



Board of Trustees
UNIVERSITY of WEST FLORIDA

Academic Affairs Committee Meeting
Thursday, May 16, 2024
Zoom Webinar

[Zoom Webinar](#) | Passcode: 438843

Agenda

- | | |
|--|------------------------|
| I. Call to Order | Stephanie White, Chair |
| II. Roll Call | Anamarie Mixson |
| III. Greeting | Stephanie White, Chair |
| IV. Public Comment | Anamarie Mixson |
| V. Approval of Minutes | Stephanie White, Chair |
| a. February 15, 2024 : Committee Meeting Minutes | |
| VI. New Business | Stephanie White, Chair |
| a. Action Item | |
| i. ACA-1 : Approve Tenure | |
| ii. ACA-2 : Approve Tenure as a Condition of Employment | |
| iii. ACA-3 : Approve Request to Offer a New Degree Program | |
| iv. ACA-4 : Approve Request to Reduce Program Hours | |
| v. ACA-5 : Review and Approve General Education Course Offerings | |
| vi. ACA-6 : Revisions to UWF/REG 3.033 Transfer of Credit | |
| b. Information Item | |
| i. INFO-1 : 2023-2024 Post-Tenure Review | |
| ii. INFO-2 : Review of New Academic Degree Program Proposal List | |
| VII. Announcements | Stephanie White, Chair |
| VIII. Adjournment | Stephanie White, Chair |

**Academic Affairs Committee
February 15, 2024
Zoom Webinar
DRAFT Minutes**

Table of Contents

Committee Meeting 1

 I. Call to Order 2

 II. Roll Call 2

 III. Greeting..... 2

 IV. Public Comment 3

 V. Approval of Minutes..... 3

 VI. New Business..... 3

 A. Action Item 3

 1. ACA-1: Tenure as a Condition of Employment..... 3

 2. ACA-2: Request to Reduce Program Hours to 120..... 3

 3. ACA-3: Request to Terminate Academic Degree Program..... 4

 4. ACA-4: Revised UWF Regulation 3.001 Admissions Standards 4

 5. ACA-5: UWF Regulation 3.032 Undergraduate Admission Standards 5

 6. ACA-6: UWF Regulation 3.033 Transfer of Credit..... 6

 B. Information Item 6

 1. INFO-1: Update on Reaffirmation of Accreditation with SACSCOC 6

 VII. Announcements 7

 VIII. Adjournment..... 7

Committee Meeting

9:01 a.m.

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

I. Call to Order

- A. The meeting of the UWF Board of Trustees Academic Affairs Committee was called to order at 9:01 a.m. by committee Chair Stephanie White.

II. Roll Call

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

- B. Other Trustees in attendance included:

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

- C. Others in attendance included:

1. Martha Saunders, President; Jaromy Kuhl, Provost; Gregory Tomso, Vice President of Academic Engagement & Student Affairs; Howard Reddy, Vice President of University Advancement; Betsy Bowers, Vice President of Finance and Administration; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Chief Human Resource Officer; Susan Woolf, General Counsel; Anamarie Mixson, Assistant Vice President for the Office of the President; Abigail Megginson, Director, Government Relations; Cindy Talbert, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Dallas Snider, Vice Provost; Dan Lucas, Associate Vice President for Advancement; Jeffrey Djerlek, Associate Vice President of Finance and Controller; Christophe Lizen, Director of Institutional Research; Angela Bryan, SACSCOC Liaison and Director of Institutional Effectiveness; Chris Martin, Assistant Vice President of Facilities Management; Ethan Henley, Director of Undergraduate Admissions; Aurora Osborn, Interim Director, Campus Culture and Access; Brittany Sherwood, Director of Strategic and Presidential Communication; Mary Anderson, Associate Vice President & Dean of Students; Melissa Brodee, Associate Dean of the College of Business; Scott Keller, Chair of the Department of Commerce; Robert Overton, Executive Director of the UWF Historic Trust; Pat Crawford, Executive Director of WUWF; Judy Neubrandner, ACE Fellow; Allan Pierce, Lead Help Desk Analyst; and Anna Lochas, BOT Liaison and Director of Public Policy Events.

III. Greeting

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

IV. Public Comment

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

V. Approval of Minutes

- A. Chair White reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the November 16, 2023, Academic Affairs Committee Meeting. Chair White asked for a motion to approve the minutes as presented if there were no changes or corrections.
 - 1. Motion by: Trustee Hsu
 - 2. Seconded by: Trustee James
 - 3. Motion passed unanimously.

VI. New Business

- A. Action Item

1. ACA-1: Tenure as a Condition of Employment

- a. Chair White moved to the first action item and identified that the Provost, Dr. Jaromy Kuhl, would be presenting the item.
- b. Dr. Kuhl explained that Dr. Michael Campbell is being considered for tenure as a condition of employment. Dr. Kuhl identified that Dr. Michael Campbell is being considered for the rank of Associate Professor with Tenure for his appointment as incoming Chair of the Department of Social Work.
- c. Chair White asked for a motion to approve tenure as a condition of employment for Dr. Michael Campbell.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee James
 - iii. Motion passed unanimously.

2. ACA-2: Request to Reduce Program Hours to 120

- a. Chair White moved to the second action which was presented by Vice Provost, Dr. Dallas Snider.
- b. Dr. Snider explained that the Bachelor of Fine Arts in Art (CIP 50.0702) and the Bachelor of Arts in Elementary Education (CIP 13.1202) were previously approved by the State University System Board of Governors to exceed the 120-semester credit hour requirement in accordance with BOG Regulation 8.014. The respective academic departments reviewed the curriculum of these degree programs and have made the decision to bring the hours in line with other

degree program offerings across the State University System and across the country. The revised programs of study reflect the coursework necessary to provide a quality education to students and continue to ensure student achievement and success beyond graduation. Dr. Snider identified that these program changes were reviewed and approved by faculty and the leadership of the departments, colleges, and the University.

- c. Chair White asked for a motion to approve the reduction of program hours to 120 for the Bachelor of Fine Arts in Art and for the Bachelor of Arts in Elementary Education.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee James
 - iii. Motion passed unanimously.

3. ACA-3: Request to Terminate Academic Degree Program

- a. Chair White asked Dr. Dallas Snider to present their third action item.
- b. Dr. Snider explained that the Bachelor of Arts in Economics (CIP 45.0601) was identified by the Board of Governors (BOG) as a recurring low-productivity degree program. Targeted recruitment efforts and curricular changes have failed to increase enrollment. Dr. Snider identified that the program faculty, in consultation with college and university leadership, reviewed the program's future potential and student alternatives and collectively decided to recommend the program for termination. Dr. Snider explained that the program will end new enrollments effective fall 2024 to allow the department to teach-out students currently enrolled and to ensure students are able to graduate on or before August 2028.
- c. Chair White asked for a motion to approve the termination of the Academic Degree Program, the Bachelor of Arts in Economics.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee James
 - iii. Motion passed unanimously.

4. ACA-4: Revised UWF Regulation 3.001 Admissions Standards

- a. Chair White called on Ethan Henley, the Director of Undergraduate Admissions, to present the fourth action item.
 - b. Mr. Henley identified that updates to UWF Regulation 3.001 are proposed as a result of recent changes to BOG Regulation 6.002, Admission of Undergraduate First-Time-in-College Degree-Seeking Freshmen, BOG Regulation 6.005, Admission of Associate in Arts High School Students, and BOG Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities. Mr. Henley explained that the changes incorporate the addition of CLT exam scores for admission purposes, revisions to language concerning the statewide Talented Twenty program eligibility, designation of an AICE diploma as an alternative admission qualification, and the removal of language surrounding old SAT scores prior to 2016.
 - c. Chair White asked for a motion to approve the revisions to UWF Regulation 3.001 Admissions Standards for First Time in College Student Applicants as presented.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee James
 - iii. Motion passed unanimously.
5. ACA-5: UWF Regulation 3.032 Undergraduate Admission Standards
- a. Chair White asked Ethan Henley to present the fifth action item.
 - b. Mr. Henley explained that updates to UWF Regulation 3.032 are proposed as a result of recent changes to BOG Regulation 6.002, Admission of Undergraduate First-Time-in-College Degree-Seeking Freshmen, BOG Regulation 6.005, Admission of Associate in Arts High School Students, BOG Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities, and BOG Regulation 8.013, Specialized Admissions. Mr. Henley identified that the changes incorporate the addition of CLT exam scores for admissions purposes and the removal of language surrounding old SAT scores prior to 2016. Mr. Henley also identified that revisions of language surrounding “Specialized Admissions” that combines previous sections for “Limited Access” and “Restricted Access” programs in alignment with recent revisions to BOG Regulation 8.013.

- c. Chair White asked for a motion to approve the revisions to UWF Regulation 3.032 Undergraduate Admission Standards for Transfer Students as presented.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee James
 - iii. Motion passed unanimously.
6. ACA-6: UWF Regulation 3.033 Transfer of Credit
- a. Chair White called on Ethan Henley to present the final action item.
 - b. Mr. Henley explained that as a result of recent changes to BOG Regulation 6.006, Acceleration Mechanisms; BOG Regulation 6.013, Military Veterans and Active Duty, BOG Regulation 8.007, Articulation, BOG Regulation 8.013, Specialized Admissions, and Florida Rule 6A-10.024, Articulation Between and Among Universities, Florida Colleges, and School Districts, updates to UWF Regulation 3.033 are proposed. Mr. Henley identified that the following changes are proposed:
 - i. Denotes guidelines for awarding of college credit based upon military experience and law enforcement training and experience as directed by the Articulation Coordinating Committee.
 - ii. Amends references to “limited” or “restricted” access programs to “specialized admissions” programs in alignment with BOG Regulation 8.013.
 - iii. Clarified minimum institutional degree completion percentage requirements per SACSCOC accreditation standards.
 - iv. Adjustments to form, structure, and language to offer improved clarity.
 - c. Chair White asked for a motion to conditionally approve revisions to UWF Regulation 3.033, Transfer of Credit as presented, conditioned upon no further substantive revision to the language of the regulation after the posting period is complete.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee James
 - iii. Motion passed unanimously.

B. Information Item

7. INFO-1: Update on Reaffirmation of Accreditation with SACSCOC

- a. Chair White asked Dr. Angela Bryan, Director of Institutional Effectiveness and SACSCOC Liaison, to present the information item which was an update on reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

VII. Announcements

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

VIII. Adjournment

9:24 a.m.

- A. Chair White thanked those in attendance for their participation. With no other business to discuss, Chair White adjourned the meeting at 9:24 a.m.

**Board of Trustees
Academic Affairs Committee
May 16, 2024**

Approve Tenure

Recommended Action:

Approve Tenure

Background Information:

The University of West Florida Board of Trustees (BOT) 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 tenure approval process reads as follows:

- 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 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.

Twelve individuals are being 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 Presidents certification concerning the nominee in accordance therewith.

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

- | | |
|---|----------------|
| 1. Katie Miller Wolf , Assistant Professor | Anthropology |
| 2. Justin Sturgeon , Assistant Professor | Art and Design |
| 3. Heather Riddell , Assistant Professor | Communication |
| 4. Sara Schoch , Assistant Professor | Theatre |

College of Business**Department**

- | | |
|---|------------------------|
| 5. Micah Grant , Assistant Professor | Accounting and Finance |
| 6. Greg Prescott , Assistant Professor | Accounting and Finance |

Hal Marcus College of Science and Engineering**Department**

7. **Salih Kocack**, Assistant Professor
8. **Lei Hsin Kuo**, Assistant Professor
9. **Hakki Sevil**, Assistant Professor

Mechanical Engineering
Mathematics and Statistics
Intelligent Systems and Robotics

School of Education**Department**

10. **Patrick Yang**, Assistant Professor

School of Education

Usha Kundu, MD College of Health**Department**

11. **Jeffrey Simpson**, Assistant Professor
12. **Jacqueline Thomas**, Assistant Professor

Movement Sciences and Health
School of Nursing

Implementation Plan:

Tenure grants to be effective August 8, 2024

Fiscal Implications:

None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement (16.2.d)

Supporting Documents:

1. None

Prepared by:

Jaromy Kuhl, Provost, Division of Academic Affairs, 850.474.2035, jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Provost

**Board of Trustees
Academic Affairs Committee
May 16, 2024**

Approve Tenure as a Condition of Employment

Recommended Action:

Approve Tenure as a Condition of Employment

Background Information:

The University of West Florida Board of Trustees considers all nominations for tenure at its June meeting. Tenure nominations as a condition of employment will be considered as needed.

The following faculty are being considered for tenure as a condition of employment:

- **Dr. Mark Diana**, Associate Dean for the Usha Kundu, MD College of Health; Professor in the Department of Health Sciences and Administration
- **Dr. Mahmoud Elish**, Associate Professor in the Department of Computer Science
- **Dr. Mohammed Karim**, Professor in the Department of Mechanical Engineering
- **Dr. Tolga Karsili**, Associate Professor in the Department of Chemistry
- **Dr. Stephen Russell**, Professor in the Department of Intelligent Systems and Robotics
- **Dr. Jason Siedlik**, Associate Professor in the Department of Biology

Implementation Plan:

- Dr. Diana's appointment begins on July 1, 2024
- Dr. Elish's appointment begins on August 8, 2024
- Dr. Karim's appointment begins on August 8, 2024
- Dr. Karsili's appointment begins on August 8, 2024
- Dr. Russell's appointment begins on August 8, 2024
- Dr. Siedlik's appointment begins on August 8, 2024

Fiscal Implications:

None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement (16.9)

Supporting Documents:

1. Tenure Support and CV for Dr. Mark Diana
2. Tenure Support and CV for Dr. Mahmoud Elish
3. Tenure Support and CV for Dr. Mohammed Karim
4. Tenure Support and CV for Dr. Tolga Karsili
5. Tenure Support and CV for Dr. Stephen Russell
6. Tenure Support and CV for Dr. Jason Siedlik

Prepared by:

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

Presenter:

Jaromy Kuhl, Provost

February 12, 2024

UKCOH Personnel Committee
University of West Florida
11000 University Parkway, Blg 234
Pensacola, FL, 32571

Members of the UKCOH Personnel Committee,

I am writing to affirm that Dr. Mark Diana, the UKCOH Associate Dean, meets the tenure guidelines outlined by the Department of Health Sciences and Administration at the University of West Florida. In accordance with our departmental criteria, Dr. Diana's extensive background in health policy and management, combined with his leadership roles at Tulane University, positions him as an exemplary candidate for tenure in our department. Specifically:

Teaching Excellence

- **Leadership in Education:** As the Chairperson of the Department of Health Policy and Management and the MHA Program Director at Tulane University, Dr. Diana demonstrated significant leadership, contributing to curriculum development and enhancing the quality of education in health policy and management. Under Dr. Diana's leadership, the MHA Program at Tulane University rose in the U.S. News rankings from 37 to 17.
- **Academic Roles:** Achieved tenure at Tulane University in 2013 and was promoted to Professor in 2020, indicating recognition for his teaching excellence and academic contributions.

Research

- **Publications:** Dr. Diana has authored numerous peer-reviewed journal articles, conference proceedings, and book chapters, showcasing a robust contribution to health sciences research.
- **Conference Participation:** He is actively involved in presenting research findings at significant academic and professional conferences, demonstrating engagement with scholarly discussions.
- **Research Grants:** Dr. Diana has successfully secured and managed multiple research grants as principal or co-investigator, emphasizing his ability to contribute to the field's knowledge base through funded research projects.


- Academic Contributions: He has contributed to book chapters and other publications, further evidencing his capability to disseminate research findings and contribute to health systems management and policy understanding.

Service Excellence

- University Service: Dr. Diana engaged in service in various capacities including the Tulane University Senate, Newcomb-Tulane College Executive Committee, and more, reflecting his commitment to university governance and policy-making.
- Departmental Leadership: He demonstrated leadership through roles such as the Chairperson of the Department of Health Policy and Management, the MHA Program Director, and Chair of Faculty Search Committees, contributing to program development and faculty recruitment.

In conclusion, based on his exemplary performance in teaching, research, and service, Dr. Mark Diana fully satisfies our department's tenure guidelines as a tenured full professor. We believe his expertise and dedication will greatly benefit the UKCOH community.

Sincerely,



Angela Maples Hahn, PhD
Department Chairperson
Health Sciences & Administration
University of West Florida
11000 University Pkwy
Building 38, Room 123
Pensacola, FL 32514
850.474.3468 and 850.474.3166 Office
850.982.2820 Cell
ahahn@uwf.edu

February 21, 2024

Dr. Jaromy Kuhl, UWF Provost
University of West Florida
11000 University Parkway
Pensacola, FL, 32571

Provost Kuhl,

The UKCOH Faculty Personnel Committee has reviewed Dr. Mark Diana's CV and our Health Sciences & Administration Bylaws. They voted unanimously in favor of his application for tenure in our Department.

Please find attached:

- The UKCOH Faculty Personnel Committee Memo in favor of tenure
- HSA Chair Letter of Support for Tenure
- Dr. Mark Diana's CV
- The HSA ByLaws (4-17-23)

Please let me know if further information is needed.

Sincerely,



Angela Maples Hahn, PhD
Department Chairperson
Health Sciences & Administration
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MEMORANDUM

February 21, 2024

TO: Dr. David Bellar, Dean, Usha Kundu, M.D. College of Health (UKCOH)
Melanie A. Sutton

FROM: Melanie A. Sutton, Chair, Faculty Personnel Committee, UKCOH

RE: Application for Tenure for **Mark L. Diana**

The results of the 4-member UKCOH Faculty Personnel Committee's evaluation of the application for tenure for the candidate named above are as follows:

4 in favor
0 opposed
0 abstained

Mark L. Diana
Curriculum vitae
September 2023

EDUCATION

- 2006 Department of Health Administration, Virginia Commonwealth University, PhD, Health Services Organizations & Research
- 2003 Information Systems Department, Virginia Commonwealth University, Master of Science – Information Systems (MSIS)
- 1994 Harry F. Byrd Jr. School of Business, Shenandoah University, MBA with a Graduate Certificate in Health Care Management
- 1989 Department of Respiratory Care, Shenandoah University, BS in Respiratory Care
- 1981 School of Nursing and Allied Health, J. Sargeant Reynolds Community College, Certificate in Respiratory Therapy

LICENSES AND CERTIFICATIONS

- 1983 Registered Respiratory Therapist (RRT)
- 1983 Certified Respiratory Therapist, (CRT)

PROFESSIONAL APPOINTMENTS

Current

- 2022 Tulane University, Newcomb-Tulane College, Associate Dean of Core Curriculum Assessment
- 2020 Tulane University, Department of Health Policy and Management, Professor
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2011 Tulane University, Department of Anesthesiology, Adjunct Assistant Professor

Previous Tulane Appointments

- 2018 Professor and Chair
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2016 Associate Professor with tenure and Chair
MHA Program Director
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management

- 2015 Associate Professor with tenure and Vice Chair
MHA Program Director
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2013 Associate Professor with tenure
MHA Program Director
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2008 Assistant Professor
MHA Program Director
- 2007 Assistant Professor

Other Appointments

- 1999 Virginia Commonwealth University, Department of Health Administration, Instructor, Local Area Network Manager & Webmaster
- 1995 Northern Virginia Community College, Respiratory Care Program, Assistant Professor & Program Director
- 1995 Shenandoah University, Harry F. Byrd School of Business, Adjunct Instructor
- 1988 Shenandoah University, Respiratory Care Program, Instructor & Director of Clinical Education
- 1987 Shenandoah University Respiratory Care Program, Instructor

Other employment

- 1986 Staff Respiratory Therapist, Foster Medical Corporation
- 1985 Shift Supervisor, Medical College of Virginia Hospitals Respiratory Therapy Department
- 1983 Staff Respiratory Therapist, The Retreat Hospital
- 1982 Clinical Coordinator, St. Luke's Hospital Respiratory Therapy Department
- 1980 Shift Supervisor, Richmond Memorial Hospital Respiratory Therapy Department

PUBLICATIONS

Refereed Journal Articles

1. Callison, K., Walker, B., Stoecker, C., Self, J. & Diana, M.L. (2021) Medicaid Expansion Reduced Uncompensated Care Costs at Louisiana Hospitals; May Be a Model for Other States. *Health Affairs*. 40(3), <https://doi.org/10.1377/hlthaff.2020.01677>.

