the 2012 and 2013 Regional Science Olympics held at UWF.
- Coordinating internships with several organization including Escambia County School System and Raytheon Corporation.
- CAS Council Steering committee 2013-2014
- CAS Council Curriculum Change Request Committee 2012-2014
- CoSEH Council member and Chair of CCR committee – 2015.
- Member of the 2011 – 2013 UWF Growth & Development Committee
- Cyberthon 15 – committee member and Blue Team Leader.


*Dyntel /CSC*  
Pensacola, Florida

- Project Lead for two dynamic web application using a variety of technologies including, J2EE, Oracle, MS SQL Server, Perl, and Linux.
- Performed multiple programming task in several languages including Visual Basic Script, ASP languages, C++, Java and Java Script in support of the U.S. Navy effort to allow world-wide web integration and collaboration.
- Developing integrated web and application based database system to store, present, and report data used by various departments of the federal government.
- Team leader of project which included building an Oracle Database and providing a complex dynamic web interface using Cold Fusion and Java Script.
- Designed and developed interactive web site using JSP, JavaSlets and SQL Server DB. Project pulled data from multiple internet sources and develop chart, graph etc.
- Extensive use of Perl scripting to extract complex data for storage in an Oracle database.
- Developed an Application in BMC Remedy Administrative Request System.
- Led a team to develop a Software engineering project process for a government organization.
- Designed, implemented and integrated in C and Unix Script, an Email address conversion program handling 30,000 addresses from 20 different sources.
- Built and maintain a web accessible site that houses all 10000+ U.S Navy training courses including schedules and dynamic quotas using extracted data from the Navy’s Master Oracle database.
- Converted Marine Corps Awards program into version used by Chief of Naval Education and Training including over 400 hours of modification and additions.
- Managed network security.

**NETWORK ADMINISTRATOR** 1994 - 1999  
*Naval Air Technical Training Center*  
*Millington, Tennessee and Pensacola, Florida*

- Performed hardware and software configuration of Windows 3.11/95 computers for use on Windows NT system.
- Managed network security by controlling user access through password, user groups and profiles.
- Diagnose/repaired software, network access and hardware problems.
- Trained users on software/system operation to include file back-up procedures.
- Developed Lotus Approach Data Base program to track student administrative data.

**ATC RADAR MAINTENANCE INSTRUCTOR/SUPERVISOR** 1992 - 1999  
*Naval Air Technical Training Center*  
*Millington, Tennessee and Pensacola, Florida*

- Supervised 6 instructors in a complex $2.5 million computer controlled Radar system course consisting 568 classroom/laboratory hours.
- Proven innovator by decreasing student attrition rate from 17% to 3% by implementing curriculum changes and refocusing instructor’s schedules.
- Hand-picked by Training Officer due to unquestioned credibility, persistence and organizational skills to research, supervise and electronically develop curriculum for a maintenance management course consisting of over 2000 pages of material. Received Navy and Marine Corps Commendation Medal.
- Managed quarterly training schedule for 150 instructors by developing Lotus Approach Data Base program to report and schedule training.


**ADDITIONAL INFORMATION**
- Security clearance precludes discussion. Excellent health.
RESEARCH INTERESTS

Software Engineering, Program Comprehension, Software Maintenance and Evolution, Information Retrieval, Model-Driven Engineering, Computer Science Education

EDUCATION

PhD, Computer Science
University of Alabama, Tuscaloosa, AL August 2015
Advisor: Dr. Jeff Gray

MS, Computer Science
University of Alabama, Tuscaloosa, AL December 2012
Advisor: Dr. Nicholas Kraft

BS, Computer Science
Armstrong Atlantic State University, Savannah, GA December 2009

BS, Applied Mathematics
Armstrong Atlantic State University, Savannah, GA December 2009

ACADEMIC POSITIONS

Assistant Professor, Computer Science
University of West Florida, Pensacola, FL August 2015
• Teaching core courses in computer science and software engineering
• Performing research in the software engineering areas of DevOps, Model-Driven Engineering, and software maintenance and evolution
• Helping to update current software engineering curriculum and program
• Point of contact for software engineering graduate program
• Assisting in student activities and events including the department’s programming team and new scholars program

JOURNAL ARTICLES

• B.P. Eddy “Understanding Structured Source Code Retrieval for Feature Location” (in preparation)

• B.P. Eddy, N.A. Kraft, and J. Gray “Structural Weighting of Latent Dirichlet Allocation for Feature Location” (in preparation)

• J. Corley, B.P. Eddy, E. Syriani, and J. Gray “Omniscient Debugging for Model Transformations” (accepted)

CONFERENCE/WORKSHOP PAPERS


TEACHING EXPERIENCE

Assistant Professor, University of West Florida  
Course: Capstone Systems Project (CIS 4595C)  
Description: Senior projects incorporating students from information technology, computer information systems, and software engineering. Students worked through a semester long project following an agile development process. Projects incorporated database systems, network programming, web development, and mobile development. Students were introduced to the Scrum development process, DevOps, and tools to support software development projects.