2. **Diana, M. L.**, Zhang, Y., Yeager, V., Stoecker, C., & Counts, C. (2019). The impact of accountable care organization participation on hospital patient experience. *Health Care Management Review. 44*(2), 148-158.
3. Walker D.M., Mora A.M., Hogan T., **Diana M.L.**, & McAlearney, A.S. (2018) Assessing trends in hospital system structures from 2008 to 2015. *Medical Care. 56*(10), 831-839.
4. Wisniewski, J., **Diana, M.L.**, Yeager, V.A., & Hotchkiss, D.R. (2018) Comparison of objective measures and patients' perceptions of quality of services in government health facilities in the Democratic Republic of Congo. *International Journal for Quality in Health Care. 30*(6), 472-479.
5. Duggal, R., Zhang, Y., & **Diana, M.L.** (2018) The association between ACO participation and readmission rates. *Journal of Healthcare Management. 63*(5), e100-e114.
6. Zhang, Y. & **Diana, M.L.** (2017). Effects of Early Dual-Eligible Special Needs Plans on Health Expenditure. *Health Services Research. 53*(4), 2165-2184.
7. Landers, G.M., Ketsche, P., **Diana, M.L.**, & Campbell, C. (2017) County smoke-free laws and asthma discharges: Evidence from 17 US States. *Canadian Respiratory Journal. (2017)*, 6 pages.
8. Yeager, V.A., Vest, J.R., Walker, D.M., **Diana, M.L.**, Menachemi, N. (2017). Challenges to conducting health information exchange research and evaluation: Reflections and recommendations for examining the value of HIE. *eGEMS. 5*(1).
9. Shao, H., Brown, L., **Diana, M.L.**, Schmidt, L., Mason, K., Oronce, C., & Shi, L., (2016). Estimating the costs of supporting safety-net transformation into patient-centered medical homes in post-Katrina New Orleans. *Medicine. 95*(39), e4990.
10. Walker, D.M., Huerta, T. & **Diana, M.L.** (2016). A conceptual model for achieving value for provider organizations participating in health information exchange. *International Journal of Organization Theory and Behavior. 19*(2), 233.
11. Walker, D.M., Mora, A.M., Demosthenidy, M., Menachemi, N., & **Diana M.L.** (2016). Meaningful use of EHRs among hospitals ineligible for incentives lags behind that of other hospitals, 2009-13. *Health Affairs. 35*(3), 495-501.
12. Wisniewski, J. M., Yeager, V. A., **Diana, M. L.**, & Hotchkiss, D. R. (2016). Exploring the barriers to rigorous monitoring and evaluation of health systems strengthening activities: qualitative evidence from international development partners. *International Journal of Health Planning and Management. doi: 10.1002/hpm.2339*
13. Ford, E.W., Silvera, G.A., Kazley, A.S., **Diana, M.L.**, and Huerta, T.R. (2016) Assessing the Relationship between Patient Safety Culture and EHR Strategy. *International Journal of Health Care Quality Assurance. 29*(6), 614-627.
14. Walker, D. M., & **Diana, M. L.** (2016). Hospital Adoption of Health Information Technology to Support Public Health Infrastructure. *Journal of Public Health Management and Practice. 22*(2), 175-181.

15. Huerta, T. R., Harle, C. A., Ford, E. W., **Diana, M. L.**, & Menachemi, N. (2016). Measuring Patient Satisfaction's Relationship to Hospital Cost Efficiency: Can Administrators Make a Difference? *Health Care Management Review*. 41(1), 56-63.
16. Kazley, A.S., Ford, E.W., **Diana, M.L.**, and Menachemi, N. (2015). Market Factors Related to Hospital Patient Satisfaction. *Journal of Hospital Administration*. 4(4), 40-47.
17. Khurshid, A., **Diana, M.L.** & Jain, R. (2015) Health Information Exchange Readiness for Demonstrating Return on Investment and Quality of Care. *Perspectives in Health Information Management / AHIMA, American Health Information Management Association*.
18. Yeager, V. A., Zhang, Y., & **Diana, M. L.** (2015). Analyzing determinants of hospitals' Accountable Care Organizations participation: A Resource Dependency Theory Perspective. *Medical Care Research & Review*. 72(6), 687-706.
19. **Diana, M.L.**, Walker, D.M., Mora, A.M, & Zhang, Y. (2015) Vertical integration strategies in healthcare organizations. *Journal of Health Administration Education*. 32(2), 223-244.
20. Cole, E. S., Campbell, C., **Diana, M. L.**, Webber, L., & Culbertson, R. (2015). Patient-centered medical homes in Louisiana had minimal impact on Medicaid population's use of acute care and costs. *Health Aff (Millwood)*, 34(1), 87-94.
21. Kanger C., Brown L., Mukherjee S., Xin H., **Diana M.L.**, Khurshid A. (2014) Evaluating the Reliability of EHR-Generated Clinical Outcomes Reports: A Case Study. Generating Evidence & Methods to Improve Patient Outcomes. *eGEMS*, 2(3).
22. Cole, E. S., Walker, D., Mora, A., & **Diana, M. L.** (2014). Identifying hospitals that may be at most financial risk from Medicaid disproportionate-share hospital payment cuts. *Health Aff (Millwood)*, 33(11), 2025-2033. doi: 10.1377/hlthaff.2014.0109
23. Yeager, V., Walker, D.M., Cole, E., Mora, A.M. & **Diana, M.L.** (2014) Factors Related to Health Information Exchange Participation and Use. *Journal of Medical Systems*. 38(8):78-87.
24. **Diana M.L.**, Harle C.A., Huerta T.R., Ford E.W., & Menachemi N. (2014) Hospitals Characteristics Associated with Achievement of Meaningful Use. *Journal of Healthcare Management*, 59(4):272-284.
25. Ford E.W., Huerta T.R., **Diana M.L.**, Kazley A.S. & Menachemi N. (2013) Patient satisfaction scores and their relationship to hospital website quality measures. *Health Marketing Quarterly* 30(4):334-348.
26. Harle, C. A., Huerta, T. R., Ford, E. W., **Diana, M. L.**, & Menachemi, N. (2012). Overcoming challenges to achieving meaningful use: insights from hospitals that successfully received Centers for Medicare and Medicaid Services payments in 2011. *Journal of the American Medical Informatics Association*. 20(2), 233-237.

27. Hernandez-Avila, J. E., Palacio-Mejia, L. S., Lara-Esqueda, A., Silvestre, E., Agudelo-Botero, M., **Diana, M. L.**, Hotchkiss, D. R., Plaza, B., Sanchez Parbul, A. (2012). Assessing the process of designing and implementing electronic health records in a statewide public health system: the case of Colima, Mexico. *Journal of the American Medical Informatics Association*, 20(2), 238-244.
28. Khurshid, A., **Diana, M.L.** & Luce, S. (2012) Health Information Exchange: Metrics to Address Quality of Care and Return on Investment. *Perspectives in Health Information Management / AHIMA, American Health Information Management Association*, 9, 1e.
29. Shin, D.Y., Menachemi, N., Kazley, A.S., **Diana, M.L.**, & Ford, E.W. (2012) Payer-Mix and EHR Adoption in Hospitals. *Journal of Healthcare Management*, 57(6), 435-438.
30. Hotchkiss, D. R., **Diana, M. L.**, & Foreit, K. (2012). How can routine health information systems improve health systems functioning in low- and middle-income countries? Assessing the evidence base. In N. Menachemi & S. Singh (Eds.), *Advances in Healthcare Management* (Vol. 12, pp. 25-58).
31. Menachemi, N., Mazurenko, O., Kazley, A. S., **Diana, M. L.**, & Ford, E. W. (2012). Market factors and electronic medical record adoption in medical practices. *Health Care Management Review*, 37(1), 14-22.
32. Kazley, A. S., **Diana, M. L.**, & Menachemi, N. (2012). Is EHR Use Associated with Patient Satisfaction in Hospitals? *Health Care Management Review*, 37(1), 23-30.
33. **Diana, M. L.**, Kazley, A. S., & Menachemi, N. (2012). Hospital Characteristics Related to the Intention to Apply for Meaningful Use Incentive Payments. *Perspectives in Health Information Management / AHIMA, American Health Information Management Association*, 9, 1h.
34. Masri, M. D., Oetjen, R., Campbell, C. R., Webber, L., & **Diana, M. L.** (2011). The Distribution of Physicians Workforce in Louisiana: Results from a Cross-Sectional Study. *Journal of the Louisiana State Medical Society*, 163(6), 320-324.
35. Zhivan, N. A., & **Diana, M. L.** (2011). U.S. hospital efficiency and adoption of health information technology. *Health Care Management Science*, 15(2), 37-47.
36. Kazley, A. S., **Diana, M. L.**, & Menachemi, N. (2011). The Agreement and Internal Consistency of National Hospital EMR Measures. *Health Care Management Science*, 14(4), 303-313.
37. **Diana, M. L.**, Kazley, A. S., & Menachemi, N. (2011). An assessment of Health Care Information and Management Systems Society and Leapfrog data on computerized provider order entry. *Health Services Research*, 46(5), 1575-1591.
38. **Diana, M. L.**, Campbell, C. R., Stranova, T. J., & Long, H. W. (2011). Faculty productivity expectations among CAHME-Accredited programs. *Journal of Health Administration Education*, 28(3), 237-248.

39. Kazley, A. S., & **Diana, M. L.** (2011). Hospital computerized provider order entry adoption and quality: An examination of the United States. *Health Care Management Review, 36*(1), 86-94.
40. Ford, E. W., Huerta, T. R., **Diana, M. L.**, & Campbell, C. R. (2009). A Student Journaling Exercise: Preparing for Competency-based Curricula. *The Journal of Health Administration Education, (26)*3, 1-14.
41. **Diana, M. L.** (2009). Exploring information systems outsourcing in U.S. hospital-based health care delivery systems. *Health Care Management Science, 12*(4), 434-450.
42. McCue, M., & **Diana, M. L.** (2007). Assessing the performance of free-standing hospitals. *Journal of Healthcare Management, 52*(5), 299-308.
43. Kerr, B., Coppola, N. M., & **Diana, M. L.** (2006). Decreasing disability processing days for soldiers in the U.S. Army through initiatives in human resource management support systems: A two-tiered, three year evaluation. *Journal of Systemics, Cybernetics and Informatics, 3*(1).
44. Menachemi, N., Burke, D. E., **Diana, M. L.**, & Brooks, R. (2005). Characteristics of hospitals that outsource information system functions. *Journal of Healthcare Information Management, 19*(1), 63-69.
45. Burke, D. E., Wang, B., Wan, T. T. H., & **Diana, M. L.** (2002). Exploring hospitals' adoption of information technology. *Journal of Medical Systems, 26*(4), 349-355.
46. Coppola, N. M., Burke, D. E., **Diana, M. L.**, & Rangappa, S. (2002). HIPAA awareness and preparedness: A national survey of physician practices. *Group Practice Journal, 51*(5), 2-6.

Book Chapters

Wager, K. A., & Diana, M. L. (2018) Health Information Systems and Strategy. In Burns, L., Bradley, E., & Weiner. B. (Eds.) *Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior*, 7th Edition, Delmar Cengage Learning.

Diana, M. L., & Olden, P. C. (2017). Modern Theories of Organization. In J. A. Johnson & C. C. Rossow (Ed.), *Health Organizations: Theory, Behavior, and Development*. 2nd Edition, Boston: Jones and Bartlett.

Olden, P. C., & Diana, M. L. (2017). Classical Theories of Organization. In J. A. Johnson & C. C. Rossow (Ed.), *Health Organizations: Theory, Behavior, and Development*. 2nd Edition, Boston: Jones and Bartlett.

Wager, K. A., & Diana, M. L. (2011) Health Information Systems and Strategy. In Burns, L., Bradley, E., & Weiner. B. (Eds.) *Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior*, 6th Edition, Delmar Cengage Learning.

Diana, M. L. (1999). Respiratory care. In S. Strasinger & M. S. Di Lorenzo (Eds.), *Skills for the patient care technician*. Philadelphia: F. A. Davis.

Conference Proceedings

Torres, JS, Hutchinson, P, & Diana, ML. (2023) The “Goldilocks” Model of Integration: Exploring which Forms of Integration are Associated with Increased Patient Satisfaction in Hospital-Based Health Systems. Submitted to *AcademyHealth Annual Research Meeting*, Seattle, WA, June, 2023.

McCoy AB, Zhang Y, Monnette A, Diana ML. (2018) “Implementing EHR-Based Measures of Care Coordination in an Accountable Care Organization.” Poster Presentation, *AMIA Annual Symposium Proceedings*.

Monnette A, Diana ML, Zhang Y, McCoy AB. (2018) “A Framework of Key Domains and EHR-Based Measures of Care Coordination in an Accountable Care Organization.” Poster Presentation, *AMIA Annual Symposium Proceedings*.

Walker, D.M., Hogan, T.H., Mora, A.M., & Diana, M.L. (2017) Assessing Shifts in Hospital System Configuration in the Post-ACA Marketplace. Poster presentation at the *AcademyHealth Annual Research Meeting*, New Orleans, LA, June.

Zhang, Y., Stoecker, C., Yeager, V.A., McCoy, A.B., & Diana, M.L. (2017) Impact of Accountable Care Organization Penetration on Regional Variation in Medicare Spending. Poster presentation at the *AcademyHealth Annual Research Meeting*, New Orleans, LA, June.

Shao, H., Shi, L., Diana, M.L., Brown, L., Mason, K., Cocran, D., Carruth, A., Schmidt, L. (2016). Estimating The Costs Of Supporting Safety-Net Transformation Into Patient-Centered Medical Homes In Post-Katrina New Orleans. *Value in Health*. 19(3), A1.

Zhang, Y., Diana, M.L., McCoy, A.B., & Yeager, V. (2016) “An Examination of Hospital’s Health Information Technology Adoption to Support Care Coordination.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Boston, MA, June.

Counts, C., Diana, M.L., Rosinia, F., & Henry, M. (2015) “Patient Safety Culture in an Academic Medical Center: Using Mixed Methods to Compare Faculty Physician's and Resident's Perceptions.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Walker, D. M., Mora, A.M., & Diana, M.L. (2015) Growth in Adoption of Electronic Health Record Systems By Specialty Hospitals.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Yeager, V., Zhang, Y., & Diana, M.L. (2015) “Analyzing Determinants of Hospital Accountable Care Organization Participation: A Resource Dependency Theory Perspective.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Yeager, V., Vest, J., Walker, D.M., Diana, M.L., & Menachemi, N. (2015) “Challenges to Conducting HIE Research and Evaluation: Reflections and Recommendations for Examining the Value of HIE.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Cole, E., Walker, D., Mora, A., & Diana, M.L. (2014) “Medicaid Expansion and Disproportionate Share Hospital Payments: Which Hospitals are Financially Vulnerable?” Poster presentation at the *AcademyHealth Annual Research Meeting*, San Diego, CA, June.

Walker, D. & Diana, M.L. (2014) Hospital use of health information technology to support public health infrastructure. Poster presented at the *Public Health Systems Research Interest Group, AcademyHealth Annual Research Meeting*, San Diego, CA.

Walker D., Mora A., Yeager V., & Diana M.L. (2014) Issues in the Evaluation of Health Information Exchange Usage Data: Should there be minimum standards? Poster presented at the *Health Information Technology Interest Group, AcademyHealth Annual Research Meeting*, San Diego, CA.

Walker, D., Mora, A., Yeager, V., & Diana M.L. (2014) Issues in the Evaluation of Health Information Exchange Usage Data: Should there be minimum standards? Poster presented at the *AcademyHealth Annual Research Meeting*, San Diego, CA.

Silvera, G.A, Ford, E.W., Diana, M.L., Kazley, A.S., and Huerta, T.R. (2014). Assessing the Relationship between Patient Safety Culture and EHR Strategy. Paper presented at the *Academy of Management*, Philadelphia, PA.

Rosinia, F., Lefante, J., Diana, M.L., Freyder, L., Liu, H., & Webber, L. (2013). Gender differences in the effect of anesthesiology on death during surgical procedures: 17AP2-1. *European Journal of Anaesthesiology*, 30, 236-236.

Xin, H., Diana, M. L., Khurshid, A., Brown, L., Mukherjee, S. (2013). Can high healthcare costs be reduced? Empirical evidence from community hospitals. In *American Public Health Association Annual Meeting*, Boston, MA.

Diana, M. L., Harle, C., Huerta, T. R., Ford, E. W., & Menachemi, N. (2013) What Hospitals Have Achieved Meaningful Use. Poster presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD, June 2013.

Walker, D.M., Maurer, R.E., & Diana, M.L. (2013) A Conceptual Model for Achieving Value from Hospital Participation in Health Information Exchange." Paper Presentation at the *Academy of Management Annual Meeting*, Orlando, FL.

Cole, E., Campbell, C., Diana, M.L., & Webber, L. (2013) The Effect of Patient-Centered Medical Homes on Cost and Quality for a Medicaid Population. Paper presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD.

Mora, A., Diana, M.L., and Yeager, V. A. (2013) The Relationship Between Mimetic Pressure and Rural EHR Adoption. Poster presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD.

Walker, D., Yeager, V. A., Cole, E., Mora, A., and Diana, M.L. (2013) Barriers and Facilitators to Participation in the Louisiana Health Information Exchange. Poster presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD.

Rosinia F., Lefante, J., Freyder, L., Diana, M.L., Liu, H., & Webber, L. (2012). Effect of Anesthesiology Type on the Incidence of Cardiac Arrest During Surgical Procedures. Poster presented at the *American Society of Anesthesiologists Annual Meeting*, Washington, DC.

Harle, C., Ford, E. W., Huerta, T. R., Diana, M. L., & Menachemi, N. (2012). Overcoming Challenges to Achieving Meaningful Use: Insights from hospitals that successfully received CMS payments in 2011. Paper presented at the *Workshop on Health Information and Economics*, Washington, DC.

Zhivan, N. A., Hutchinson, P., Long, H. W., Khan, M., & Diana, M. L. (2012). Economic Conditions and Hospital Output in the United States. Paper presented at the *American Society of Health Economists*, University of Minnesota, Minneapolis.

Diana, M. L., Kazley, A. S., & Menachemi, N. (2012). Environmental factors influencing IS outsourcing in US hospitals. Poster presented at the *AcademyHealth Annual Research Meeting*, Orlando, FL.

Kanger, C., Diana, M.L., Xin, H., Browne, L. & Khurshid, A. (2012) New Orleans Crescent City Beacon Data Reporting Project. Poster presented at the *AcademyHealth Annual Research Meeting*, Orlando, FL.

Kazley, A. S., Diana, M. L., & Menachemi, N. (2011). The Agreement and Internal Consistency of National Hospital EMR Measures. Poster presented at the *AcademyHealth Annual Research Meeting*, Seattle, WA.

Diana, M. L., Kazley, A. S., & Menachemi, N. (2010). Reliability and validity of HIMSS and Leapfrog data on computerized provider order entry. Poster presented at the *AcademyHealth Annual Research Meeting*, Boston, MA.

Diana, M. L., Campbell, C. R., & Stranova, T. J. (2009). Faculty workload differences among CAHME-accredited programs. Poster presented at the *Association of University Programs in Health Administration*, Chicago, IL.

Diana, M. L. (2007) Is economy the best strategy? Exploring information systems outsourcing in health care delivery systems. Poster presented at the *AcademyHealth Annual Research Meeting*, Orlando, FL.

Roggenkamp, S. D., & Diana, M. L. (2002). Caught by the Web: How do health administration programs use the internet to promote their programs? Poster presented at the *Association of University Programs in Health Administration Annual Meeting*, 1st place winner, Washington, DC.

Manuscripts in Submission

Torres, JS, Hutchinson, P, & Diana, ML. (2023). The “Goldilocks” Model of Integration: Exploring which Forms of Integration are Associated with Increased Patient Satisfaction in Hospital-Based Health Systems.

Manuscripts in Preparation

Bigler, C., Theall, K., & Diana, M. (2023). Homelessness in the SUD Population.

Bigler, C., Stoecker, C., & Diana, M. (2023). The Effects of Medicaid Expansion on SUD Treatment Across 3 Outcome Variables.

Stojanovski, K., Fedewa, R., Silvestre, E., & Diana, M. (2023) Intersection of Health Information System planning and eHealth Service Delivery for Equitable Health Outcomes and Data Capture: A Scoping Review.

Other Publications

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., & Wisniewski, J. (2020). Louisiana Medicaid Expansion Cost and Economic Impact. New Orleans, LA, Tulane University.

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., & Wisniewski, J. (2020). Louisiana Medicaid Expansion Health Outcomes. New Orleans, LA, Tulane University.

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., Demosthenidy, M. M. & Wisniewski, J. (2020). Provider and Beneficiary Perspectives on the Louisiana Medicaid Expansion. New Orleans, LA, Tulane University.

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., Demosthenidy, M. M. & Wisniewski, J. (2019). Louisiana Medicaid Expansion and Access to Care. New Orleans, LA, Tulane University.

Diana, M. L., Yeager, V. A., & Hotchkiss, D. R. (2017). Health Systems Strengthening – A Literature Review. Chapel Hill, NC: MEASURE Evaluation.

Diana, M. L., Yeager, V. A., & Hotchkiss, D. R. (2017). Health Systems Strengthening – A Compendium of Indicators. Chapel Hill, NC: MEASURE Evaluation.

Cole, E. S., Campbell, C., & Diana, M. L. (2015). Medical homes in Louisiana: the author's reply. *Health Aff (Millwood)*, 34(3), 539.

Hernandez-Ávila, J. E., Palacio-Mejia, L. S., Lara-Esqueda, A., Silvestre, E., Agudelo-Botero, M., Diana, M. L., et al. (2012). Electronic Health Records in Colima, Mexico: Case Study on Design and Implementation. Chapel Hill, NC: MEASURE Evaluation.

Stone, G., Williams, C., Campbell, C. R., Diana, M. L., & Wayman, K. (2008). Assessment of the ambulatory care workforce in greater New Orleans. New Orleans, LA: Louisiana Public Health Institute.

Diana, M. L., & Reynolds, C. M. (2008). Creating a Sustainable Safety Net in New Orleans: Current State Analysis of the Health Information Technology Capacity and Resource Needs of Recipients of the Primary Care Access & Stabilization Grant. New Orleans, LA: The National Alliance for Health Information Technology and Louisiana Public Health Institute.

Diana, M. L. (1989). Assisted Mechanical Ventilation vs Intermittent Mandatory Ventilation during Full Ventilatory Support. [Letter to the editor]. *Respiratory Care*, 34(11), 1144-1145.

AWARDS AND HONORS

James W. Begun Award for Excellence in Doctoral Studies in Health Administration, Virginia Commonwealth University Department of Health Administration, 2007.

The James P. Baker Award, Virginia Society for Respiratory Care, 1997.

GRANTS AND CONTRACTS

Current

October 2022 – December 2023

Louisiana Department of Health, Office of Behavioral Health
Statewide SUD Assessment, \$360,000. Role: PI.

July 2018 – June 2023

Louisiana State University Center for Healthcare Value & Equity, Louisiana Department of Health,
Medicaid 1115 Substance Use Disorder Demonstration Waiver Evaluation, \$226,991. Role: PI.

Completed

July 2021 – June 2022

Project Echo, Workforce Strategic Plan, Role: Co-Investigator

July 2021 – October 2021

Supervisory and Leadership Training Program for the Louisiana Behavioral Health Regional Agencies,
\$120,000. Role: PI

July 2018 – June 2019

Louisiana State University Center for Healthcare Value & Equity, Louisiana Department of Health
Statewide Medicaid Expansion Program Evaluation, \$1,370,541. Role: PI.

R03 HS 24637- 01A1(McCoy)

07/01/2017 – 06/30/2018

1.2 calendar

AHRQ

\$66,154

EHR-Based Measurement of Care Coordination in an Accountable Care Organization

September 2017 – June 2018

Louisiana State University Consortium for Health Transformation, Louisiana Department of Health
Statewide Medicaid Expansion Program Evaluation, \$513,391. Role: PI.

October 2014 – December 2015

USAID MEASURE Evaluation project to develop guidance for evaluating health systems strengthening.
\$150,000. Role: Investigator (Overall MEASURE Evaluation Project PI: Stacey Gage)

July 2014 – June 2015

Patient Centered Outcomes Research Institute, Louisiana Clinical Research Data Network (LaCDRN).
Role: Co-Investigator.

July 2014 – June 2015

Agency for Healthcare Research and Quality (AHRQ), R36 Dissertation Award. Grant Number: 1R36HS023343-01. Hospital Efficiency Changes from Health Information Exchange Participation. \$37,448. PI: Daniel M. Walker. Role: Faculty Advisor.

July 2010 – June 2015

Tulane Quality and Cost Effectiveness Team Initiatives, \$60,000. Role: PI.

July 2013 – June 2014

Agency for Healthcare Research and Quality (AHRQ). Estimating Costs of Supporting Safety-Net PCMH Transformation in New Orleans. \$75,000. Role: Co-investigator.

October 2012 – August 2014

USAID MEASURE Evaluation project to develop metrics for evaluating health systems strengthening. \$310,000. Role: PI on the study (Overall MEASURE Evaluation Project PI: Stacey Gage)

September 2012 – March 2014

Louisiana Health Care Quality Forum, Louisiana Health Information Exchange (LaHIE) Program Evaluation, \$210,350. Role: PI. June 2011 – September 2012

USAID MEASURE Evaluation project to evaluate the impact of electronic medical records on physician protocol adherence in Colima, MX, Phase 2. Role: PI on the study (Overall MEASURE Evaluation Project PI: Stacey Gage)

April 2011 – November 2011

USAID MEASURE Evaluation project to evaluate electronic medical records in Colima, MX. \$91,035. Role: PI on the study (Overall MEASURE Evaluation Project PI: Stacey Gage)

2008 – 2009 Principal Investigator, "State of Louisiana Long-term Care Transformation," Louisiana Department of Health and Hospitals, Center for Medicare and Medicaid Services, Real Choice Systems Change Grant, \$200,000.

2007 – 2008 Co-evaluator—Health Information Security and Privacy Collaboration Phase 2, Department of Health and Hospitals, State of Louisiana, \$10,000

2002 – 2004 Consultant, AHRQ, Hospital Finances and Quality of Hospital Care.

CONFERENCE PARTICIPATION

Panels Organized

Diana, M.L., Kazley, A.S., Menachemi, N. and Ford, E.W. (2013). Managing Collaborative Research Relationships. Professional Development Workshop, *Academy of Management Annual Conference*, Orlando, FL.

Panels Chaired

Rebuilding the Health Care Delivery System from the Ground Up. (2017) Panel discussion at the *AcademyHealth Annual Research Meeting*, New Orleans, LA.

Late-Breaking Session: Something We All Can Agree On – Reducing Costs and Improving Overall Health. (2017) Abstract session at the *AcademyHealth Annual Research Meeting*, New Orleans, LA.

Discussant

Healthcare Information Technology and Organizational Performance, Paper session discussant, *Academy of Management*, August, 2009.

Presentations

Gentry, D., Shah, S. C., Smith, B. T., Diana, M. L., Stranova, T. J., and Campbell, C. (2009) Innovative Work-Based Approaches to Developing Future Healthcare Leaders. Panel at the *Association of University Programs in Health Administration*, Chicago, IL.

Diana, M.L. (2014) Assessment, System Selection and Implementation. Health Information Management Systems Technology and Analysis (HIMSTA) Train-the-Trainer Workshop, *Association of University Programs in Health Administration Academic Forum, Health Information Management Systems Society Annual Meeting*, Orlando, FL.

TEACHING EXPERIENCE

Tulane University Department of Health Policy and Management

Applied Interdisciplinary Theory for Global Health Research (GHSD 7960)

Information Systems (GHSD 6780)

Principles of Health Systems Administration & Management (HSMG 6030)

Health Systems, Policy, and Management (SPHU 6070)

Administrative Internship (GHSD 6910)

Organizational Behavior (GHSD 6380)

Biostatistics: Regression Analysis (ESCD 7730)

Advanced Health Services Research Theory and Design (ESCD 8900)

Organizational Theory and Assessment (ESCD 8310)

Fundamentals of Health Care Systems (SPHU 3010)

Formulation of Public Health Policy (SPHU 4010)

Independent Studies - 5 doctoral students

Doctoral Students advised:

4 current (4 as Chair)

19 completed (16 as Chair, 3 as committee member)

Virginia Commonwealth University Department of Health Administration

Health Information Systems and Performance (HADE 612)

Independent Study: Intro to Health Information Systems (HADM 692)

Advanced Health Services Organization Theory (HADM 705)

Northern Virginia Community College Respiratory Care Program

Cardiopulmonary Anatomy & Physiology
Cardiopulmonary Pathophysiology
Mechanical Ventilation
Basic Sciences for Allied Health Professions

Shenandoah University Respiratory Care Program

Cardiopulmonary Anatomy & Physiology
Cardiopulmonary Pathophysiology
Mechanical Ventilation
Clinical Practice

Shenandoah University Harry F. Byrd Jr. School of Business MBA Program

Introduction to Health Care Services

SERVICE TO PROFESSION

Reviewer

Health Care Management Science, 2006 – current
Journal of Medical Systems, 2010 – current
Health Care Management Review, 2011 – current
American Journal of Managed Care, 2011 – current
Journal of Health Administration Education 2011 – current
Journal of Health Care Management 2011 – current
Medical Care, 2011 – current
Health Affairs, 2014 – current
PlosOne, 2014 – current
Medical Care Research and Review, 2015 – current

AcademyHealth

Member, Annual Research Meeting Planning Committee, 2016 – 2017

Academy of Management, 2007

Conference paper reviewer for Health Care Management Division, Organization and Management Theory Division, and Organizational Behavior Division, 2008 – current
Member, Teaching Committee, 2010 – 2012
Chair, Teaching Committee, 2012 – current

Association of University Programs in Health Administration (AUPHA)

Leadership Development Committee, Chair, 2019; Member - current
Past Chair, 2019
Chair, Board of Directors, 2018
Chair-elect of the Board of Directors, 2017

Treasurer, June, 2015 – 2017
Board of Directors, June 2013 – current
Annual Meeting Program Committee, 2008 – 2010; 2012
Annual Meeting Program Committee, Concurrent Sessions sub-committee Chair, 2009

American Association for Respiratory Care (AARC), 1980 – 1999

Education Section Chair, 1997 – 1998
Secretary, House of Delegates, 1998
Chair, Bylaws Committee, 1998
Ad Hoc Committee to Develop Age-specific Materials, 1997
American Hospital Association Representative, 1997 – 1998
Educational Oversight Committee, 1996
State Liaison, Coordinating Committee for Educational Advancement, 1994 – 1996
Education Section Practitioner of the Year Committee, 1992 – 1993; Chair 1994 – 1995

Commission on Accreditation of Healthcare Management Education (CAHME)

Fellow, 2020 – current

Virginia Association of Allied Health Professions (VAAHP), 1994 – 1998

Board of Directors, 1994 – 1998
President, 1995 – 1997

Virginia Society for Respiratory Care (VSRC), 1980 – 1999

Education Committee, 1987 – 1999 Chair 1990 – 1991
Program Committee, 1990 – 1999
Education Coordinator, 1990 – 1991
Webmaster, 1997 – 1998
Delegate to AARC House of Delegates, 1995 – 1997
Alternate Delegate to AARC House of Delegates, 1995
Long Range Planning Committee Chair, 1994
President, 1993 (President-elect – 1992; Past President – 1994)
Director, Central District, 1986 – 1987; Northern District 1989 – 1990
Membership Committee, 1984

Professional Memberships

AcademyHealth, 2002
Academy of Management, 2007
American College of Healthcare Executives (ACHE), 2001
Association of University Programs in Health Administration (AUPHA), 1999
Healthcare Information and Management Systems Society (HIMSS), 2002

National & International Committees

Louisiana Department of Health and Hospitals, Member, Health Data Panel, 2015 – current
Member, Curriculum Design Task Force, Healthcare Information Technology Curriculum Project of the Association of University Programs in Health Administration (AUPHA), the Commission on Accreditation for Healthcare Management Education (CAHME), and the Healthcare Information and Management Systems Society (HIMSS), 2011 – current

UNIVERSITY SERVICE*Tulane University*

University Senate, 2021 – current
Newcomb-Tulane College Executive Committee, 2021 – current
Newcomb-Tulane College Curriculum Committee, 2020 – current
Joint Board and Senate Committee on Honorary Degrees, 2020 – current

Tulane University School of Public Health and Tropical Medicine

Appointment, Promotion, and Tenure Committee, 2015 – 2016
Faculty Tenure, Freedom, and Responsibility Committee, 2014 – 2016
Faculty Senate IT Committee, 2008 – 2009; 2013 – 2014
CTSA Health Informatics Committee, 2007 – 2009
Doctoral Committee, 2007 – 2011

Tulane University Department of Global Health Systems & Development

MHA Program Director, 2012 – current
Chair, Faculty Search Committee - 2012 - 2013
Member, Faculty Search Committee - 2011 - 2012

Tulane University Department of Health Systems Management

MHA Program Director, 2008 – 2010
Admissions Committee, 2008 – 2015
Chair, HSM Marketing Committee, 2008 – 2009
Doctoral Committee, 2007 – current
Research Committee, 2007 – current

Virginia Commonwealth University School of Allied Health Professions

Technology Committee, 1999 – 2007
Secretary of the Faculty, 2002 – 2003

Virginia Commonwealth University Department of Health Administration

Building Use Committee, 2000 – current; Chair, 2001 - 2002
Master of Health Administration Admissions Committee, 1999 – 2007
Marketing Committee, 1999 – 2007
Technology Committee, 1999 – 2007

Shenandoah University School of Health Professions

Faculty Affairs Committee, 1992 – 1995
Educational Media Committee, 1992 – 1995

Shenandoah University

President, Faculty Assembly, 1991 – 1993
Faculty Assembly Representative to the Long Range Planning Committee, 1994 – 1995
Faculty Assembly Representative to Academic Affairs Committee of the Board of Trustees, 1993 – 1995
Faculty Assembly Representative to the Student Government Association, 1993 – 1994
Faculty Assembly Executive Committee, 1991 – 1995
President's Executive Council, 1991 – 1993
Faculty Affairs Committee, 1988 – 89, Chair 1989 – 91; 1993 – 1995

Northern Virginia Community College Division of Health Technology
PageMaster (Web site manager), 1996 – 1999
Year 2000 Committee – Annandale Campus, 1998 – 1999

Virginia Community College System-Virginia Hospital Association-Distance Learning Project
Curriculum Committee, Chair, 1993 – 1995

CONSULTANCIES

Louisiana Public Health Institute, New Orleans, LA, May 2011 – March 2013.

Office of the National Coordinator for Health Information Technology Crescent City Beacon Program.

Louisiana Health Care Quality Forum, Baton Rouge, LA, April 2008 – 2015.

Principal writer for Centers for Medicare and Medicaid Services Electronic Health Record demonstration program (demonstration awarded; no funding attached).

Principal grant writer for the Office of the National Coordinator for Health Information Technology Regional Extension Center and Health Information Exchange programs (grants awarded \$11 million).

Principal grant writer for the Office of the National Coordinator for the Advance Interoperable Health Information Technology Services to Support Health Information Exchange program (grant not awarded).

MEMORANDUM

DATE: April 22nd, 2024

TO: Dr. Mohamed Khabou, Dean
Hal Marcus College of Science and Engineering

FROM: Dr. Thomas Reichherzer, Chair
Department of Computer Science




Subject: Dr. Elish, tenure.

The Tenure and Promotion Committee of the Department of Computer Science convened a meeting on April 21st, 2024, to vote on tenure for Dr. Mahmoud Elish in the department. The outcome of the vote was as follows:

1 in favor of tenure
1 against tenure
0 abstention

From my assessment of Dr. Elish's contribution in research, it is clear that Dr. Elish exceeds the department's criteria for tenure concerning research as stated in the Bylaws. In teaching, Dr. Elish has taught computer science and software engineering courses at King Fahd University, Saudi Arabia, and Gulf University for Science and Technology, Kuwait, since 2005. He has mentored several students on their senior design projects. Dr. Elish has made countless contributions in academia, ranging from curriculum development, program review, editorial services, and more. I support granting Dr. Elish tenure in the department.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. Mahmoud Elish upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Mahmoud Elish who was offered position #105140 as an Associate Professor in the Department of Computer Science with a start date of Aug 8, 2024.

Dr. Elish is currently employed as a tenured full Professor and Head of the Computer Science Department at Gulf University for Science and Technology, Kuwait. Dr. Elish developed and taught several courses in Computer Science, has a solid research agenda with publications in respected journals, and exhibited clear leadership qualities as evident by his current role as Head of the Computer Science Department at his current university. His contributions in the areas of teaching, research and service activities exceed the criteria for tenure as specified in the bylaws of the Computer Science Department.

Given the strong support for Dr. Elish from the Chair of UWF's Computer Science Department, and his superior level of productivity, I fully support granting him tenure in the Computer Science Department and for his case to go to UWF's BOT for consideration.