Assistant Professor, University of West Florida  
Course: Data Structures and Algorithms (COP 3530)  
Description: A first introduction to data structures and algorithms in C. Students are introduced to the concepts of abstract data types, memory management, the analysis of algorithms according to spatial and time complexity, recursion, and common data structures and algorithms. Projects in the course reinforced and developed upon the concepts discussed in the class material. Classes were presented in a hybrid environment with students on campus at UWF and at a remote location.
Assistant Professor, University of West Florida  Fall 2015
Course:  Object Oriented Programming (COP 4331)
Description:  A first introduction to object-oriented programming for students in the computer science specialization at UWF. Introduced the concepts of encapsulation, inheritance, polymorphism, message passing, UML, generics, interfaces, graphical user interfaces, unit testing, and an introduction to Java’s multithreading libraries. Projects in the course incorporated concepts of parsing, databases, image manipulation, and game programming.

Assistant Professor, University of West Florida  Fall 2015
Course:  Software Engineering Management (CEN 4053)
Description:  Focus on project management skills through a semester long project that incorporates project planning, requirements, design, development, and testing. Students learned techniques of estimation, code review, documentation, testing, and process improvement. Semester long projects were team-based and students went from initial planning to implementation and testing.

Lab Instructor, University of Alabama  Fall 2014
Course:  Programming II (CS 250 lab), taught by Dr. Marcus Brown
Description:  The co-requisite lab for CS 250, a second course in programming that builds upon the concepts covered in CS 150. The emphasis is to improve and solidify program development skills as well as to introduce students to multimedia programming. Topics covered include modules, encapsulation, object oriented design, inheritance, trees, lists, dictionaries, file input and output.
Responsibilities:  Helped in the design, administering, and grading of activities that emphasized the concepts taught in the lecture section of the course.

Instructor, University of Alabama  Fall 2014
Course:  Programming I (CS 150)
Description:  An introductory course that teaches programming and program development. The emphasis of the course is the rapid acquisition of programming, testing, debugging and system skills. Taught with C, the course emphasizes the basic principles of designing procedural programs.
Responsibilities:  In charge of designing lecture plans, projects, exams, and activities, as well as the grading of the aforementioned, that met with the overall objectives of the course. For students needing additional attention, this included additional instruction through email, office hours, tutoring sessions, and forum discussions.

Instructor, University of Alabama  Spring 2014, Fall 2013
Course:  Programming I (CS 150)
Description:  An introductory course that teaches programming and program development. The emphasis of the course is the rapid acquisition of programming, testing, debugging and system skills. The course utilizes Python, a modern object-oriented language whose clean and consistent syntax and semantics provide a simpler entry for beginning programmers.
Responsibilities:  In charge of designing lecture plans, projects, exams, and activities, as well as the grading of the aforementioned, that met with the overall objectives of the course. For students needing additional attention, this included additional instruction through email, office hours, tutoring sessions, and forum discussions.

Teaching Assistant, University of Alabama  Spring 2013
Course:  Programming II (CS 250), taught by Dr. Nicholas Kraft
Description:  A second course in programming that builds upon the concepts covered in CS 150. The emphasis is to improve and solidify program development skills as well as to introduce students to multimedia programming. Topics covered include modules, encapsulation, object oriented design, inheritance, trees, lists, dictionaries, file input and output.
Responsibilities:  Acted as both a teaching assistant and instructor for CS 250. Assisted in designing lecture plans, projects, exams, and activities, as well as the grading of the aforementioned, that met with the overall objectives of the course. For students needing additional attention, included additional instruction through email, office hours, tutoring sessions, and forum discussions.

Instructor, University of Alabama  Fall 2012, Spring 2012
Course:  Programming II (CS 250)
Teaching Assistant, University of Alabama  
Course: Foundations of Comp Science (CS 260), taught by Dr. Marcus Brown  
Description: The foundational course with an emphasis on the science of computing. Issues such as computability, problem complexity and algorithm analysis, efficient searching and sorting techniques, data structures, and the object-oriented programming paradigm are introduced and explained.  
Responsibilities: Assisted by supporting students needing additional attention, this included additional instruction through email, office hours, tutoring sessions, and forum discussions.

K-12 OUTREACH

CS Principles for High School  
Website: https://csp-cs4hs.appspot.com/  
Description: CSP4HS provides six-weeks of free online instruction to educators who are interested in learning more about CS Principles, which is a new Advanced Placement course being developed by the College Board.  
Responsibilities: Performed duties as a graduate student instructor. Duties included helping with technical issues, monitoring the discussion of teachers on the forums, and answering questions related to the course and computer science.