MAHMOUD O. ELISH, PH.D., SMIEEE

Full Professor of Computer Science
Head of the Computer Science Department
Former Interim Dean of the College of Arts and Sciences
Gulf University for Science and Technology

Associate Editor, IEEE Access

ABET Program Evaluator, EAC and CAC



Work authorization: US permanent resident

EDUCATION

Ph.D. in Computer Science George Mason University, USA	2005
M.Sc. in Computer Science King Fahd University of Petroleum and Minerals, Saudi Arabia	1999
B.Sc. in Computer Science (<i>with 1st honors</i>) King Fahd University of Petroleum and Minerals, Saudi Arabia	1997

EMPLOYMENT HISTORY

Head of the Computer Science Department Gulf University for Science and Technology, Kuwait	Sep. 2019 – present
Full Professor Computer Science Department Gulf University for Science and Technology, Kuwait	Oct. 2021 – present
Associate Professor Computer Science Department Gulf University for Science and Technology, Kuwait	Sep. 2015 – Oct. 2021
Interim Dean of the College of Arts and Sciences Gulf University for Science and Technology, Kuwait	Mar. 2020 – July 2020
Faculty Research Fellow Computer Science Department University of Missouri - Saint Louis, USA	July 2016 – Aug. 2016
Associate Professor of Software Engineering Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	June 2012 – Aug. 2015
Assistant Professor of Software Engineering Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	Sep. 2005 – May 2012

Teaching Assistant / Research Assistant Department of Computer Science George Mason University, USA	Aug. 2000 – May 2005
Software Engineer, Curriculum Practical Training SONEX Enterprises Inc., USA	Jan. 2002 – July 2002
Lecturer Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	Jan. 2000 – Aug. 2000
Research Assistant Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	Sep. 1997 – Dec. 1999

AWARDS & HONORS

- Supervisor of the 1st Place Winner of Dell Technologies Graduation Project Competition for Middle East, Russia, Africa and Turkey, 2021.
- Certificate of appreciation for outstanding service in acquiring reaccreditation by CAC of ABET for the Computer Science program at Gulf University for Science and Technology, 2020.
- Mentor of the best capstone project, awarded by 2nd IEEE GCC Students and Young Professionals Congress, 2019.
- Mentor of the most creative project idea, awarded by 2nd IEEE GCC Students and Young Professionals Congress, 2019.
- Certificate of appreciation for valuable contribution in Global Informatics Forum Makeathon, 2018.
- Certificate of appreciation for effort in organizing the 6th and 7th Gulf Programming Contest, 2016 - 2017.
- Certificate of distinction in appreciation of 10 years of service at King Fahd University of Petroleum and Minerals, 2015.
- Outstanding contribution in reviewing, Journal of Systems and Software, Elsevier, May 2015.
- Outstanding contributions to the ABET evaluation towards accreditation of the university engineering and computer science programs at King Fahd University of Petroleum and Minerals for the 2009-2010 cycle.
- Distinguished senior projects supervision, College of Computer Sciences & Engineering, King Fahd University of Petroleum and Minerals, 2006-2007.
- Outstanding contribution to the judging committee of Microsoft Imagine Cup, 2007.
- Outstanding teaching assistant, Computer Science Department, George Mason University, 2004-2005.
- Doctoral fellowship awards, School of Information Technology & Engineering, George Mason University, 2000-2003.
- Medal by the Honor Society of International Scholars (Phi Beta Delta), 2001.
- B.Sc. degree in Computer Science with Highest Honors, King Fahd University of Petroleum and Minerals, June 1997.

RESEARCH INTERESTS

- Software metrics and measurement
- Software quality
- Software security
- Software maintenance and evolution
- Empirical software engineering
- Computational intelligence in software engineering

SCHOLAR CITATIONS INDICES (SOURCE: GOOGLE SCHOLAR: [HTTPS://SCHOLAR.GOOGLE.COM/CITATIONS?USER=2_VNPLWAAAAJ&HL=EN](https://scholar.google.com/citations?user=2_VNPLWAAAAJ&hl=en))

Citations: ~ 1700
h-index: 19

REFEREED JOURNALS

- [J25] K. Elish, **M. Elish** and H. Almohri, "Lightweight, Effective Detection and Characterization of Mobile Malware Families." *IEEE Transactions on Computers*, vol. 71, no. 11, pp. 2982-2995, 2022.
- [J24] M. Alkandari, A. Kelkawi and **M. Elish**, "An Empirical Investigation on the Effect of Code Smells on Resource Usage of Android Mobile Applications," *IEEE Access*, vol. 9, pp. 61853-61863, 2021.
- [J23] **M. Elish** and K. Elish, "An Empirical Comparison of Resampling Ensemble Methods of Deep Learning Neural Networks for Cross-Project Software Defect Prediction," *International Journal of Intelligent Engineering and Systems*, vol. 14, no. 3, pp. 201-209, 2021.
- [J22] A. Qusef, **M. Elish** and D. Binkley, "An Exploratory Study of the Relationship Between Software Test Smells and Fault-Proneness," *IEEE Access*, vol. 7, pp. 139526-139536, 2019.
- [J21] **M. Elish**, "Enhanced Prediction of Vulnerable Web Components Using Stochastic Gradient Boosting Trees," *International Journal of Web Information Systems*, Emerald, vol. 15, no. 2, pp. 201-214, 2019.
- [J20] M. Mohammed and **M. Elish**, "Empirical Assessment of Design Patterns' Fault-Proneness at Different Granularity Levels," *Advances in Computational Design*, vol. 2, no. 4, pp. 293-311, 2017.
- [J19] A. Qusef, M. Mohammed and **M. Elish**, "Modularity Analysis of Design Patterns: An Empirical Study," *International Journal of Software Engineering and Its Applications*, vol. 11, no. 6, pp. 61-78, 2017.
- [J18] B. Ahmed and **M. Elish**, "Association between JPL Coding Standard Violations and Software Faults: An Exploratory Study," *International Journal of Advanced Computer Science and Applications*, vol. 8, no. 5, pp. 151-158, 2017.
- [J17] M. Al-Khiaty, R. Abdel-Aal and **M. Elish**, "Abductive Network Ensembles for Improved Prediction of future Change-Prone Classes in Object-Oriented Software," *International Arab Journal of Information Technology*, vol. 14, no. 6, pp. 803-811, 2017.
- [J16] **M. Elish** and M. Mohammed, "Quantitative Analysis of Fault Density in Design Patterns: An Empirical Study," *Information and Software Technology*, Elsevier, vol. 66, pp. 58-72, 2015.
- [J15] **M. Elish**, H. Aljamaan and I. Ahmad, "Three Empirical Studies on Predicting Software Maintainability using Ensemble Methods," *Soft Computing*, Springer, vol. 19, no. 9, pp. 2511-2524, 2015.
- [J14] **M. Elish**, "A Comparative Study of Fault Density Prediction in Aspect-Oriented Systems using MLP, RBF, KNN, RT, DENFIS and SVR Models," *Artificial Intelligence Review*, Springer, vol. 42, no. 4, pp. 695-703, 2014.
- [J13] **M. Elish** and M. Al-Khiaty, "A Suite of Metrics for Quantifying Historical Changes to Predict Future Change-Prone Classes in Object-Oriented Software," *Journal of Software: Evolution and Process*, Wiley, vol. 25, no. 5, pp. 407-437, 2013.
- [J12] **M. Elish**, T. Helmy and M. Hussain, "Empirical Study of Homogeneous and Heterogeneous Ensemble Models for Software Development Effort Estimation," *Mathematical Problems in Engineering*, 2013.
- [J11] **M. Elish**, "An Exploratory Study of Package Metrics as Change Size Indicators in Evolving Object-Oriented Software," *Computer Systems Science and Engineering*, CRL Publishing, vol. 28, no. 4, pp. 251-257, 2013.
- [J10] M. Alshayeb, H. Al-Jamimi and **M. Elish**, "Empirical Taxonomy of Refactoring Methods for Aspect-Oriented Programming," *Journal of Software: Evolution and Process*, Wiley, vol. 25, no. 1, pp. 1-25, 2013.
- [J9] **M. Elish**, M. Al-Khiaty and M. Alshayeb, "An Exploratory Case Study of Aspect-Oriented Metrics for Fault Proneness, Content and Fixing Effort Prediction," *International Journal of Quality and Reliability Management*, Emerald, vol. 30, no. 1, pp. 80-96, 2013.
- [J8] M. El-Attar, **M. Elish**, S. Mahmood and J. Miller, "Is In-Depth Object-Oriented Knowledge Necessary to Develop Quality Robustness Diagrams?" *Journal of Software*, Academy Publisher, vol. 7, no. 11, pp. 2538-2552, 2012.

- [J7] A. Eleiche, I. Ahmad and **M. Elish**, "Design Requirements in Software and Engineering Systems," *Industrial Engineering and Management Systems*, vol. 11, no. 1, pp. 70-81, 2012.
- [J6] **M. Elish**, M. Al-Khiaty and M. Alshayeb, "Investigation of Aspect-Oriented Metrics for Stability Assessment: A Case Study," *Journal of Software*, Academy Publisher, vol. 6, no. 12, pp. 2508-2514, 2011.
- [J5] **M. Elish**, A. Al-Yafei and M. Al-Mulhem, "Empirical Comparison of Three Metrics Suites for Fault Prediction in Packages of Object-Oriented Systems: A Case Study of Eclipse," *Advances in Engineering Software*, Elsevier, vol. 42, no. 10, pp. 852-859, 2011.
- [J4] M. Alshayeb, M. Najji, **M. Elish** and J. Al-Ghamdi, "Towards Measuring Object-Oriented Class Stability," *IET Software*, vol. 5, no. 4, pp. 415-424, 2011.
- [J3] **M. Elish**, "Improved Estimation of Software Project Effort Using Multiple Additive Regression Trees," *Expert Systems with Applications*, Elsevier, vol. 36, no. 7, pp. 10774-10778, 2009.
- [J2] K. Elish and **M. Elish**, "Predicting Defect-Prone Software Modules Using Support Vector Machines," *Journal of Systems and Software*, Elsevier, vol. 81, no. 5, pp. 649-660, 2008.
- [J1] J. AlGhamdi, **M. Elish** and M. Ahmed, "A Tool for Measuring Inheritance Coupling in Object-Oriented Systems," *Information Sciences*, Elsevier, vol. 140, no. 3-4, pp. 217-227, 2002.

REFEREED CONFERENCE PROCEEDINGS

- [C22] **M. Elish** and B. Ahmed, "Are Coding Standard's Violations-based Metrics Effective Predictors of Faulty Object-Oriented Classes?" *Proceedings of the International Conference on Software Engineering Research and Practice (SERP'19)*, USA, pp. 48-53, 2019.
- [C21] **M. Elish**, "Comparison of Different Types of ANNs for Identification of Vulnerable Web Components," *Intelligent Computing, Advances in Intelligent Systems and Computing*, Springer, pp. 1042-1055, 2019.
- [C20] **M. Elish**, "On the Association between Code Cloning and Fault-Proneness: An Empirical Investigation," *Proceedings of the Computing Conference*, IEEE, London, UK, pp. 928-935, 2017.
- [C19] M. Mohammed, **M. Elish** and A. Qusef, "Empirical Insight into the Context of Design Patterns: Modularity Analysis," *Proceedings of the 7th IEEE International Conference on Computer Science and Information Technology (CSIT 2016)*, Jordan, 2016.
- [C18] **M. Elish** and Y. Al-Ghamdi, "Fault Density Analysis of Object-Oriented Classes in Presence of Code Clones," *Proceedings of the 19th International Conference on Evaluation and Assessment in Software Engineering (EASE 2015)*, Nanjing, China, 2015.
- [C17] **M. Elish** and A. Al-Zouri, "Effectiveness of Coupling Metrics in Identifying Change-Prone Object-Oriented Classes," *Proceedings of the 2014 International Conference on Software Engineering Research and Practice (SERP'14)*, Las Vegas, USA, pp. 44-50, 2014.
- [C16] M. Ali and **M. Elish**, "A Comparative Literature Survey of Design Patterns Impact on Software Quality," *Proceedings of the 4th International Conference on Information Science and Applications (ICISA 2013)*, Thailand, 2013.
- [C15] H. Aljamaan, **M. Elish** and I. Ahmad, "An Ensemble of Computational Intelligence Models for Software Maintenance Effort Prediction," *Proceedings of the 12th International Work Conference on Artificial Neural Networks, IWANN 2013, Part I, LNCS 7902*, Spain, pp. 592-603, 2013.
- [C14] **M. Elish**, "Assessment of Voting Ensemble for Estimating Software Development Effort," *Proceedings of the IEEE Symposium on Computational Intelligence and Data Mining (CIDM 2013)*, Singapore, pp. 322-327, 2013.
- [C13] Y. Khan, **M. Elish** and M. El-Attar, "A Systematic Review on the Impact of CK Metrics on the Functional Correctness of Object-Oriented Classes," *3rd International Workshop on Software Quality, ICCSA 2012, Part IV, LNCS 7336*, Salvador de Bahia, Brazil, pp. 258-273, 2012.

- [C12] A. Eleiche, I. Ahmad and **M. Elish**, "Design Requirements in Software and Engineering Systems," *Proceedings of the 12th Asia Pacific Industrial Engineering and Management Systems Conference*, Beijing, China, pp. 343-353, 2011.
- [C11] H. Al-Jamimi, M. Alshayeb and **M. Elish**, "Investigating the Effect of Aspect-Oriented Refactoring on Software Maintainability," *Proceedings of the 2nd International Conference on Software Engineering and Computer Systems*, Malaysia, pp. 611-623, 2011.
- [C10] **M. Elish**, "Exploring the Relationships between Design Metrics and Package Understandability: A Case Study," *Proceedings of the 18th IEEE International Conference on Program Comprehension (ICPC 2010)*, Baraga, Portugal, pp. 144-147, 2010.
- [C9] H. Aljamaan and **M. Elish**, "An Empirical Study of Bagging and Boosting Ensembles for Identifying Faulty Classes in Object-Oriented Software," *Proceedings of the IEEE Symposium on Computational Intelligence and Data Mining (CIDM'09)*, TN, USA, pp. 187-194, 2009.
- [C8] **M. Elish** and K. Elish, "Application of TreeNet in Predicting Object-Oriented Software Maintainability: A Comparative Study," *Proceedings of the 13th IEEE European Conference on Software Maintenance and Reengineering (CSMR'09)*, Germany, pp. 69-78, 2009.
- [C7] **M. Elish**, "Do Structural Design Patterns Promote Design Stability?," *Proceedings of the 30th IEEE International Computer Software and Applications Conference (COMPSAC'06)*, Chicago, USA, pp. 215-220, 2006.
- [C6] **M. Elish** and D. Rine, "Design Structural Stability Metrics and Post-Release Defect Density: An Empirical Study," *Proceedings of the 30th IEEE International Computer Software and Applications Conference (COMPSAC'06)*, Chicago, USA, pp. 1-8, 2006.
- [C5] **M. Elish** and D. Rine, "Indicators of Structural Stability of Object-Oriented Designs: A Case Study," *Proceedings of the 29th Annual NASA/IEEE Software Engineering Workshop (SEW 29)*, Maryland, USA, pp. 183-192, 2005.
- [C4] **M. Elish**, "A Case Study on Structural Characteristics of Object-Oriented Design and its Stability," *Proceedings of the IASTED International Conference on Software Engineering (SE'05)*, Innsbruck, Austria, pp. 89-93, 2005.
- [C3] **M. Elish** and D. Rine, "Investigation of Metrics for Object-Oriented Design Logical Stability," *Proceedings of the 7th IEEE European Conference on Software Maintenance and Reengineering (CSMR'03)*, Benevento, Italy, pp. 193-200, 2003.
- [C2] **M. Elish** and J. Offutt, "The Adherence of Open Source Java Programmers to Standard Coding Practices," *Proceedings of the 6th IASTED International Conference on Software Engineering and Applications (SEA'02)*, MIT, Cambridge, MA, USA, pp. 193-198, 2002.
- [C1] **M. Elish**, D. Rine and J. Foreman, "Evaluating Collaborative Software in Supporting Organizational Learning with Bayesian Networks," *Proceedings of the 17th ACM Symposium on Applied Computing (SAC'02)*, Madrid, Spain, pp. 992-996, 2002.

RESEARCH GRANTS

- Principal Investigator, "A Quantitative Assessment of Modularity and Functional Correctness of Structural Design Patterns in Open Source Software," IN121056, funded by King Fahd University of Petroleum and Minerals, June 2013 – May 2015.
- Principal Investigator, "Software Clones Effect on Functional Correctness of Object-Oriented Classes," FT121012, SABIC (Fast Track) Grant, King Fahd University of Petroleum and Minerals, Apr. 2013 – Sep. 2014.
- Co-Principal Investigator, "Embracing Robustness Analysis and Diagrams to Improve Software Development," IN111028, funded by King Fahd University of Petroleum and Minerals, Jan. 2012 – Jan. 2014.
- Principal Investigator, "A Hybrid Computational Framework for Software Development Effort Estimation," FT111007, SABIC (Fast Track) Grant, King Fahd University of Petroleum and Minerals, Jan. 2012 – Dec. 2012.

- Co-Principal Investigator, “A Framework for Agent-Based Semantic Query-Enabled Integrated Information for Health and Nutrition,” 10-INF1381-04, funded by KACST (3rd NSTIP cycle), May. 2011 – Apr. 2013.
- Co-Principal Investigator, “Improving the Quality of Misuse Case Models,” IN100016, funded by King Fahd University of Petroleum and Minerals, May. 2010 - Oct. 2011.
- Co-Principal Investigator, “Classification of Aspect-Oriented Refactoring Methods Based on Software Quality Attributes,” IN090015, funded by King Fahd University of Petroleum and Minerals, Mar. 2009 - Feb. 2011.
- Principal Investigator, “A Measurement Framework for Aspect-Oriented Systems,” IN080420, funded by King Fahd University of Petroleum and Minerals, Sep. 2008 - Aug. 2010.
- Principal Investigator, “Metrics-based Identification and Characterization of Change-prone Packages in Object-oriented Designs,” JF070007, Junior Faculty Grant, King Fahd University of Petroleum and Minerals, Apr. 2007 - Mar. 2008.
- Co-Principal Investigator, “Measuring Object-Oriented Class Stability,” FT060001, SABIC (Fast Track) Grant, King Fahd University of Petroleum and Minerals, Sep. 2006 - Mar. 2008.
- Research Assistant, “Metrics for CMMI Training Program at NASA,” funded by NASA, USA, Jan. 2002 - May 2002.
- Research Assistant, “Cyber Environment for Organizational Adaptability,” funded by National Security Agency (NSA), USA, Jan. 2001 - Dec. 2001.