Technology Students Association VEX Robotics  
Website: http://www.tsaweb.org/  
Description: The TSA-VEX Robotics Competition provides students with a hands-on, co-curricular competition for learning about science, technology, engineering and mathematics (STEM) and complements the existing technology-related competitions offered by TSA.  
Responsibilities: Performed duties as a head judge. Duties included supervising the construction of events, enforcing the rules as outlined to the competitors, and when necessary clarifying and ruling on decisions that pertained to maintaining a fair environment.

Boosting Engineering, Science, and Technology (BEST) Program  
Website: http://outreach.cs.ua.edu/robotics-contest/  
Description: A robotics competition for middle and high school students where students participate in a sports-like environment. The goals is to inspire students to pursue careers in engineering, science, and technology by creating a fun and exciting event.  
Responsibilities: Ran the scoring table which consisted of recording all scores, generating schedules, and managing the field display of scores and schedules.

University of Alabama Robotics Contest  
Website: http://outreach.cs.ua.edu/robotics-contest/  
Description: A robotics competition for students ranging from elementary to high school. Competitors write programs that guide robots through a series of trials and obstacles. The nature of the event is not presented until the competition and can be either point or time based. Schools from all over the state of Alabama send teams to compete.  
Responsibilities: Performed duties as a head judge. Duties included supervising the construction of events, enforcing the rules as outlined to the competitors, and when necessary clarifying and ruling on decisions that pertained to maintaining a fair environment.

CS4Alabama Teacher Professional Development  
Website: http://cs4alabama.org  
Description: A two-day introduction to basic mobile application development for high school teachers in the state of Alabama. The two-day course teaches high school teachers how to use App Inventor 2 developed by MIT to create applications for Android devices. In addition to the basics of mobile development, there are brief explanations of programming constructs.  
Responsibilities: Acted as an assistant instructor worked individually with students that were having difficulty maintaining the pace of the class. This included providing additional information to help clarify and direct students into completing their objectives.

University of Alabama High School Computer Science Summer Camps  
Website: http://outreach.cs.ua.edu/camps/  
Description: Two weeks of summer camps that invite high school students from across the country and internationally. Each week focuses on a new goal with the first week to introduce students to program with the Java programming language using Greenfoot and game programming. The second week teaches students to develop mobile applications using App Inventor 2 developed by MIT. In addition, there are two days of robotics in the second week.
Responsibilities: Acted as an assistant instructor and mentor to students. This included assisting students with their week-long projects, helping to clarify instructions, helping students maintain the learning pace of the camp, judging programming competitions, and chaperoning students during other activities.

University of Alabama Middle School Computer Science Summer Camp August 2014  
Website: http://outreach.cs.ua.edu/camps/  
Description: A week designed to teach middle schoolers how to program through the use of Scratch. Students learn how to create basic animations, games, and interactive programs. The week concludes with a demonstration of individual student projects completed throughout the week  
Responsibilities: Acted as an assistant instructor and mentor to students. This included assisting students with their week-long projects, helping to clarify instructions, helping students maintain the learning pace of the camp, judging programming competitions, and chaperoning students during other activities.

INVITED LECTURES

Performing Large-Scale Information Retrieval in a Cloud-based Environment  
Given to the cloud computing class at The University of Alabama. The lecture discussed the importance of distributed environments on the indexing and processing of queries for large-scale text-based retrieval systems.

An Overview of the Digital Forensics Process for Law Enforcement  
Given to a special topics class at Armstrong Atlantic State University. The lecture was an overview of the tools and techniques used by digital forensics analysts at the time, as well as the laws that govern the process, and special considerations that first responders must be aware of.

A Survey of Server-side Scripting Languages  
A lecture to the UNIX and Secure Web Development class at Armstrong Atlantic State University. The lecture was a brief overview of the different scripting languages available at the time, as well as the benefits and consequences of the different languages. Languages discussed included ColdFusion, PHP, JSP, ASP, and Ruby on Rails.

HONORS & AWARDS

Upsilon Pi Epsilon  
2015-Present  
Member of UPE. UPE is the first and only, existing international honor society in the Computing and Information disciplines.

Department of Computer Science Representative, UA 3-Minute Thesis  
2013  
Nominated by the faculty to represent the Department of Computer Science in the University’s 3MT competition (2 selected out of 60)

Best Poster Award, ACM Southeast  
2011

GAANN Fellowship, University of Alabama  
August 2010 – May 2013  
This is a prestigious fellowship funded by the Department of Education and awarded to individuals with an outstanding academic record intending to achieve the terminal degree in their field and pursue a career in teaching and research.

SERVICE

Student Volunteer. SPLASH’14  
October 2014

Reviewer. Empirical Software Engineering Journal

Reviewer. International Conference on Software Maintenance ERA  
2013, 2012

Reviewer. International Conference on Program Comprehension  
2011
Programming Coach, University of Alabama  2010 – 2011
Responsibilities: Coach of The University of Alabama programming team during the ACM International Collegiate Programming Competition as well as local competitions in the states of Alabama and Mississippi. Continued as an advisor for the programming team through the 2014 academic year.

Mentor for the Research Experience for Undergraduates, University of Alabama  2010
Responsibilities: Mentored two undergraduate computer science students in conducting a summer long research program. The focus of the project was on the configuration and performance of a topic-modeling based approach for feature location in source code. The end of the summer project culminated in the production of a journal paper to one of the top academic journals in Software Engineering.

Tutor  Fall 2004 – August 2010
Responsibilities: Tutored local high school and college students in the Savannah area in areas of mathematics, computer science, chemistry, biology, and physics. Students included those with special needs and learning disabilities.

PROFESSIONAL EXPERIENCE

Sabre Technologies  Savannah, GA  October 2009 – July 2010
(Software Developer)
• Developed web based software solutions for Savannah based businesses and industries.
• Managed and administered commercial websites in coldfusion, javascript, html, and flash.
• Managed client databases in MySQL and SQL along with web based interfaces for processing and analytics

Prologic Inc.  Savannah, GA  February 2008 – August 2008
(Intern Software Engineer)
• Developed ASP.NET based versions of the company’s existing applications and software for remote users
• Developed an embedded web server for use in the company’s software architecture.
• Developed a code generator for generating source code from the company’s specification documents

Federal Law Enforcement Training Center  Glynco, GA  May 2007 – August 2007
(Intern)
• Reviewed the computer forensics programs offered to federal and state law enforcement officers.
• Became a certified forensics analyst and digital acquisition expert for both network and standalone setting
THOMAS REICHHERZER

RESEARCH GOAL AND INTERESTS
My main goal is to conduct research in artificial intelligence methods and their applications to build intelligent systems. I am also interested in systems and networks and related security issues. My broad research interests include machine learning, natural-language processing, information retrieval, knowledge representation, human computer interaction, and, more recently, sensor networks and simulation of networks.

PROFESSIONAL HISTORY
August 2010 – now: Assistant Professor, The University of West Florida, Pensacola, FL.

2009 – 2010: Visiting Assistant Professor, The University of West Florida, Pensacola, FL.

2007 – 2009: Director of Technology, Enkia Corp., Atlanta, GA.

2001 – 2007: Research Assistant & Associate Instructor, Indiana University, Bloomington, IN.

2006: Consultant, Pragati Synergetic Research, Cupertino, CA.


1991 – 1994: Teaching Assistant, University of Ulm, Germany.

1991: Consultant, Artificial Intelligence Research Institute, Ulm, Germany.

ACADEMIC HISTORY
2001 – 2009, Indiana University, Bloomington, IN
Certificate in Human-Computer Interaction (HCI).

1994 – 1996, University of West Florida, Pensacola, FL
M.S., Computer Science, GPA 4.0.

1990 – 1996, University of Ulm, Ulm, Germany
Diplom, Informatic, GPA 3.45.
PERSONAL DATA

Professional membership: ACM, AAAI.

RECENT RESEARCH PROJECTS

Wearable Devices Security (2015-present)

Description: The use of wearable devices is on an upward curve with a range of devices now available from a number of manufacturers. The security and privacy issues relating to the hardware, software and the data collected by these devices, however have not been studied extensively. A lack of standards and regulations has contributed to various proprietary protocols being used which may or may not provide adequate protection to a user’s data.

Work: In this project, hardware and software security aspects of different kinds of wearable devices and their communication protocols will be studied. Various attack vectors and different kinds of attacks will be investigated. Specifically, attacks on the integrity, confidentiality and the privacy of the data will be examined. Finally, solutions and patches for security against the attack vectors and vulnerabilities will be proposed. Research results have not yet been published.

Smart Home Technology (2010-present)

Description: This project aims to build smart home systems consisting of sensor networks and smart software systems integrated into homes to monitor human activities in the home for the purpose of improving the safety and the quality of life of all people living in the home.

Work: In collaboration with graduate and undergraduate students, several methods were developed to capture and analyze sensor data for recognizing human activities and to monitor individuals and suggest corrective actions in situation where activities may cause harm. Different methods of human-machine interaction are being investigated and applied to provide just-in-time support. A prototype sensor network is currently being deployed into a real home for experimentation and an evaluation of the entire system by end users will be conducted soon. The research is described in one publication, with additional publications forthcoming.

Knowledge Modeling in Health Care (2011-2014)

Description: This project aims to build a knowledge model on health care provider knowledge to promote a better understanding of provider information and collaboration among stakeholders. It also pursues capturing semantic information on health care data models to support software development & maintenance activities.

Work: This is a sponsored research project by Blue Cross Blue Shield. In collaboration with domain experts an initial knowledge model was built using concept mapping and published for collaboration with users of provider information within the organization. Furthermore, semantic information of a complex health care data model was captured via concept mapping and used in subsequent case studies to examine how semantic information can facilitate software development and foster greater understanding of a domain. The research is described in several publications.
Intelligent Search Tools to Support Maintenance of Service Oriented Architecture (SOA) Composite applications (2010-2013)

Description: This project focuses on the development of intelligent search tools that mine artifacts of Service Oriented Architecture (SOA) composite applications to provide support for software engineers.