TEACHING

GRADUATE COURSES TAUGHT

@ King Fahd University of Petroleum and Minerals

- ICS 513: Software Design
- ICS 514: Software V&V and Quality Assurance
- ICS 519: Software Engineering Experimentation **
- ICS 519: Software Metrics
- SWE 585: Empirical Software Engineering **
- ICS 599: Seminar
- ICS 701: Directed Research I

UNDERGRADUATE COURSES TAUGHT

@ Gulf University for Science and Technology

- CSC 102: Application Development for Beginners
- CSC 123: Fundamentals of Web Design
- CSC 226: Object-Oriented Programming II
- CSC 325: Concepts of Programming Languages
- CSC 350: Software Engineering
- CSC 405: User Interface Development
- CSC 451: Capstone Project **
- CSC 492: Practicum in Computer Science [Coordinator]

@ King Fahd University of Petroleum and Minerals

- ICS 102: Introduction to Computing
- ICS 103: Computer Programming in C
- SWE 214: Introduction to Software Engineering
- SWE 215: Software Requirements Engineering *
- SWE 312: User Interface Design *
- SWE 316: Software Design and Architecture *
- SWE 387: Software Project Management *

- SWE 417: Software Engineering Project I
- SWE 418: Software Engineering Project II
- SWE 436: Object-Oriented Design Patterns **
- SWE 469: Software Metrics **

* Coordination and teaching

** New course development and teaching

GRADUATE THESES SUPERVISION

MS Theses @ King Fahd University of Petroleum and Minerals

- “Impact of Code Cloning on Functional Correctness of Object-Oriented Classes,” by Yasser Al-Ghamdi.
- “Coding Standards Violations Impact on Software Faults,” by Bashar Ahmed.
- “Modularity and Functional Correctness Evaluation of Design Patterns,” by Mawal Ali.
- “A Comprehensive Empirical Validation of Package-Level Metrics for Object-Oriented Systems,” by Ali A-Yafei,
- “Software Quality Assessment using Ensemble Models,” by Hamoud Aljamaan.
- “Software Evolution Metrics for Object-Oriented Software Changeability Prediction,” by Mojeeb Al-khiaty.
- “Empirical Validation of Class Coupling Metrics as Changeability Indicators in Software Evolution,” by Ali Al-Zouri.

* I have been a thesis/dissertation committee member for another 18 students.

UNIVERSITY SERVICES

@ Gulf University for Science and Technology

DEPARTMENT COMMITTEES

- ABET accreditation committee [Member: 2017-2020]
- Curriculum committee [Chair: 2017-2019]
- Strategic planning committee [Member: 2019-present]
- Curriculum, accreditation and assurance of learning committee [Chair: 2016-2017]
- Faculty search committee [Member: 2016-2017, 2018-2019; Chair: 2019-present]
- Research committee [Member: 2015-2016]
- Activity and cultural committee [Member: 2015-2016]
- Gulf Programming Contest (GPC) organization committee [Member: 2015-2017]
- Events and outreach committee [Member: 2019-2020]
- Faculty promotion committee [Member: 2020-2021]
- Grade appeal and student conduct committee [Chair: 2020-present]
- Research and promotion committee [Member: 2021-present]

COLLEGE COMMITTEES

- College council [Chair: March-July 2020, Member: 2019-present]
- Strategic planning committee [Member: 2019-2021]
- Curriculum, accreditation and assurance of learning committee [Member: 2017-2019]
- Events committee [Member: 2015-2017]
- Grade appeal and student conduct committee [Member: 2020-present]
- Steering committee of the Center for Applied Mathematics and Bioinformatics [member: 2019-2020]

UNIVERSITY COMMITTEES

- New college of engineering committee [Chair: 2022]

- University council [Member: March-July 2020]
- Faculty fellowship to University of Missouri - Saint Louis committee [Member: 2016-2017]

@ King Fahd University of Petroleum and Minerals

DEPARTMENT COMMITTEES

- Software engineering program assessment & ABET accreditation committee [Chair: 2009-2010; Member: 2006-2008, 2013-2015].
- Software engineering curriculum committee [Member: 2005-2011, 2012-2015].
- Establishment of MS program in software engineering committee [Member: 2009-2010].
- Research committee [Member, 2011-2012, 2014-2015].

COLLEGE COMMITTEES

- Publicity committee [Chair: 2005-2006]

UNIVERSITY COMMITTEES

- Scientific conferences for students of higher education in Saudi Arabia [Member: 2010-2014].
- Graduate seminar day organization committee [Member: 2012-2013]

PROFESSIONAL ACTIVITIES

ABET ACCREDITATION

- Program Evaluator, Engineering Accreditation Commission (EAC) – Software Engineering, 2021 – present.
- Program Evaluator, Computing Accreditation Commission (CAC) – Computer Science, 2022 – present.

EDITORIAL BOARD MEMBERSHIP

- Associate Editor, IEEE Access, 2021 – present.
- Academic Editor, PLoS One, 2021 – present.

JOURNAL REFEREEING

- Reviewer, Information and Software Technology, Elsevier.
- Reviewer, Journal of Systems and Software, Elsevier.
- Reviewer, International Journal of Software Engineering and Knowledge Engineering, World Scientific.
- Reviewer, Information Sciences, Elsevier.
- Reviewer, Journal of Computer Science and Technology, Springer.
- Reviewer, Empirical Software Engineering, Springer.
- Reviewer, Arabian Journal for Science and Engineering, Springer.
- Reviewer, Artificial Intelligence Review, Springer.
- Reviewer, Journal of Software: Evolution and Process, Wiley.
- Reviewer, IET Software.
- Reviewer, International Journal of Machine Learning and Cybernetics, Springer.
- Reviewer, Journal of Engineering, IET.
- Reviewer, IEEE Access.
- Reviewer, Innovations in Systems and Software Engineering, Springer.

CONFERENCE ORGANIZATION

- PC Member, 24th IEEE International Conference on Software Quality, Reliability, and Security (QRS), 2024.
- PC Member, 1st Computer Applications & Technological Solutions Conference, 2022.
- International advisory committee member, 3rd International Conference on Applied Sciences, Engineering, Technology and Management, 2021.
- PC Member, 2nd International Conference on Big Data, Machine learning & Their Applications, 2021.
- PC Member, 2nd International Conference on Soft Computing and its Engineering Applications, 2020.
- PC Member, 17th IFIP Conference on e-Business, e-Services and e-Society (I3E 2018).
- PC Member, 29th International Conference on Software Engineering and Knowledge Engineering (SEKE), 2017.
- PC Member, International Conference on New Trends on Computing Sciences (ICTCS), 2017.
- PC Member, IEEE International Conference on Software Quality, Reliability & Security (QRS), 2016.
- PC Member, 28th International Conference on Software Engineering and Knowledge Engineering (SEKE), 2016.
- PC Member, IEEE International Conference on Software Quality, Reliability & Security (QRS), 2015.
- PC Member, 27th International Conference on Software Engineering and Knowledge Engineering (SEKE), 2015.
- PC Member, 1st International Conference on Advances and Trends in Software Engineering (SOFTENG), 2015.
- PC Member, 10th International Conference on Evaluation of Novel Approaches to Software Engineering (ENASE), 2015.
- PC Member, Software Engineering track of 30th ACM Symposium on Applied Computing (SAC), 2015.
- PC Member, 8th IEEE International Conference on Software Security and Reliability, 2014.
- PC Member, Software Engineering track of 29th ACM Symposium on Applied Computing (SAC), 2014.
- PC Member, 16th IASTED International Conference on Software Engineering and Applications, 2012.
- PC Member, 3rd International Conference on Computer and Communication Technology, 2012.
- Member, Arab Computer Society (ACS) International Steering Committee, 2011.
- PC Member, 3rd International Conference on Open Source Systems, 2007.
- PC Member, 2nd International Conference on Open Source Systems, 2006.

RESEARCH CENTER/GROUP MEMBERSHIP

- Center for Applied Mathematics and Bioinformatics (CAMB), Gulf University for Science and Technology in affiliation with Boston University. [Member: 2016-present; Steering committee member: 2019-2020]
- Software Engineering Research Group (SERG), King Fahd University of Petroleum and Minerals, 2005-2015.
- Intelligent Systems Research Group (ISRG), King Fahd University of Petroleum and Minerals, 2010-2015.

CONSULTATION SERVICES

- Assessment of the B.Sc. in Computer Science and Information Systems Programs at Effat University, Saudi Arabia 2013.
- Software Requirements Specification (SRS), School Management System, Ministry of Education, Saudi Arabia, 2008-2009.
- Software Requirements Specification (SRS), Teacher Affairs System, Ministry of Education, Saudi Arabia, 2008-2009.

PROFESSIONAL SOCIETIES MEMBERSHIP

- IEEE Senior Member.
- ACM Member.

MEMORANDUM

April 23, 2024

TO: Dr. Mohamed Khabou, Dean, HMCSE


FROM: Dr. Michael Reynolds, Chair, Mechanical Engineering Department 

**SUBJECT: Mechanical Engineering Department Tenure and Promotion Committee
Decision for Dr. Mohammed Karim**

The tenured faculty in the Mechanical Engineering Department unanimously (4-0) voted to grant tenure upon hire to Dr. Mohammed Karim for one of the new Civil Engineering lines. Dr. Karim has over 30 years of experience teaching and performing research in Civil Engineering. Dr. Karim also has 26 peer-reviewed journal papers and 17 peer-reviewed conference publications. Dr. Karim also received over \$200k in funding in his career. Dr. Karim has demonstrated exceptional teaching and leadership in his many appointments in Civil Engineering programs.

The Department agrees that Dr. Karim exceeds the UWF Mechanical Engineering bylaws requirements for tenure.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. for Dr. Mohammed Karim upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Mohammed Karim who was offered position #128840 as full Professor in the Department of Mechanical Engineering with a start date of Aug 8, 2024. Dr. Karim will serve as the Director of the anticipated new Civil Engineering program at UWF.

Dr. Karim is currently employed as a tenured full Professor at Kennesaw State University where he served as Interim Department Chair of the Civil and Construction Engineering Department. Dr. Karim developed and taught several courses in Civil Engineering and Construction Management, had a solid research agenda with publications in respected journals, and exhibited clear leadership qualities. His contributions in the areas of teaching, research and service activities exceed the criteria for tenure as specified in the bylaws of the Mechanical Engineering Department.

Given the strong support for Dr. Karim from the Chair of UWF's Mechanical Engineering Department, the unanimous vote for tenure by the ME's faculty, I fully support granting him tenure in the Mechanical Engineering Department and for his case to go to UWF's BOT for consideration.

DR. M. A. KARIM, P.E., BCEE, F.ASCE, M.ASEE

5071 Fields Pond Close, Marietta, Georgia 30068, USA.

[personal website](#) [LinkedIn](#) [ResearchGate](#) [Google Scholar](#)

Professor of Civil Engineering, Kennesaw State University (KSU)

Marietta, Georgia 30060, USA



Experience Summary: I have more than 32 years of experience in administration, teaching, research, consulting, management/leadership, and permitting and regulations in a state government.

Administrative:

- Served as an Interim Department Chair of Civil and Construction Engineering (CCE) Department at Kennesaw State University (KSU) and led the department with 20 full-time and 16+ part-time faculty and four undergraduate and one graduate programs. Also served as an Assistant department chair and scheduled 41 courses for four different programs and 20 full-time (FT) and 16+ part-time (PT) faculty, coordinated the ABET self-study reports and program assessments for three engineering programs, hired and managed PT and FT faculty, as well as managed budgets.
- As of now at different universities in USA and Bangladesh, developed and integrated Civil and Environmental Engineering curriculums and coordinated Civil and Environmental Engineering programs at KSU. Developed the Environmental Engineering program at KSU from scratch with new curriculum and program policy effective Fall 2016. Also developed a minor in Environmental Engineering program at KSU effective Fall 2017.
- Practiced and implemented shared governance as a College Faculty Council, Dept Faculty Council chairs and dept chair for number of years.
- Managed a residential hall office at Bangladesh University of Engineering and Technology (BUET) with 12 employees and the budget for the same for maintenance and repairs.

Teaching:

- Developed and taught several environmental engineering new courses for face-to-face and on-line delivery and developed/upgraded environmental engineering labs at Purdue University Fort Wayne (PFW) and KSU.
- Developed and taught more than 20 different graduate and undergraduate courses at KSU, eight different courses at Trine University, two different courses at Virginia Commonwealth University (VCU), two different courses at PFW, three different courses at Stratford University, one course at Cleveland State University, and 14 different graduate and undergraduate courses at BUET.
- Developed and directed a Study Abroad program in Environmental Sustainability and Wastewater Treatment in Germany and France in 2019.

Research and Funding:

- Worked as a Summer Research Fellow at USACE, ERDC, Vicksburg, MS.
- Have about 55 publications in total in different forms: 26 publications are in peer-reviewed journals (21 as first author), 17 in peer-reviewed conference proceedings papers (13 as first author), three invited presentations, three professional reports, two lab manuals, and four other publications in the area of broadly environmental engineering, soil and sediment remediation, solid and hazardous waste management, environmental management, energy generation from wastewater treatment using UASB, soil stabilization using fly-ash and sewage sludge ash (SSA), cement concrete behavior mixed with waste recycled materials, statistical hydrology, and engineering education including project- and/or problem-based learning (PBL).
- Submitted a total of 29 (16 Federal Govt. NSF/NASA and 13 others) external grants proposals in the amount of 6.15M (\$4.82M as PI and 1.33M as CoPI) and funded about \$85K. Also submitted about 27 internal grant proposals (including GRA) in the amount of \$387K (312K as PI and 75K as CoPI) and funded about \$133K.
- Research interests are soil and sediment characterization, decontamination and remediation with electrokinetics and coupled electric-hydraulic gradient, solid and hazardous waste management,

Dr. M. A. Karim's CV

wastewater treatment and reclamation, energy generation from wastewater treatment, improvements of soil engineering properties with fly-ash (FA) and sewage sludge ash (SSA), cement concrete behavior mixed with recycled waste materials (plastic, rubber, glass, SSA, slags, etc.), project- or problem-based learning (PBL), and engineering education.

Professional Services:

- Serving as an ABET EAC PEV since 2014 and visited several universities in the USA and abroad from ABET and accredited five+ CE programs for the last several years. Also, serving as an ABET EAC PEV for Environmental Engineering (EnvE) program from 2021 and accredited one foreign EnvE program abroad. Selected to serve as PEV for EnvE Technology program and a commissioner for ABET ETAC in 2023.
- Serving as Research Proposal Review Panel member for NSF (CBET, S-STEM, IUSE), USEPA, and USDoE.

Industry Experience:

- Worked as a senior environmental Engineer (SW Permit Writer II) for Virginia Dept of Environmental Quality (VDEQ) for 8+ years.
- Consulted Part-time with two consulting companies and worked on landfill, transfer station, stormwater management, and NSR and NPDES permitting applications.
- Worked as an Application Programmer I and II for ALTELL Information Services where served as a project manager for small development project and track the works using MS Project 98.

Licensure and Professional Membership:

- A registered professional engineer (PE) for:
 - the State of the Commonwealth of Virginia (0402-037834)
 - the state of Georgia (040550)
- Fellow, American Society of Civil Engineers (F.ASCE)
- Member, American Society for Engineering Education (M.ASEE)
- Board-Certified Environmental Engineer (BCEE 20-20015) from American Academy of Environmental Engineers and Scientists (AAEES).
- Member, Order of the Engineer.

EDUCATION:

CLEVELAND STATE UNIVERSITY, Cleveland, Ohio 44115, USA; Department of Civil & Environmental Engineering

Doctor of Engineering (\approx Ph.D.)

Major: Civil/Environmental Engineering

Dissertation Concentration: Geoenvironmental Engineering

Dissertation: Removal of Contaminants from Soils Using Coupled Electric-Hydraulic Gradient Assisted by Ion Exchange Medium.

BUET, Dhaka-1000, BANGLADESH; Department of Civil Engineering.

M.Sc. Engg. (Civil)

Major: Civil/Environmental Engineering; Minor: Hydrology

Thesis Concentration: Environmental Engineering and Management

Thesis: Impact of Greater Dhaka City Flood Protection Works on the Environment with Specific Reference to Industrial Waste Disposal.

B.Sc. Engg.(Civil)

Major: Civil/Structural Engineering; Minor: Civil/Environmental Engineering

Thesis: Analysis and Design of Flat Plate Using Finite Element Program.

Dr. M. A. Karim's CV

ACADEMIC EXPERIENCE:

KENNESAW STATE UNIVERSITY (KSU), *Marietta Campus, 1100 South Marietta Parkway, Marietta, GA 30060, USA.*

08/2021 to date Professor, Department of Civil and Environmental Engineering

Duties:

- Responsible for teaching, conducting research and publishing articles as well as serving institutional committees as well as professional societies and communities.

02/2020 to 07/2021 Associate Professor, Department of Civil and Environmental Engineering

Duties:

- Responsible for teaching, conducting research and publishing articles as well as serving institutional committees as well as professional societies and communities.

10/2019 to 01/2020 Associate Professor and Interim Department Chair, Dept. of Civil and Construction Engineering (CCE)

Duties:

- Responsible for scheduling the department courses (41 courses, 19 FT faculty, and 15+ PT faculty every semester) by the help of Assistant Department Chair.
- Responsible for ABET evaluation and coordination of ABET activities for 3 programs under CCE dept.
- Responsible for hiring faculty, their assignments, evaluation, and budget management for the department.

08/2017 to 09/2019 Associate Professor and Assistant Department Chair, Dept. of Civil and Construction Engineering

Duties:

- Responsible for scheduling the department courses (41 courses, 20 FT faculty, and 15+ PT faculty every semester)
- Responsible for ABET evaluation and coordination of ABET activities for 3 programs under CCE dept.
- Responsible for hiring part-time faculty, assignment, assessment, and budget management for part-time teaching faculty.
- Chair, dept. curriculum committee and on-line committee – 8/2015 – 09/2020.
- Served/Serving at Graduate Program Curriculum Committee (GPCC) as an elected member and executive member – 8/2015 – 09/2020.

08/2016 to 07/2017 Associate Professor and Founding Program Director, BS in Environmental Engineering program.

Duties:

- Responsible for directing the Environmental Engineering (EnvE) program and assessing the program activities and the program faculty.
- Developed a minor in Environmental Engineering program at KSU that launched in fall 2017.
- Remaining is the same as Assistant Professor.

01/2015 to 07/2016 Assistant Professor and Founding Program Director, BS in Environmental Engineering program, Dept. of Civil and Construction Engineering

Dr. M. A. Karim's CV

- Duties:
- Developed the BS in Environmental Engineering (BSEnVE) program from scratch at KSU that launched in fall 2016, directed the program, and assess the program activities and the program faculty.
 - Remaining are the same as Assistant Professor of SPSU as SPSU was merged with KSU in January 2015.

SOUTHERN POLYTECHNIC STATE UNIVERSITY (SPSU), 1100 South Marietta Parkway, Marietta, GA 30060, USA.