Work: Several case studies have been conducted to identify abstractions of SOA artifacts that support software maintenance activities. A search tool, called SOA Miner, has been developed that extracts and indexes abstractions from SOA artifacts and visualizes them. Rule-based methods have been applied and evaluated to automate the extraction process. The research is described in several publications.

TEACHING EXPERIENCE

Assistant Professor
University of West Florida, Pensacola, FL, Fall 2010 – now
- Advanced Computer Systems (face-to-face, graduate)
- Computer Graphics & Simulation (face-to-face, graduate & undergraduate sections)
- Data Structures & Algorithms (face-to-face, undergraduate)
- Algorithm and Program Design (face-to-face, undergraduate)
- Introductory Programming in Java (face-to-face & online, undergraduate)
- Operating Systems (face-to-face & online, graduate & undergraduate sections)
- Computer Networks (face-to-face & online, graduate & undergraduate sections)
- Linux System & Network Administration (face-to-face, undergraduate)

Visiting Assistant Professor
University of West Florida, Pensacola, FL, Fall 2009 – Summer 2010
- Operating Systems (face-to-face & online, graduate & undergraduate sections)
- Computer Networks (face-to-face & online, graduate & undergraduate sections)
- Software Testing and Verification (online, graduate)
- Introductory Programming in Java (face-to-face, undergraduate)

Adjunct Instructor
University of West Florida, Pensacola, FL, Fall 2008 – Summer 2009
- Operating Systems & Networks (online, graduate)

Associate Instructor
Indiana University, Bloomington, IN, Fall 2004 – Spring 2005
- Computer Models of Symbolic Learning (face-to-face, graduate)
- Introduction to Artificial Intelligence (face-to-face, undergraduate)

Adjunct Instructor
University of West Florida, Pensacola, FL, Summer 1997 – Fall 1998
- Introduction to Computer Graphics (face-to-face, undergraduate)
- Object-Oriented Programming in Java and C++ (face-to-face, undergraduate)
Teaching Assistant

**University of Ulm**, Ulm, Germany, Spring 1991 – Fall 1994

- Computer Organization (face-to-face, undergraduate)
- Database systems (face-to-face, undergraduate)

**TECHNICAL SKILLS**

- Programming languages: Java, C, C++, VB, Scheme, Lisp, Prolog, Python, Perl.
- Web programming: J2EE, PHP, GWT.
- Development of GUIs for Windows and Java platforms (MFC, AWT, Swing).
- Web languages: HTML, XML, WSDL.
- Semantic Web technology: OWL, RDF, Protégé, Pellet.
- Experienced with design and usage of database systems including MySQL, ObjectDB.
- Client-server application development using TCP/IP, UDP, RMI, JDBC.
- Experienced user of IDEs including Visual Studio .NET, Eclipse, Netbeans.
- Experienced user of version control systems (CVS, SVN) and software testing tools including white box testing tools.
- Experience in system administration of UNIX and Windows platforms.
- Knowledgeable of HCI design and evaluation principles.

**PROFESSIONAL SERVICES**

**Program Committee**

- Sixth International Conference of Concept Mapping, 2014, Santos, Brasil.
- Fifth International Conference of Concept Mapping, 2012, Valetta, Malta.

**Refereed Journals and Conference Proceedings**


**Invited Guest Lectures**

- The University of West Florida, March 2015.
- The University of West Florida, September 2012.
- Blue-Cross Blue Shield, Colombia, South Carolina, 2012.
- The University of West Florida, November 2009.
- Doctoral Colloquium, i-Conference, October 2006.
- Exploiting Structure in Concept Maps for Intelligent Support, Vanderbilt University, August 2006.
- Collaborative Knowledge Capture in Ontologies, Indiana University, April 2006.
- Understanding Knowledge Models: Modeling Concept Importance in Concept Maps, Indiana University/Purdue University, April 2006.

**Conference Presentations**
- The 2014 International Conference on Security and Management (SAM), Las Vegas, Nevada, 2014.
- 4th International Workshop on Principles of Engineering Service-Oriented Systems.
- 5th International Conference on Concept Mapping, Valetta, Malta, 2012.
- 9th International Florida Artificial Intelligence Conference, Key West, Florida, 1996.

**GRANT APPLICATIONS**
- REU SITE: Cybersecurity and Large-Scale Data Analytics, National Science Foundation, 2014.
- Semantic Data Modeling for System & Data Comprehension, Security and Software Engineering Research Center (S^ERC), 2013.
- Knowledge Modeling for Supporting Program Comprehension, Security and Software Engineering Research Center (S^ERC), 2012.
- Remote Interactive Learning Environments, National Science Foundation, 2012.
- Erosion Simulation and Modeling, Earth Ethics (non-profit), 2011.
- Monitoring Market Intelligence for Retail Consumers and Producers, National Science Foundation, Information and Communication Technologies, 2009.
- Data access and security in a need-to-share environment, SBIR Information Systems, 2008.
- Towards a Semantic Web for Instruments, Sensors, and other Real-Time Data Sources, IIS – Information Integration & Informatics, National Science Foundation, 2006.