08/2011 to 12/2014 Assistant Professor, Dept. of Civil and Construction Engineering

- Duties:
- Taught/teaching about 3-4 courses (9-13 credit hours) in a semester. The type of courses taught several times are: CE 3702: Intro to Environmental Engineering, CE 3703: Environmental Engineering Design, CE 3704: Intro to Environmental Engineering Lab, CE 4708: Hazardous Waste Engineering, CET 3320/3320L: Wastewater Collection and Treatment/Lab, ENGR 2214: Statics, ENGR 3131: Strength of Materials, ENGR 3132: Strength of Materials Lab, ENGR 3343: Fluid Mechanics, ENGR 3345: Fluid Mechanics Lab, ENGR 3305: Data Collection and Analysis in Engineering, ENGR 4402: Engineering Ethics, CE 6333: Advanced Hazardous Waste Engineering; CE 6343: Solid Waste Management and Engineering.
 - Developed new courses such as CE 3703, CE 3704, CE 4343: Solid Waste Engineering, CE 4708; CE 6333: Advanced Hazardous Waste Engineering; CE 6343: Solid Waste Management and Engineering.
 - Advised/advising 50+ students and supervised/mentored Peach State Luis Stokes Alliance and Minority Participation (PSLSAMP) students for summer research.
 - Served as Center for Teaching Excellence (CTE) teaching fellow for Advising and Mentoring: 2014-2015.
 - Served/Serving as search committee member for civil engineering and civil engineering technology faculty hiring.
 - Served/serving as a lead professor for statics and hiring and supervising adjuncts faculties for statics: Fall 2012 – Spring 2015.
 - Attended university meetings and served/serving different university committees, such as University Information Technology Advisory Committee (UITAC), Center for Teaching Excellence Advisory Council (CTEAC), Student Life Committee, and Honors Council, University institutional effectiveness committee, diversity committee.
 - Used course management systems such as Blackboard, GeorgiaView Vista, Desire 2 Learn (D2L) for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home.
 - Published two Environmental Engineering Lab Manuals that were/being used for CE 3704, CE 4371, and CET 3320L.
 - NSF (CBET, DUE S-STEM and IUSE) Research Proposal Review Panel Member: 2012 – to date.
 - Inter State Technology and Regulatory Council (ITRC) Contaminated Sediment Remediation Team Member: 2011 – June 2013.
 - Accreditation Board for Engineering and Technology (ABET) program evaluation volunteer (PEV) for Engineering Accreditation Commission (EAC): Fall 2014 – to date.
 - Editorial Board member for *Soil and Sediment Contamination: An International Journal*: 2014 – to date.

Dr. M. A. Karim's CV

- Editorial Board member for *Insight – Civil Engineering*: 2015 – to date.
- Editorial Board member for *Annals Journal of Civil and Environmental Engineering*: 2016 – to date.
- Conducted a seminar on Advising, Mentoring, and Counseling at SPSU CTE on August 27, 2014.
- Conducting Webinar for PDH for several companies since 2015.
 - ✓ Referee for the following Journals
 - ✓ *Environmental Technology*
 - ✓ *Journal of Chemical Engineering*
 - ✓ *International Journal of Environmental Engineering*
 - ✓ *International Journal of Environment and Waste Management*
 - ✓ *Soil and Sediment Contamination: An International Journal*
 - ✓ *The Frontiers: Environmental Health, Public Health, and Sustainability*
 - ✓ *Insight – Civil Engineering*
 - ✓ *Current Pollution Research*
 - ✓ *Journal of Industrial and Engineering Chemistry Research*
 - ✓ *The Pages of Scientific of Soil and Water*
 - ✓ *Journal of Waste Management*
 - ✓ *Journal of Advances in Chemistry*
 - ✓ *International Journal of Water and Wastewater Treatment*
 - ✓ *Annals of Civil and Environmental Engineering*
 - ✓ *MDPI - International Journal of Environmental Research and Public Health*
 - ✓ *MDPI – Sustainability*
 - ✓ *MDPI – Resources and Applied Sciences*

Student Supervision

- Currently supervising a PhD student, supervised before three MSCE students, 24 undergraduate students for undergraduate research, and 11 high school students for internships.

Undergraduates:

- Ibrahim Alamayreh, Project: *Evaluation of PCC mixed with Fly-ash Type C*, Fall 2023.
- Stuart Suttle, Project: *Evaluation of PCC mixed with Fly-ash Type F*, Fall 2023.
- Brianna Greiner, Project: *Monitoring and assessment of air pollutants, PM_{2.5} and others in and around schools*, Fall 2023.
- Lily Wisner, Project: *Monitoring and assessment of air pollutant, PM_{2.5} and others in and around schools*, Fall 2023.
- Brandon Perez, Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Spring 2023.
- Samantha Johnson, Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Spring 2023.
- Sravani Ambadapudi and Ibrahim, Project: *Evaluation of cement concrete mix with the combination of recycled waste rubber and plastic*, Spring 2023.
- Mohamad Alamayreh, Project: *Evaluation of cement concrete mix with the combination of recycled waste plastic and glass*, Spring 2023.

Dr. M. A. Karim's CV

- Abdulaziz Alebra, Project: *Evaluation of cement concrete mix with the combination of recycled waste rubber and glass*, Spring 2023.
- Vu Nguyen, Project: *Evaluation of cement concrete mix with sewage sludge ash (SSA)*, Spring 2023.
- Matthew Henry, Project: *Evaluation of cement concrete mix with recycled waste slags*, Spring 2023.
- Brian Banderas Vargas, Project: *Evaluation of cement concrete mix with recycled waste rubber*, Fall 2022. Poster presented in ASEE SE conference in March 2023.
- Kyle Rosales, Project: *The addition of plastic waste within cement concrete mix*, Fall 2022. Poster presented in ASEE SE conference in March 2023.
- Chris Parra, Project: *Evaluation of cement concrete mix with recycled glass*, Fall 2022. Poster presented in ASEE SE conference in March 2023.
- Lissette Chavez and Safa Al-Qaysi, Project: *Improvement of Georgia white clay properties with fly-ash*, Fall 2021. Poster displayed in the Department wall board.
- Darby Sauls and Kenneth Wells, Project: *Improvement of Georgia white clay properties with fly-ash and sewage sludge ash (SSA)*, Spring 2021. Poster displayed in the Department wall board.
- Neha Adnan, Cassidy Hagler and Rachel King, Project: *Comparison of Monthly Emission Rates of: Volatile Organic Compounds (VOCs), Polyaromatic Hydrocarbons (PAHs), Oxides of Nitrogen (NO_x), Nitrogen Dioxide (NO₂), Nitrogen Oxide (NO), PM_{2.5}, and PM₁₀*, Spring 2021. Poster presented in ASEE SE conference in March 2022.
- Ammar Hawa, Project: *Heavy Metal Removal from Sewage Sludge Ash (SSA) by Column Washing*, Fall 2018. Poster presented in ASEE SE conference in March 2019.
- Charlesha Simons and Faheem Haskin, PSLSAMP students supervised in summer 2013 for a project titled: *Empirical Correlation Between BOD₅ and COD: A Case Study for Wastewater*. Poster presented in PSLSAMP conference in Fall 2013.

High School Interns:

- Josselyn Nicole, Internship Project: *Evaluation of PCC mixed with Fly-ash Type C*, Fall 2023.
- Jack Mitchel, Internship Project: *Evaluation of PCC mixed with Fly-ash Type F*, Fall 2023.
- Landon Meng, Internship Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Fall 2023.
- Brandon Kim, Internship Project: *Evaluation of cement concrete mix with the combination of recycled waste rubber and plastic*, Spring 2023.
- James Jeffery, Internship Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Spring 2023.
- Juwon Lim, Internship Project: *Establishing a correlation among SS, Turbidity and Coagulant Dose for Water and Wastewater Treatment*, Spring 2022.
- Diego Hergert, Internship Project: *Improvement of Georgia White Clay properties with Fly-ash*, Fall 2021.
- Chase Ferris, Internship Project: *A survey of tTHM in drinking water in East Cobb area*, Spring 2019.
- John Taylor Wetterhan, Internship Project: *A comparative Study of Solid Waste Management in America, Europe, and South Asia*, Spring 2019.
- Joshua Volbracht, Internship Project: *Establishing a correlation between COD and BOD₅ for Domestic Wastewater*, Spring 2019.

Dr. M. A. Karim's CV

- Ashwini Balaganesh, Internship Project: *Heavy Metal Removal from Sewage Sludge Ash (SSA) by Column Washing*, Fall 2018.
- Graduate Students Supervision
- Thaddeus Andrew Peake, PhD.IE Dissertation: *TBD*, on-going since fall 2022.
 - Ahmed Hassan, Masters' Thesis: *Utilizing the Higher Percentage of Fly-Ash in Weak Soils to Enhance the Engineering Properties for Subgrade Usage*, Spring 2018.
 - James Mark, Masters' Thesis: *Comparative Analysis of Membrane Bioreactor (MBR) and Conventional Wastewater Treatment Plants*, Fall 2016.
 - Benjamin Moss, Masters' Thesis: *Comparative Assessment of Methane Generation from Brewery and Domestic Wastewater Using Upflow Anaerobic Sludge Blanket (UASB) Reactor*, Spring 2016.
- Thesis Committee Served
- Graduate: Melodi Zhan-Moodie, Masters' Thesis: *Spatio-Temporal Analysis of Highway Congestion and Accidents: A Case Study of Interstate 285 in Georgia*, Summer 2019.
 - Graduate: Artine Azimi, Masters' Thesis: *Laboratory Self-Weight Consolidation Testing of Dredged Material from the Savannah Harbor Analyzed Using a One-Dimensional Finite Strain Consolidation Method*, Fall 2018.

Service at SPSU and KSU (Major Services)

Department Services:

- Assistant Department Chair, 08/2017 – 09/2019.
- Interim Department Chair, 10/2019 – 01/2020.
- Committee Chair:
 - Department Promotion and Tenure (P&T) Committee, 08/2021 – to date
 - Department Curriculum Committee (DCC), 01/2015 - 09/2019 and 08/2021 – to date.
 - Department Faculty Council (DFC), 08/2016 - 07/2017.
 - Department On-line Adhoc Committee Chair, 08/2015 - 07/2017.
 - Department Adhoc ABET Accreditation Committee, 08/2016 - 07/2019.
- Committee Member:
 - College of Architecture and Construction Management P&T Committee, 08/2022 – 07/2024.
 - Construction Management Department P&T Committee, 08/2021 – 07/2022.
 - Department Faculty Council (DFC), 08/2017 - 07/2018.
 - Department Promotion and Tenure (P&T) Committee, 08/2018 - 07/2020.
 - Department Adhoc ABET Accreditation Committee, 08/2019 - to date.
 - Department On-line Adhoc Committee, 08/2017 - 12/2019.
 - Department Research Adhoc Committee, 08/2015 - to date.
- Lead faculty for six CE courses, 08/2011 – to date.

College Services:

- Chair, College Faculty Council (CFC), 08/2016 - 07/2019.
- Member:
 - College R2 Roadmap Graduate Committee, 01/2019 - 10/30/2019.
 - SPCEET Research Seminar Committee, 10/2019 - to date.
 - College Curriculum Committee (CCC), 08/2019 - 09/2019.
- College of Architecture and Construction Management P&T Committee, 08/2022 – 08/2023.

Dr. M. A. Karim's CV

University Services:

- Faculty Senate Member, 08/2022 – to date and Executive committee member, 08/2023 – 07/2024.
- General Education Council (Executive Committee member and General Member), 08/2022 – to date
- Graduate Policy and Curriculum Committee (GPCC) Member (Executive Committee Member – 3 years), 08/2015 – to date.
- GPCC Associate chair, 08/2023 – 07/2024.
- KSU Outstanding Teaching Award Committee Member, 02/2020 – to date.
- KSU Energy Start for Austin Residential Buildings Application Professional Engineer (PE), 2019.
- Outstanding Global Achievement Award Committee Member, 01/2015 - 05/2020.
- University Faculty Committee on Global Engagement (UFCGE) Member, 08/2016 - 05/2021.
- Quality Enhancement Plan (QEP) Selection Committee Member, 11/2015 - 05/2016.
- Quality Measures (QM) Reviewer for On-line Course Development, 10/2015 – 12/2018.
- SPSU CTE Teaching Fellow for Advising, 01/2014 – 12/2014.

Professional Society Services:

- PDH Webinar provider for US Professional Engineers (PE), 2017 – to date.
- NSF Review Panel Member (CBET, S-STEM, IUSE etc.), 2012 - to date
- USDoE (Bioenergy Technologies Office (BETO)) Proposal Review Panel Member: 2021–to date.
- USEPA (Office of Research and Development) Proposal Review Panel Member: 2021 – to date.
- ABET ETAC Commissioner, 2024 – to date
- ABET PEV for CE Program (through ASCE), 2014 - to date.
- ABET PEV for Environmental Engineering Program (through AAEES), 2021 - to date.
- ABET PEV for Environmental Engineering Technology Program (through AAEES), 2023 - to date.
- Served as a Chair of ASEE SE Civil and Environmental Engineering (CEE) Division, 2023-2024
- Served as a Vice-chair of ASEE SE Award and Recognition Program Unit, 2023-2024.
- Served as a Chair of ASEE SE Educational Research and Methods Division, 2023-2024
- Served as Civil Engineering (CE) Division Vice-Chair, ASEE Southeast Section, 2022-2023.
- Served as Research Division Secretary, ASEE Southeast Section, 2022-2023.
- Served as Award and Recognition Division Secretary, ASEE Southeast Section, 2022-2023.
- Served as Civil Engineering (CE) Division Secretary, ASEE Southeast Section, 2021-2022.
- Served as Civil Engineering (CE) Division Vice-Chair, ASEE Southeast Section, 2019-2020.
- Served as Civil Engineering (CE) Division Chair, ASEE Southeast Section, 2016-2017.
- CE Division Program Chair, 2017 ASEE Zone II Conference, San Juan, Puerto Rico, March 2-5, 2017.
- Editorial Board Member for 3 Journals - Soil and Sediment Contamination: an International Journal (2014 - to date); Annals of Civil and Environmental Engineering (2016 - to date); Insight - Civil Engineering (2018 - to date).
- Served as a reviewer for Sabbatical fellowships for laureates of the MISTRZ (MASTER) programme for Poland Govt., 2019.
- Served as an external reviewer for PhD dissertation for Trivbhuvan University, Nepal, 2018.
- Served as a reserach proposal reviewer for Netherlands Organization for Scientific Research (NOW), 2016.

Community Services:

- Future City Competition Judge, 2013 - to date
- PLSAMP Conference Judge, 2012 - to date
- Science Olympiad Judge, 2014 - to date

Dr. M. A. Karim's CV

STRADFORD UNIVERSITY, *11104 Broad Street, Glen Allen, Virginia 23060, USA.*

10/2010 to 07/2011 Adjunct Faculty, School of Arts and Sciences

Duties

- Used Moodle as a learning management system (LMS) and taught mathematics and computer information systems courses such as college algebra, fundamental of mathematics, and computer office application.

TRINE (formerly TRI-STATE UNIVERSITY (TSU)) UNIVERSITY, *1 University Avenue, Angola, Indiana 46703, USA.*

01/2008 to 07/2009 Assistant Professor, Department of Civil & Environmental Engineering

Duties:

- Taught about 4-5 courses (12-14 credit hours) in a semester. The type of courses taught several times are: CE 3103: Environmental Engineering (Aqueous), CE 3101: Environmental Engineering (Aqueous) Lab, CE 4103: Environmental Engineering (Non-Aqueous), CE 4113: Hazardous Waste Engineering, CE 4123: Water Treatment Principles and Design, CE 4223: Wastewater Treatment Principles and Design, ES 323: Fluid Mechanics, CE 4912: Civil/Envl Engineering Design Seminar.
- Advised 30+ students and supervised senior year capstone design projects.
- Served as a board member for honors program, represented the Udall Scholarship program and coordinated civil engineering graduate program.
- Involved in curriculum revision/update and program assessment for ABET visit in October 2008.
- Attended university meetings and served different university committees.
- Used course management systems such as Blackboard for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home and other student management software to advise students and create student deficiency reports.
- Developed three graduate courses: Solid waste management, environmental engineering chemistry, and advanced water/wastewater treatment.

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE (IPFW), *2101 East Coliseum Blvd. Fort Wayne, Indiana 47805, USA.*

08/2008 to 05/2009 Adjunct Faculty, Department of Engineering, Civil Engineering Program

Duties

- Taught CE 365: Environmental Engineering and CE 366: Environmental Engineering Lab and helped develop the environmental engineering laboratory.
- Used course management systems such as Blackboard/WebCT for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home.

VIRGINIA COMMONWEALTH UNIVERSITY (VCU), *1000 West Cary Street, Richmond, Virginia 23284, USA.*

08/2003 to 05/2008 Affiliate Professor, Center for Environmental Studies and Department of Epidemiology and Community Health

Duties

- Taught EPID/ENVS 541: Principles of Waste Management and ENVS 591: Introduction to Environmental Engineering several times for Environmental Studies and master's in public health programs.

Dr. M. A. Karim's CV

- Used course management systems such as blackboard for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home and WIMBA interfaced with Blackboard to teach on-line course.

CLEVELAND STATE UNIVERSITY (CSU), 1960 East 24th Street, Cleveland, Ohio 44115, USA.

08/2000 to 12/2001 Adjunct Faculty, Department of Civil & Environmental Engineering

Duties

- Taught statics & dynamics in *fall 2000*.

09/1996 to 12/1998 Teaching Assistant, Department of Civil & Environmental Engineering

Duties

- Involved in grading homework and geotechnical engineering lab reports.
- Delivered occasional class lectures for geotechnical engineering course and helped instructor in geotechnical engineering lab.

BANGLADESH UNIVERSITY OF ENGINEERING & TECHNOLOGY (BUET), Dhaka-1000, Bangladesh.

01/1994 to 07/1995 Assistant Professor, Department of Civil Engineering

&
06/2001 to 09/2001
Duties

- Graduate and undergraduate courses taught are: Environmental engineering, theory and laboratory (UG), Engineering materials, theory and laboratory (UG), Surveying, theory and practical (UG), Water supply and wastewater disposal systems design (UG), Strength of materials tutorial and laboratory (UG), Estimating (UG), Water pollution and its control (G), Industrial water and waste treatment (G), Theory of sewage treatment (G), Worked as an academic advisor for undergraduate students. UG → undergraduate, G → graduate.

- Supervised thesis and/or project work for final year undergraduate students.
- Involved in curriculum development and revision for civil engineering undergraduate degree programs.
- Involved in regular activities of graduate admissions, advisory & degree offering.
- Involved in cement, brick, concrete, aggregates, and water testing as well as building and tube-well design for outside clients.
- Served as an external thesis examiner for Leather Technology College of Dhaka University, Bangladesh.
- Served as an examiner for Associate Member of the Institution of Engineers (AMIE), Bangladesh for the courses of Surveying and Engineering Materials.

11/1992 to 12/1993 Lecturer, Department of Civil Engineering

Duties

- Same as above as Assistant Professor.

12/1989 to 10/1992 Research Lecturer, Institute of Flood Control & Drainage Research (IFCDR, later renamed as Institute of Water and Flood Management, IWFM)

Duties

- Worked as an associate investigator in engineering related projects.
- Involved in preparation of project proposals.
- Supervised the department library employees as part of the management work.

ADMINISTRATIVE EXPERIENCE:

02/1994 to 07/1995 Assistant Provost (Part-time, administrative position), Nazrul Islam Hall (Students' Residential Hall)

Duties

- Supervised hall employees.
- Handled students' complaints on a daily basis.
- Managed the hall budget for the maintenance.

RESEARCH/SCHOLARSHIP/TRAVEL/GRANT PROPOSALS:

Summary: Submitted total 29 (16 Federal Govt. NSF/NASA and 13 others) external grants proposals in the amount of 6.15M (\$4.82M as PI and 1.33M as CoPI) and funded about \$85K. Also submitted about 27 internal grant proposals (including GRA) in the amount of \$387K (312K as PI and 75K as CoPI) and funded about \$133K. The detail list is provided below.