SELECTED PUBLICATIONS

**Journal Articles**


**Peer-reviewed Proceedings**


218-225.

**Book Chapters**


John H. Batchelor, Ph.D.
Assistant Professor
Management & MIS
College of Business
jbatchelor1@uwf.edu

Academic Background
Ph.D. Virginia Commonwealth University, Richmond, Virginia, Business Management/Organizational Behavior (Quantitative Methods minor), 2011
M.B.A. East Carolina University, Greenville, North Carolina, Business Administration, 2005
B.S.B.A. East Carolina University, Greenville, North Carolina, Accounting, 2001

WORK EXPERIENCE
Academic Experience
Assistant Professor of Management, University of West Florida (2012 - Present), Pensacola, Florida. College of Business
Post Doctorate Fellow, Virginia Commonwealth University (2011 - 2012), Richmond, Virginia.
Instructor, da Vinci Center for Innovative in Product Design and Development (April, 2010 - 2012), Richmond, Virginia.
Instructor, Virginia Commonwealth University (2009 - 2012), Richmond, Virginia. Business Department
Research Assistant, Virginia Commonwealth University (2008 - 2012), Richmond, Virginia. Business Department
Adjunct Instructor, Edgecombe Community College (2005 - 2011), Tarboro, North Carolina. Business Department

Non-Academic Experience
National
Controller, Bailey’s Fine Jewelry, Inc. (February, 2005 - August, 2008), Greenville, North Carolina.

INTELLECTUAL CONTRIBUTIONS:
Refereed Articles


**Refereed Proceedings**

**Full Paper**


**Abstract Only**

**Non-Refereed Articles**


**Presentation of Refereed Papers**

**International**

**Local**

**National**


**Regional**


**Research Grants**

**Not Funded**


**Papers Under Review**


**Working Papers**


Other Research Activities

**Basic or Discovery Scholarship**


**Other**

2013-2014: Batchelor, J. H., Proposal for Center for Entrepreneurship at the UWF School of Business. The initial outline for this proposal, along with the supporting materials for the discussion, is submitted. A meeting is scheduled for May 21, to discuss this proposal.

**SERVICE:**

Service to the University

**University of West Florida**

**Department Assignments**

**Member:**

2014-2015: Pre-tenure Mentoring Commitee
2012-2013: Mentor and Mid-Tenure Review Committee

**Other Institutional Service Activities:**

2014-2015: Multiple assessments of students
**College Assignments**

**Faculty Advisor:**
2014-2015: Student CEO: Won university wide competition for UWF Faculty Student Advisor of the Year Award, 2015. Helped maintain a monthly speaker series that brings local business leaders to speak to students at the UWF School of Business
2013-2014: Student CEO student organization

**Member:**
2012-2013: Undergraduate Programs & Curriculum Committee

**Mentoring Activities:**
2014-2015: Judge for the Innovation Awards hosted at UWF

**Other Institutional Service Activities:**
2013-2014: Proposal for entrepreneurship development at UWF: Worked with Dr. Ranelli

**Member:**
2014-2015: Dyson Faculty Research Award Committee
2014-2015: Dyson Faculty Service Award Committee
2013-2014: Selection Committee for SBDC Director

**University Assignments**

**Faculty Advisor:**

**Member:**
2014-2015: Academic Council
2014-2015: Faculty Senate

**Other Institutional Service Activities:**
2014-2015: Attended both graduations and served as a hooder
2013-2014: Healthcare graduate certificate program with Baptist Hospital
2013-2014: Communication Arts and Psychology Department: Worked with Communication Arts and Psychology department to develop Transforming

**Service to the Profession**

**Board of Directors: Substantial Involvement**

**Conference: Program Board / Committee Chair**
2012-2013: Small Business Institute, St. Petersburg, Florida. Session Chair

**Reviewer - Article / Manuscript**

**Editor: Guest Editor**

**Reviewer - PRJ Editorial Board**
2013-2014: Southern Management Association Conference.
2013-2014: Academy of Management (AoM).

**Reviewer: Ad Hoc Reviewer for a Journal**

**Reviewer: Conference Paper**
2012-2013: Association for Business Simulation and Experiential Learning (ABSEL).

**Service to the Community**

**Member of a Committee**
2014-2015: Gulf Coast Center for Innovations and Entrepreneurship
2013-2014: Center for Innovation and Entrepreneurship

**Honors-Awards-Grants**

**Other**
2013-2014: Hopkins Development Award, University of West Florida.

**Research**
2014-2015: Best Reviewer Award, Small Business Institute.
2013-2014: Dyson Research Award, University of West Florida.

**Service-Professional**

**Service-University**
2014-2015: Faculty Student Advisor of the Year Award, University of West Florida.
2013-2014: Dyson Service Award, University of West Florida.

**Faculty Development**

**Instructional-Related Conference**
2010-2011: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia.  Moderated Multiple Regression Short Course
**Research-Related Conference/Seminar**  
2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia. SEM Short Course  
2009-2010: Center for the Advancement of Research Methods and Analysis (CARMA), Richmond, Virginia. Meta-Analysis Short Course

**Other Professional Development**  
2012-2013: National Institution of Health (NIH), Bethesda, Maryland. Certificate of completion in "Protecting Human Research Participants"/

**Courses Taught**  
**Courses from the Teaching Schedule:** Compensation and Benefits, Future: Proj/Pln/Mgt, MBA Foundation: Mgt Skill, Management & Org Behavior, Management Fundamentals, Staffing, Training and Development

**MISCELLANEOUS**

**Other**  

Last updated by member on 15-Apr-15 (01:14 PM)
Appendix E

University of West Florida Graduate Admissions and Graduation Requirements
GRADUATE

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 Admission 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**

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 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/#mastersdegereerequirements](http://catalog.uwf.edu/graduate/academicpolicies/graduation/#mastersdegereerequirements)

**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. 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.
Informational Item

UWF Board of Trustees Meeting
Academic Affairs Committee
May 19, 2016

Issue/Agenda Recommendation: Instructional Site Closures: REEF and Eglin AFB

Proposed action: Informational

Background information:

In a letter dated May 23, 2011, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved the university's use of the University of Florida Research Engineering Education Facility (REEF) instructional site to begin offering engineering programs. UWF notified SACSCOC of the closure of the REEF instructional site as of July 1, 2015 in a letter dated July 7, 2015. Degree programs (BS Computer Engineering and BS Electrical Engineering) continue to be offered at the Northwest Florida State College (NWFSC)/UWF instructional site.

SACSCOC approved the university's use of the instructional site located at the Education & Training Center on Eglin Air Force Base (letter dated July 2, 2012). On March 28, 2016, UWF notified SACSCOC of the closure of the Eglin AFB instructional site as of March 14, 2016. Degree programs (MBA and Master of Social Work) continue to be offered at the NWFSC/UWF instructional site.

Recommendation: Information item; no action required.

Implementation Plan: None

Fiscal Implications: None

Supporting documents:

REEF Closing Correspondence
http://uwf.edu/aadocs/bot/REEF_closing.pdf

Eglin AFB Closing Correspondence
http://uwf.edu/aadocs/bot/EglinAFB_Closing.pdf

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

Facilitator/Presenter: Michael White, Director, Institutional Effectiveness
Dear Dr. Bense:

Thank you for your letter of July 7, 2015, providing notification of the closure of an off-campus site and relocation of programs to a nearby approved site, effective July 1, 2015.

The approved off-campus site to be closed is as follows:

University of Florida Research and Engineering Education Facility (REEF)
1350 North Poquito Road
Shalimar, FL 32579

The programs (B.S. in Computer Engineering and the B.S. in Electrical Engineering) will be relocated at the following approved off-campus site:

Northwest Florida State College (NWFSC/UWF Instructional Site)
1170 Martin Luther King Jr. Blvd.
Fort Walton Beach, FL

Because the already approved site is only six miles away, no students or faculty members will be adversely affected. In-person student services, academic support services, library services, financial services, advising services, and related services are provided directly from this instructional site.

We approve the closure of the REEF off-campus site and accept notification of the relocation of the two programs offered there to the above listed approved site.

Best regards,

Belle S. Wheelan, Ph.D.
President

cc: Dr. Martha Saunders, Provost and Vice President for Academic Affairs
Dr. Nuria M. Cuevas
July 7, 2015

Belle S. Wheelan, Ph.D.
President
Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Wheelan:

This letter serves as notification of closure of the University of West Florida’s (UWF) instructional site located at the University of Florida Research & Engineering Education Facility (REEF) in Shalimar, Okaloosa County, Florida as of July 1, 2015. SACSCOC granted permission to open this instructional site on May 23, 2011. It is important to note that while UWF’s programs will no longer be offered at the REEF site, the University of Florida will continue to operate the REEF.

Although the UWF instructional site at the REEF is closing, the degree programs will continue to be offered at a nearby instructional site approximately six miles from the REEF instructional site (Northwest Florida State College (NWFSC)/UWF instructional site, 1170 Martin Luther King Jr. Blvd, Fort Walton Beach, FL). Programs affected by this change include the B.S. in Computer Engineering and the B.S. in Electrical Engineering. Faculty and degree programs offered at the REEF will be moved to the NWFSC/UWF instructional site, where degree programs will continue to be offered in the same format as at the REEF. The programs were housed originally at the NWFSC/UWF instructional site from Fall 2002 through Spring 2007, and plans have been made for a smooth transition of the programs back to this location.