External:

1. Title: Leveraging PBL and TBL Across Disciplines to Develop Student Decision-Making Skills; PI(s): M. A. Karim; CoPI(s): Sumit Chakravarty, Tris Utschig, Sandip Das, Nazmus Sakib, Senior Personal: Parth Bhavsar, Md. Abdullah Al Hafiz Khan, and Maria Valero; Sponsor: National Science Foundation (NSF); Amount: \$749,818; Full Proposal Submitted in July 2023 (under review).
2. Title: Collaborative Research: CyberTraining: Implementation: Medium: Ethically-centered Secure and Scalable Machine Learning for Scientists and Engineers (ESSML4SE); PI(s): Hossain Shahriar; CoPI(s): M. A. Karim and Nazmus Sakib; Sponsor: National Science Foundation (NSF); Amount: \$281,170; Full Proposal Submitted in February 2023 (Not Funded).
3. Title: RET Site: Connecting Community College and High School Teachers to University Engineering and Computer Science Labs; PI(s): M. A. Karim; CoPI(s): Sumit Chakravarty, Hossain Shahriar, Maia Valero, Md. Abdullah Al Hafiz Khan, and Nazmus Sakib; Sponsor: National Science Foundation (NSF); Amount: \$599,550; Full Proposal Submitted in October 2022 (Not Funded).
4. Title: Building Comprehensive Soil Classification Maps for Southern Coastal Regions in Georgia; PI(s): M. A. Karim; CoPI(s): Adam Kaplan and Youngguk Seo; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$206,358; Research Needs Statement Submitted in September 2022 (Not Funded).
5. Title: Growing Multidisciplinary Research Workforce via a Scalable Blockly Data Science Platform; PI(s): Dan Lo; CoPI(s): Hossain Shahriar, M. A. Karim, Yong Shi, and Chung Ng; Sponsor: National Science Foundation (NSF); Amount: \$499,996; Full Proposal Submitted May 2022 (Not Funded).
6. Title: Development of Comprehensive Soil Classification Systems for Geotechnical Applications in Georgia; PI(s): M. A. Karim; CoPI(s): Youngguk Seo and Adam Kaplan; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$201,000; Research Needs Statement Submitted in September 2021 (Not Funded).
7. Title: Improvement of Soil Engineering Properties with sewage sludge ash (SSA); PI(s): M. Karim; CoPI(s): Youngguk Seo and Adam Kaplan; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$201,000; Research Needs Statement Submitted in September 2021 (Not Funded).
8. Title: Collaborative Proposal: Development of Next Generation Engineers for NASA's Workforce, PIs: Shahriar, H. M., Valero, M. A., Karim, M. A., Chakravarty, S., Hossain, M., Sponsored by National Aeronautics and Space Administration (NASA), Federal, Amount: \$150,000.00, Not Funded. (April 22, 2021).
9. Title: Intelligent Pavement Distress Monitoring System; PI(s): Parth Bhavsar (CEE), CoPI(s): Dr. Billy Kihei (ECE), Dr. Sumit Chakravarty (ECE), Dr. Ramazan Aygun (CS), Dr. M. A. Karim (CEE), Dr. Youngguk Seo (CEE); *From Rowan University, NJ:* Dr. Yusuf Mehta (CE), Dr. Nidhal Bouaynaya (ECE); Sponsor: Georgia Department of Transportation (GDOT); Amount: \$400,000; Research Needs Statement, Submitted September 2020 (Not funded).

10. Title: Improvement of Soft Soil Engineering Properties with sewage sludge ash (SSA) and fly-ash (FA) for Subgrade Use; PI(s): M. Karim; CoPI(s): Youngguk Seo; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$150,000; Research Needs Statement Submitted September 2019 (*Not funded*).
11. Title: RUI: Energy Generation from Brewery Wastewater Treatment; PI(s): M. Karim; CoPI(s): Bill Diong; Sponsor: National Science Foundation (NSF); Amount: \$329,834; Submitted July 2019 (*Not funded*).
12. Title: A New Approach to Extract Contaminants from Coarse-Grained Solid Phase; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$325,796; Submitted September 2018 (*Not funded*).
13. Title: RUI: Contaminants Release from Sediments and their Effects in Terrestrial Environments; PI(s): M. Karim; CoPI(s): Adrienne King; Sponsor: National Science Foundation (NSF); Amount: \$266,839; October 2015 (*Not funded*).
14. Title: CAREER: An Approach to Remove Contaminants from Coarse-Grained Solid Phase; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$504,247; July 2015 (*Not funded*).
15. Title: StormChamber Water Quality Testing; PI(s): Wasim Barham and M. Karim; Sponsor: Practical Environmental Solutions (DBA: Hydrologic Solutions); Amount: \$54,000 (Water Quality Testing) and \$32,000 (Structural Testing); March 2015 (*Funded*).
16. Title: RUI: Contaminants Release from Sediments and their Effects in Terrestrial Environments; PI(s): M. Karim; CoPI(s): Adrienne King; Sponsor: National Science Foundation (NSF); Amount: \$314,013; November 2014 (*Not funded*).
17. Title: Engaging Young Women in Engineering Science (EYES): A Weeklong Summer Experience; PI(s): M. Karim, CoPI(s): Jennifer Louten, Simin Nasser, and Chi Zhang; Sponsor: National Science Foundation (NSF); Amount: \$89,332; November 2014 (*Not funded*).
18. Title: Travel grant to visit University Miami, Florida for Accreditation PEV in November 2014; PI(s): M. Karim; Sponsor: ABET; Amount: \$850.38; 11/2014 (*Funded*).
19. Title: CAREER: An Innovative Approach to Remove Contaminants from Coarse-Grained Solid Phase; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$502,362; July 2014 (*Not funded*).
20. Title: Travel grant to attend 2014 Reconnect Workshop in Mass Maritime Academy in Buzzards Bay, Massachusetts; PI(s): M. Karim; Sponsor: National Science Foundation (NSF), through Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS); Amount: \$300 (plus meal & lodging were paid for a week); 06/2014.
21. Title: Travel grant to attend 2014 ABET PEV training in Baltimore, Maryland; PI(s): M. Karim; Sponsor: ABET; Amount: \$382.45 (plus meal & lodging were paid for two days); 04/2014.
22. Title: Removal of Contaminants from Coarse-Grained Solid Phase using a new Process/Technology; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$261,606; 02/10/2014 (*Not funded*).
23. Title: Travel grant to attend Reconnect Workshop in Baltimore, Maryland; PI(s): M. Karim; Sponsor: National Science Foundation (NSF), through Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS); Amount: \$500 (plus meal & lodging were paid for a week); 06/2013 (*Funded*).
24. Title: Summer Research Fellowship in US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; PI(s): M. Karim; Sponsor: US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; Amount: \$20,425; 06/2012 (*Funded*).

Dr. M. A. Karim's CV

25. Title: Travel, lodging, and meal grant to work in Environmental Laboratory in US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; PI(s): M. Karim; Sponsor: US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; Amount: \$5,371; 06/2012 (*Funded*).
26. Title: Travel grant to attend ITRC sediment remediation team meeting in Des Moines, Iowa; PI(s): M. Karim; Sponsor: Interstate Technological and Regulatory Commission (ITRC); Amount: \$1,004; 04/2012 (*Funded*).
27. Title: A Unified Approach or Policy for the Use of Alternate Daily Covers in Sanitary Landfills; PI(s): M. Karim; Sponsor: Environmental Research and Education Foundation (EREF); Amount: \$33,281 (submitted on 11/2011, *Not funded*.)
28. Title: Travel grant to attend an invited presentation in US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; PI(s): M. Karim; Sponsor: US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; Amount: \$753; 10/2011(*Funded*).
29. Title: Travel grant to attend ITRC sediment remediation team meeting in Annapolis, Maryland; PI(s): M. Karim; Sponsor: ITRC; Amount: \$565; 06/2011(*Funded*).

Internal

1. Title: A comparative Study of Wastewater Treatment in Bangladesh and the USA; PI: M. A. Karim, KSU Office of Undergraduate Research (OUR); Amount: \$5,000.00; 09/2023 (*Funded*). It's a part of Study Abroad Program in Bangladesh in May 2024.
2. Title: Evaluation of Partial Replacement of Fine Aggregate and Cement with Waste Recycle Materials in Portland Cement Concrete; PI: M. A. Karim, CoPI: Youngguk Seo; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$2,000.00; 09/2023 (*Funded*). For students, Ibrahim Alamayreh and Stuart Suttle.
3. Title: Monitoring and Assessment of Air Pollutants in and Around Schools; PI: M. A. Karim, CoPI: Parth Bhavsar; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$2,000.00; 09/2023 (*Funded*). For students, Brianna Greiner and Lily Wisner.
4. Title: Monitoring and Assessment of Air Pollutants PM_{2.5} in and Around Schools; PI: M. A. Karim, CoPI: Parth Bhavsar; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$1,000.00; 02/2023 (*Funded*). For a student, Samantha Johnson.
5. Title: Cement Concrete Behavior Mixed with Recycled Waste Materials; PI: M. A. Karim, CoPI: Youngguk Seo; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$6,000.00; 02/2023 (*Funded*). For six undergraduate students, Vu Nguyen, Matthew Henry, Sravani Ambadapudi, Abdulaziz Alebra, Mohamad Alamayreh, and Ibrahim Alamayreh.
6. Title: Technology funding for lab equipment; PI: M. A. Karim, Sponsor: KSU UITs; Amount: \$21,483.00; 09/2022 (*Funded*).
7. Title: Cement Concrete Behavior Mixed with Waste Materials; PI: M. A. Karim, CoPI: Youngguk Seo; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$3,000.00; 09/2022 (*Funded*). For three undergraduate students, Brian Vargas, Kyle Rosales, and Chris Parra.
8. Title: Understanding the Interconnectivity between Intersection Traffic Congestion, Hospital Indoor and Outdoor Air Quality, and Patient Health; PI(s): Bhavsar, P. (PI), Karim, M. A. (Co-PI), Mehta, Y. (Co-PI), Pandey, M. (PI), Torlapati, J. (Co-PI), Sponsor: KSU OVPR, \$75,000.00, Submitted in March 2020 (Not Funded).
9. Title: Design and Optimization of UASB/Microbial Fuel Cell System for Energy Generation; PI(s): Karim, M. A. (PI), Diong, B. M. (CoPI); Sponsor: KSU OVPR, \$15,000.00, Submitted in April 2020 (Not Funded).
10. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$11,000; 08/2019 - 05/2020 (*Funded*).
11. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$6,500; 05/2019 - 07/2019; (*Funded*).

Dr. M. A. Karim's CV

12. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$7,700; 08/2018 - 05/2019 (*Funded*).
13. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$4,000; 05/2018 - 07/2018; (*Funded*).
14. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$11,000; 08/2017 - 05/2018 (*Funded*).
15. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$3,000; 05/2017 - 07/2017 (*Funded*).
16. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$7,000; 08/2016 - 05/2017 (*Funded*).
17. Title: Wastewater Treatment Pilot Plant Study; PI(s): M. Karim and Amy Gruss; Sponsor: Kennesaw State University Research Foundation (KSURF), Amount: \$2,500; 06/2017 (*Funded*).
18. Title: Wastewater Treatment Pilot Plant Study; PI(s): M. Karim and Amy Gruss; Sponsor: SPCEET; Amount: \$13,500; 07/2016 (*Funded*).
19. Title: Travel grant to attend and present a paper in ASEE Zone II Conference and held in San Juan, Puerto Rico on March 2-5, 2017; PI(s): M. Karim; Sponsor: Kennesaw State University, Graduate College; Amount: \$2,000; 12/2016 (*Funded*).
20. Title: Travel grant to attend and present a paper in ASEE Zone II Conference and held in San Juan, Puerto Rico on March 2-5, 2017; PI(s): M. Karim; Sponsor: Kennesaw State University, CETL; Amount: \$1,000; 02/2017 (*Funded*).
21. Title: Travel grant to attend and present a paper in ASEE SE Annual Conference and held in Tuscaloosa, Alabama on March 13-15, 2016; PI(s): M. Karim; Sponsor: Kennesaw State University, CETL; Amount: \$1,000; 03/2016 (*Funded*).
22. Title: Travel grant to attend and present a paper in 122nd ASEE Conference and Exposition held in Seattle, Washington on June 14-17, 2015; PI(s): M. Karim; Sponsor: Kennesaw State University, CETL; Amount: \$1,000; 04/2015 (*Funded*).
23. Title: CTE Teaching Fellowship for Advising and Mentoring; PI(s): M. Karim; Sponsor: CTE Fellowship; Amount: \$3,000; 2014-2015 (*Funded*).
24. Title: Project Based Learning in Environmental Engineering: A Case Study; PI(s): M. Karim; Sponsor: CTE mini-grant; Amount: \$750; Spring 2014 (*Funded*).
25. Title: A Week-Long Summer Camp Through Women's EYES: Engaging Young Women in Engineering Science; PI(s): M. Karim, S. Nasser, J. Louten; Sponsor: SPSU mini-grant; Amount: \$19,541; 12/10/2013 (*Not funded*).
26. Title: Spatial Variation of Total Trihalomethane Concentration in Drinking Water: A Case Study in East Cobb; PI(s): M. Karim; Sponsor: SPSU mini-grant; Amount: \$5,000; 11/22/2013 (*Not funded*).
27. Title: Environmental Engineering Laboratory Equipment Enhancement; PI(s): M. Karim; Sponsor: SPSU; Amount: \$140,078, Tech fee proposal; 11/11/2013 (*Not funded*).
28. Title: Environmental Engineering Laboratory Equipment Upgrade; PI(s) M. Karim; Sponsor: SPSU; Amount: \$15,323.62; Tech fee proposal; 11/11/2013 (*Funded*).

PUBLICATIONS:

Summary: Fifty-seven (57) publications in total in different forms: 26 publications are in peer-reviewed journals (21 as the first author), 19 in peer-reviewed conference proceedings papers (13 as the first author), three invited presentations, three professional reports, two lab manuals, and four other publications. The list is given below by category, can also be found in [my google-scholar](#) as well as can be viewed the google citations.

Peer-Reviewed Journal Publications:

1. Karim, M. A. and Akinkunmi, I. (2021), *Management of Sewage Sludge Ash and Fly-Ash through the Improvement of Soil Engineering Properties*, Cosmos Journal Engineering & Technology, Vol 11, No. 2, July, pp. 1-10, DOI: <https://www.cosmosjournal.in/wp-content/uploads/2021/08/2-CET-JD21-M.-A.-Karim.pdf>
2. Karim, M. A. (2021), *Hybrid and Online Synchronous Delivery of Environmental Engineering During COVID-19 Pandemic: A Comparative Study on Perception, Attitude, and Assessment*, European Journal of STEM Education, Vol.6, No.1 (Pub No. 05), February, pp. 01-11, DOI: <https://doi.org/10.20897/ejsteme/9688>.
3. Karim, M. A., Hassan, A. S. and Hawa, A. (2020), *Enhancement of Soil Engineering Properties with Sewage Sludge Ash*, MOJ Ecology and Environmental Science, 5(5), October, pp. 230-236. DOI: [10.15406/mojes/2020.05.00198](https://doi.org/10.15406/mojes/2020.05.00198).
4. Karim, M. A., Hassan, A. S. and Kaplan, A. (2020), *Optimization of Soil to Fly-Ash Mix Ratio for Enhanced Engineering Properties of Clayey Sand for Subgrade Use*, Applied Sciences, 10(20), pp. 1-13. DOI: [10.3390/app10207038](https://doi.org/10.3390/app10207038)
5. Karim, M. A. and Wetterhan, J. T. (2020), *A comparative study of solid waste management in the United States, Europe and Asia*, Ann Civil Environ Eng, 4: 003-011, April. <https://doi.org/10.29328/journal.acee.1001019>
6. Karim, M. A. and Corazzini, B. (2019), *The current status of MSW disposal and energy production: a brief review of waste incineration*, MOJ Ecology & Environmental Science, 4(1), February, pp. 34-37, DOI: [10.15406/mojes.2019.04.00129](https://doi.org/10.15406/mojes.2019.04.00129).
7. Zhao, L. and Karim, M. A. (2018), *Use of geosynthetic materials in solid waste landfill design: A review of geosynthetic related stability issues*, Ann Civil Environ Eng, 2: 006-015, June. <https://doi.org/10.29328/journal.acee.1001010>
8. Lowder, L.; Atiqullah, M.; Colebeck, D.; Das, S.; Karim, M. A.; Khalid, A. and Singh, R. (2017), *Peer Observation: Improvement of Teaching Effectiveness through Class Participation at a Polytechnic University*, Journal of STEM Education, 18(4), Oct-December 2017.
9. Karim, M. A. and Moss, B. L. (2017), *A Preliminary Laboratory Investigation of Methane Generation Potential from Brewery Wastewater using UASB Reactor*, Ann Civil Environ Eng, 1: 034-041, May. <https://www.heighpubs.org/hjcee/acee-aid1004.php>
10. Karim, M. A. and Mark, J. L. (2017), *A Preliminary Comparative Analysis of MBR and CAS Wastewater Treatment Systems*, International Journal of Water and Wastewater Treatment, 3(2), DOI: <http://dx.doi.org/10.16966/2381-5299.138>, March.
11. Karim, M. A. (2016), *Analytical Solution for Modeling of Transport and Removal of Contaminants from Solid Phase by the CEHIXM Process*, Insights in Analytical Electrochemistry, 2(1:5), pp.1-7, DOI: <http://dx.doi.org/10.4172/2470-9867.100013>, May.
12. Karim, M. A., Schroeder, P. R. and Bunch, B. W. (2015), *A Preliminary Laboratory Investigation of PCB Flux from Dredge Resuspensions and Residuals*, Soil and Sediment Contamination: an International Journal, 24(5), DOI:10.1080/15320383.2015.986263, May.
13. Karim, M. A. (2014), *Electrokinetics and soil decontamination: concepts and overview*, Journal of Electrochemical Science and Engineering - jESE, 3(4), pp.1~17. September. DOI:10.5599/jese.2014.0054.
14. Karim, M. A. and Khan, L. I. (2014), *Comparison of Heavy Metal Removal from Chemically Interactive and Non-Interactive Solid Phases by CEHIXM Process*, Separation Science & Technology, 49(10), pp. 1449~1460, July. DOI:10.1080/01496395.2014.894523.
15. Karim, M. A., Bunch, B. W. and Schroeder, P. R. (2014), *A Preliminary Laboratory Study of Initial Copper Release from Dredge Residuals*, Remediation Journal, 24(2), pp.61~75, March.
16. Karim, M.A. and Khan, L.I.(2012), *Enhancement of Electrokinetic Decontamination with EDTA*, Environmental Technology, DOI:10.1080/09593330.2012.665493, pp.1~8, April.
17. Karim, M.A. and Khan, L.I.(2011), *Effect of the Secondary Electrode Configuration in Removing Metal Contaminants from Soils by the CEHIXM Process*, Soil and Sediment Contamination: an International Journal, 20(7), pp.857~875, November.