University of West Florida students will continue to be served by attending the approved instructional site located at the Fort Walton Beach, FL instructional site. In-person student services, academic support services, library services, financial services, advising services, and related services are provided directly from this instructional site.
Should you have questions about the closing of the UWF instructional site located at the Research & Engineering Education Facility, please do not hesitate to contact me.

Sincerely,

Judith A. Bense, Ph.D.
President

CC:  Dr. Nuria Cuevas, Vice President, SACSCOC
     Dr. Martha Saunders, Provost and Executive Vice President, UWF
     Dr. George Ellenberg, Vice Provost, UWF
     Dr. Jay Clune, Interim Assistant Vice Provost, UWF
     Dr. Michael Huggins, Dean, College of Science, Engineering and Health, UWF
     Dr. Muhamed Khabou, Chair, Electrical and Computer Engineering, UWF
     Dr. Joffer Gaymon, Assistant Vice President, Enrollment Affairs, UWF
     Ms. Shana Gore, Director, Financial Aid, UWF
     Dr. Melinda Bowers, Director, Ft. Walton Beach Campus, UWF
     Dr. Michael White, Director, Institutional Effectiveness, UWF
Dear Dr. Wheelan:

Please accept this letter of notification that the University of West Florida (UWF) closed its instructional site located at the Education & Training Center on Eglin Air Force Base (Eglin AFB), Florida on March 14, 2016. SACSCOC gave approval to the university to use this instructional site on Eglin AFB on July 2, 2012.

Although instruction is no longer offered at the Eglin AFB site, degree programs continue to be offered nearby at the Northwest Florida State College (NWFSC)/UWF instructional site, 1170 Martin Luther King Jr. Blvd, Fort Walton Beach, FL, located approximately six miles from the Eglin AFB instructional site. Degree programs affected by this site closure include the Master of Business Administration and Master of Social Work. Faculty and staff at Eglin AFB affected by this closure were relocated to the NWFSC/UWF instructional site, where degree programs continue to be offered in the same format as at Eglin AFB.

University of West Florida students attend and continue to be served at the approved instructional site located at the Fort Walton Beach, FL instructional site. Academic and student support services and activities, library services, financial services, advising services, and other related services are provided directly from this instructional site.

Should you have questions about the closure of the UWF instructional site located at Eglin AFB, please do not hesitate to contact me.

Sincerely,

[Signature]

Michael White, EdD
Accreditation Liaison

CC: Dr. Nuria Cuevas, Vice President, SACSCOC
    Dr. Martha Saunders, Provost and Executive Vice President, UWF
    Dr. George Ellenberg, Vice Provost, UWF
Dr. Jay Clune, Associate Vice Provost, UWF
Dr. Tim O'Keefe, Dean, College of Business, UWF
Dr. William Crawley, Dean, College of Education and Professional Studies, UWF
Dr. Joffery Gaymon, Assistant Vice President, Enrollment Affairs, UWF
Ms. Shana Gore, Director, Financial Aid, UWF
Dr. Melinda Bowers, Director, Ft. Walton Beach Campus, UWF
Informational Item

UWF Board of Trustees Meeting
Academic Affairs Committee
May 19, 2016

Issue/Agenda Recommendation: Center for Research and Economic Opportunity (CREO)

Proposed Action: Informational

Background Information:

The Center for Research and Economic Opportunity (CREO) is dedicated to the intellectual and economic growth of Northwest Florida. Founded in 2015, CREO works to enhance university research, create economic opportunity and strengthen ties between UWF and the community.

Additional information about CREO will be presented at the meeting.

Recommendation: None

Implementation Plan: None

Fiscal Implications: None

Supporting documents:

None

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Presented by: Rick Harper, Associate Vice President and Executive Director
UWF Board of Trustees Meeting
Academic Affairs Committee
May 19, 2016

Issue/Agenda Recommendation: House Bill 7019 and House Bill 7029

Proposed Action: Informational

Background Information:
On April 14, 2016, Governor Rick Scott signed into law House Bill 7019 and House Bill 7029.

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;
- Requires each university board of trustees to report to the chancellor by September 30 of each year, starting in 2016, on matters related to textbooks and instructional materials;
- Precludes the BOG from delegating tuition-setting authority to university board of trustees for graduate and professional programs and out-of-state fees for all programs;
- Requires university boards of trustees to publicly notice and notify all enrolled students of any proposal to increase tuition or fees at least 28 days before the consideration of such an increase at a board of trustees meeting.

House Bill 7029:
- Requires university boards of trustees to select their chair and vice chair from the appointed members;
- Requires the chair of each university board of trustees to notify the Governor or the BOG, as applicable, whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year;
- Requires university boards of trustees to keep and, within two weeks after board meetings, to post prominently on the university’s website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee.

Additional information and details regarding HB 7019 and HB 7029, as they relate to the University of West Florida, will be presented at the meeting.

Recommendation: None

Implementation Plan: None

Fiscal Implications: None

Supporting documents: PowerPoint Presentation

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Pat Lott, General Counsel