Dr. M. A. Karim's CV

18. Karim, M.A. and Khan, L.I.(2003), *An Apparatus for Testing Soil Decontamination by the CEHIXM Process*, Journal of Civil Engineering, The Institution of Engineers, Bangladesh, CE 31(1), pp.53~65, June.
19. Karim, M.A. and Khan, L.I.(2002), *CEHIXM Extraction of Pb, Cd, Zn and Mn from High Permeable Soils*, Soil and Sediment Contamination: an International Journal, 11(1), pp.57~69, January.
20. Karim, M.A. and Khan, L.I.(2001), *EDTA-Enhanced Extraction of Heavy Metals from a Coarse-Grained Simulated Soil by the CEHIXM Process*, Journal of the Air & Waste Management Association, 51(8), pp.1178~1184, August.
21. Karim, M.A. and Khan, L.I.(2001), *Removal of Heavy Metals from Sandy Soils Using CEHIXM Process*, Journal of Hazardous Materials, B81(1-2), pp.83~102, January.
22. Karim, M.A. and Chowdhury, J.U.(1995), *A Comparison of Four Distributions Used in Flood Frequency Analysis in Bangladesh*, Hydrological Sciences Journal, 40(1), pp.55~66, February, U.K.
23. Rahman, M.M. and Karim, M.A.(1995), *Impact of Greater Dhaka Flood Protection Embankment on Surface Water Quality with Respect to Tannery Waste Disposal*, Journal of Pollution Research, 14(2), pp. , Karad 415 110, India.
24. Karim, M.A. and Rahman, M.M.(1994), *Water Quality of Begunbari Canal in Dhaka City*, Journal of the Institution of Engineers, Bangladesh, 22(2), pp.93~97, April.
25. Chowdhury, J.U. and Karim, M.A.(1994), *Which Distribution is Appropriate for Flood Frequency Analysis in Bangladesh?* Journal of the Institution of Engineers, Bangladesh, 22(3-4), pp. , July-October.
26. Islam, M.Z. and Karim, M.A.(1992), *Water, Sanitation and Hygiene in Rural Bangladesh*, Journal of Irrigation Engineering and Rural Planning, Japanese Society of Irrigation, Drainage, and Reclamation Engineering, No. 23, Tokyo, Japan, pp. 57~69, July.

Conference/Proceedings Publications:

1. Hossain, M. F. and Karim, M. A. (2023), *Application of Solar Energy in Building Design to Eliminate Pathogens Naturally*, Proceedings of the IEEE CARL K. CHANG Symposium on Software Services, IEEE Xplore, Chicago, IL, July 1-7, 2023. [DOI 10.1109/ICDH60066.2023.00048](https://doi.org/10.1109/ICDH60066.2023.00048)
2. Akter, M. S., Shahriar, H., Iqbal, I., Hossain, M. F., Karim, M. A., Clincy, V., and Voicu, R. (2023), *Exploring the Vulnerabilities of Machine Learning and Quantum Machine Learning to Adversarial Attacks using a Malware Dataset: A Comparative Analysis*, Proceedings of the IEEE CARL K. CHANG Symposium on Software Services, IEEE Xplore, Chicago, IL, July 1-7, 2023. [DOI 10.1109/SSE60056.2023.00037](https://doi.org/10.1109/SSE60056.2023.00037)
3. Karim, M. A. (2023), *Does In-Class Problem-Solving Approach Help Students Learn and Improve their Performance? A Case Study*, Proceedings of the 2023 ASEE SE Section's Annual Conference, George Mason University, Arlington, VA, March 12-14, 2023.
4. Karim, M. A. and Adhikari, S. (2022), *Does the Active Learning Help Students Learn and Improve their Performance? A Case Study of Engineering and Management*, Proceedings of the 2022 ASEE Annual Conference, Minneapolis, Minnesota, June 26-29, 2022.
5. Karim, M. A. (2022), *Do the Prerecorded Lecture Videos Help Students' Learning During COVID-19 Pandemic? A Case Study*, Proceedings of the 2022 ASEE SE Section's Annual Conference, The Citadel, Charleston, SC, March 13-15, 2022.
6. Karim, M. A. (2022), *Online Synchronous Delivery of Environmental Engineering During COVID-19 Pandemic: A Case Study on Assessment*, Proceedings of the 2022 ASEE SE Section's Annual Conference, The Citadel, Charleston, SC, March 13-15, 2022.
7. Karim, M. A. (2021), *Online Synchronous Delivery of Environmental Engineering During COVID-19 Pandemic: A Case Study on Perception and Attitude*, Proceedings of the 2021 ASEE SE Section Annual Conference, Virtual, March 07-10, 2021.

Dr. M. A. Karim's CV

8. Karim, M. A. (2019), *Can Teamwork be Effective in Learning Software Packages and Improving Report Writing Skills? A Case Study*, Proceedings of 2019 ASEE-SE Conference held in NC State University, Raleigh, North Carolina, March 10-12, 2019.
9. Balaganesh, A., Hawa, A., Karim, M. and Hassan, A. (2019), Removal of Heavy Metals from SSA by Column Washing, presented a poster in 2019 ASEE-SE Conference held in NC State University, Raleigh, North Carolina, March 10-12, 2019.
10. Yang, J., Kretlow, B., Yee, T. and Karim, M. A. (2018), *Traffic Congestion Patterns Recognition – A Deep Learning Approach Using Convolutional Neural Networks*, Presentation to ASCE International Conference on Transportation & Development 2018, Pittsburg, Pennsylvania, July 15-18, 2018.
11. Karim, M. A. (2018), *Inclusion of Field Trips in Teaching of Environmental Engineering for Civil Engineering Program: A Case Study*, Proceedings of 2018 ASEE-SE Conference held in Embry-Riddle Aeronautical University, Daytona Beach, Florida, March 4-6, 2018.
12. Karim, M. A. (2017), *Importance and Sequence of Laboratory courses in Environmental Engineering: A Case Study*, Presented in 2017 ASEE Zone II Conference held in San Juan, Puerto Rico, March 2-5, 2017.
13. Karim, M. A. (2016), *Hybrid Delivery of Environmental Engineering: Perception, Attitude, and Assessment*, Presented in 2016 ASEE 123rd Annual Conference and Exposition held in New Orleans, Louisiana, June 26-29, 2016.
14. Karim, M. A. (2016), *Learning Environmental Engineering - On-line, Hybrid, or Face-to-Face: A Case Study*, Presented in 2016 ASEE SE Section's Annual Conference held in Tuscaloosa, Alabama, March 13-15, 2016.
15. Karim, M. A. (2015), *Project Based Learning of Environmental Engineering: A Case Study*, Presented in ASEE's 122nd Annual Conference & Exposition held in Seattle, Washington, June 14-17, 2015.
16. Lowder, M. L., Keyser, R. S., Khalid, A., Ferreira, D., Stutzmann, B., Atiqullah, M., Bohannon, J. L., Chin, C., Singh, R., Yee, T. M., Acharya, K., Karim, M. A. and Colebeck, D. (2015), *Student and Faculty Perceptions of Attendance Policies at a Polytechnic University*, Presented in ASEE's 122nd Annual Conference & Exposition held in Seattle, Washington, June 14-17, 2015.
17. Lowder, M. L., Vandebussche, J., Ferreira, D., Khalid, A., Karim, M., Singh, R., Chin, C., Acharya, K., Colebeck, D., Sweigart, J., Atiqullah, M., Das, S., and Yee, T. (2015), Promoting Peer Observation of Teaching in Higher Education, presented a poster in the SoTL Common Conference held in Savannah, Georgia on March 25-27, 2015.
18. Karim, M.A.(2001), *Modeling of Transport and Removal of Contaminants from Soils the CEHIXM Process*, Proceedings of the First Annual Paper Meet and International Conference on Civil Engineering, Organized by the Institution of Engineers, Bangladesh (IEB), Civil Engineering Division of IEB, FEISCA, IEB Chittagong Center, November 2-3, pp.328-340.
19. Karim, M. A. and Chowdhury J.U. (1996), *Comparison of Five Distributions for Suitability in Flood Frequency Analysis in Bangladesh*. In: Singh V.P., Kumar B. (eds) Proceedings of the International Conference on Hydrology and Water Resources, New Delhi, India, December 1993. Water Science and Technology Library, vol 16. Springer, Dordrecht. https://doi.org/10.1007/978-94-011-0389-3_37.

Lab Manuals:

1. Karim, M. A. (2020), Laboratory Manual I for Environmental Engineering, Tavenner Publishing Company, 406 Sutton Place, Anderson, SC 29621, First Edition, July 2013, ISBN: 978-1-937435-64-6, 2nd edition, July 2014, 3rd edition, July 2016, 4th Edition, December 2018, ISBN: 978-1-6422003-5-5, 5th Edition, December 2020, ISBN: Print 978-1-64220-116-1, eBook 978-1-64220-115-4.

Dr. M. A. Karim's CV

2. Karim, M. A. (2021), Laboratory Manual II for Environmental Engineering, Tavenner Publishing Company, 406 Sutton Place, Anderson, SC 29621, First Edition, December 2016, 2nd Edition, December 2018, 3rd Edition, December 2020, ISBN: Print 978-1-64220-117-8, eBook 978-1-64220-122-2, Fourth Edition, December 2021, ISBN: Print 978-1-422015-9-8.

Invited Presentations:

1. Presented a topic titled “Waste Regulations and Global Management” in an annual meeting of National Safety Council (NSC) held at Oxon Hill, Maryland on February 14, 2023.
2. Presented a topic titled “A Comparative Study of Solid Waste Management in the United States, Europe & Asia” at the Fairbank Museum in Atlanta, GA, organized by SCS Engineers on May 10, 2022.
3. Presented a topic titled “CEHIXM Extraction of Metals from Soils and Sediments” at the US Army Engineer Research and Development Center (ERDC) Waterways Experiment Station (WES) Environmental Laboratory, Vicksburg, MS on October 31, 2011.

Other Publications:

1. Karim, M. A. (2014), Project-Based Learning of Environmental Engineering: A Case Study, SPSU Center for Teaching Excellence (CTE), October 2014.
2. Karim, M. A. and Vasilevska, V. (2015), Having Fun with Graph Theory and Forensics: CSI Fingerprint Analysis, Whose fingerprint is this one? A teaching module developed as a part of the workshop titled, Reconnect 2014 Workshop: Forensics” held at Mass Maritime Academy, Bazzards Bay, Massachusetts from June 1 – 7, 2014 organized by CCICADA, DHS, and DIMACS and funded by NSF. Submitted on February 14, 2015, for review.
3. Debnath, J. and Karim, M. A. (2013), Water: The Risky Business, A teaching module developed as a part of the workshop titled, Reconnect 2013 Workshop: Water Infrastructure, Contamination and Risk Assessment” held at Morgan State University, Baltimore, Maryland from June 2 – 8, 2013 organized by Command, Control, and Interoperability Center for Advanced Data Analysis (CCICADA), Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS) and funded by National Science Foundation (NSF).

Published Reports:

1. Karim, M. A. (2013), “Contaminant Release from Dredge Resuspension and Residuals” Final Report Submitted to the US Army Corps of Engineers Research and Development Center (ERDC), Waterways Experiment Station (WES), 3909 Halls Ferry Road, Vicksburg, MS, Contract No. TCN 12-057, Solicitation No. W911NF-11-D-0001, to be submitted in December 2012, Revised January 2013.
2. Chowdhury, J.U. and Karim, M.A.(1993), Selection of Probability Distribution Function for Flood Frequency Analysis in Bangladesh, Final Report, R01/93, Institute of Flood Control and Drainage Research (IFCDR), BUET, Dhaka, Bangladesh, June.
3. Karim, M.A. and Rahman, M.M.(1992), Impact of Greater Dhaka City Flood Protection Embankment on the Disposal of Industrial Wastes and Environment, Final Report, A Joint Research Initiative of United Nations Center for Regional Development (UNCRD), Nagoya, Japan and Bangladesh University of Engineering and Technology (BUET), Dhaka, Bangladesh, August.

Dr. M. A. Karim's CV

HONORS AND AWARDS:

- National Board scholarships (1981 to 1983 & 1984 to 1989).
- BUET talent scholarship (1986 to 1989); and
- One-year UNCRD research fellowship (01/1991 to 12/1991).

PROFESSIONAL CERTIFICATION:

- Professional Engineer (PE), for the State of Ohio (E-67135 inactive since 2010), Commonwealth of Virginia (0402-037834), and State of Georgia (040550), USA.
- OSHA 40-hr certification.

PROFESSIONAL MEMBERSHIP:

- Fellow, American Society of Civil Engineers (F.ASCE).
- Board Certified Environmental Engineer (BCEE) through American Academy of Environmental Engineers and Scientists (AAEES).
- Member, American Society for Engineering Education (M.ASEE).
- Fellow, Institution of Engineers, Bangladesh (F.IEB).
- Life Member, National Oceanographic and Maritime Institute (LM.NOAMI); and
- Member, Order of the Engineer

PRACTICAL/INDUSTRY EXPERIENCE:

GEOSYNTEC CONSULTANTS, INC., 1255 Roberts Boulevard, Suite 200, Kennesaw, GA 30144.

10/2011 to 12/2015 Senior Staff Engineer (Part-time)

Duties

- Worked on design and calculations for Solid and Hazardous Waste Landfill Permit Applications.

VIRGINIA DEPARTMENT OF ENVIRONMENTAL QUALITY (VDEQ)

08/2009 to 07/2011 Environmental Specialist II (Environmental Engineer Senior): VDEQ Piedmont Regional Office (PRO), 4949-A Cox Road, Glen Allen, Virginia 23060.

- Worked as a CEDS (Comprehensive Environmental Database System) core user for Piedmont Regional Office Waste Program.
- Reviewed Part A authorization and amendment (landfill siting) and Part B permit and permit amendment applications for solid waste landfills and other solid waste management facilities to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
- Reviewed geotechnical and hydrogeological reports for solid waste site suitability evaluation
- Reviewed landfill impact statement (LIS), which is equivalent to environmental impact assessment (EIA) for landfill siting projects and includes alternative evaluations and assessment. The LIS primarily addresses the potential impact of landfills on parks, recreational areas, wildlife management areas, critical habitat areas of endangered species, public water supplies, marine resources, wetlands, historic sites, fish and wildlife, water quality, and tourism.
- Prepared draft permits, wrote public notices, attended public hearings and prepared written responses to public comments.
- Met with applicants and/or consultants to discuss regulatory technical requirements.
- Reviewed construction quality assurance documentation, technical specifications for liner, foundation, geomembrane, leachate collection layer, closure, gas management and control systems, and conducted follow-up inspections after construction.
- Ran EPA HELP Model to verify the performance of Landfill liner systems.

Dr. M. A. Karim's CV

- Reviewed and updated issued permits. Issued Permit-by-Rule (PBR) for Transfer Stations, Yard Waste Composting Facilities, Materials Recovery Facilities, etc.
- Employee Recognition Program Representative of PRO – *January 2011 to July 2011.*
- Inter State Technology and Regulatory Council (ITRC) Sediment Remediation Team Member – *May 2011 to July 2011.*

SOLID WASTE SERVICES, LLC (SWS), 11706 Bowman Green Drive, Reston, Virginia 20190

05/2008 to 05/2009 Project Engineer (Part-time)

- Reviewed the Loudoun County Landfill Virginia pollutant Discharge Elimination System (VPDES) Permit Stormwater Pollution Prevention Plan (SWPPP) and completed the annual evaluation report for SWPPP for the year July 1, 2006, to June 30, 2008.
- Completed the Loudoun Composting VPDES permit renewal application and submitted to DEQ for review and approval.
- Finished the Design Report for the permit amendment for Fairfax County I-95 Sanitary Landfill.
- Completed the New Source Review (NSR) Permit and Title V Permit applications for Loudoun County Landfill which involved emission calculations using EPA LandGEM, EPA Tanks 4 model, and other related procedures as prescribed in EPA AP-42 Manual.

VIRGINIA DEPARTMENT OF ENVIRONMENTAL QUALITY (VDEQ)

08/2005 to 12/2007 Environmental Specialist II (Environmental Engineer Senior): VDEQ Central Office, Duties 629 East Main Street, Richmond, Virginia 23219.

- Reviewed Part A authorization and amendment (landfill siting) applications for solid waste landfills and other solid waste management facilities (SWMF) to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
- Reviewed geotechnical and hydrogeological reports for solid waste site suitability evaluation
- Reviewed landfill impact statement (LIS), which is equivalent to environmental impact assessment (EIA) for landfill siting projects and includes alternative evaluations and assessment. The LIS primarily addresses the potential impact of landfills on parks, recreational areas, wildlife management areas, critical habitat areas of endangered species, public water supplies, marine resources, wetlands, historic sites, fish and wildlife, water quality, and tourism.
- Prepared draft Part A authorizations and amendments and issued Part A final authorizations and amendments.
- Met with applicants and/or consultants to discuss regulatory technical requirements.
- Coordinated permitted effort for Virginia water protection (VWP) permits for wetlands and streams impacting landfill siting.
- Coordinated the review of local or regional solid waste management plan (SWMP) to ensure the consistency of Part A application with the SWMP.
- Ran GSS PCSTABL 3.0 for Windows to verify the slope stability for the Part A and Part B applications for SWMF.
- Reviewed and updated issued Part A authorizations and amendments.

Dr. M. A. Karim's CV

- 11/2002 to 07/2005 Environmental Specialist II (Environmental Engineer Senior): VDEQ Piedmont Regional Office, 4949-A Cox Road, Glen Allen, Virginia 23060.
Duties
- Worked as a CEDS (Comprehensive Environmental Database System) core user for Piedmont Regional Office Waste Program.
 - Created CEDS reports for waste program using Oracle Discover.
 - Reviewed Part B permit and permit amendment applications for solid waste landfills and other solid waste management facilities to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
 - Prepared draft permits, wrote public notices, attended public hearings and prepared written responses to public comments.
 - Met with applicants and/or consultants to discuss regulatory technical requirements.
 - Reviewed construction quality assurance documentation, technical specifications for liner, foundation, geomembrane, leachate collection layer, closure, gas management and control systems, and conducted follow-up inspections after construction.
 - Ran EPA HELP Model to verify the performance of Landfill liner systems.
 - Reviewed and updated issued permits. Issued Permit-by-Rule (PBR) for Transfer Stations, Yard Waste Composting Facilities, Materials Recovery Facilities, etc.

- 03/2002 to 10/2002 Environmental Specialist II (Environmental Engineer Senior): VDEQ Central Office, 629 East Main Street, Richmond, Virginia 23219.
Duties
- Reviewed Part B permit and permit amendment applications for solid waste landfills and other solid waste management facilities to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
 - Prepared draft permits, wrote public notices, attended public hearings and prepared written responses to public comments.
 - Met with applicants and/or consultants to discuss regulatory technical requirements.
 - Reviewed construction quality assurance documentation, technical specifications for liner, foundation, geomembrane, leachate collection layer, closure, gas management and control systems, and conducted follow-up inspections after construction.
 - Ran EPA HELP Model to verify the performance of Landfill liner systems.
 - Reviewed and updated issued permits. Issued PBR for Transfer Stations, Yard Waste Composting Facilities, Materials Recovery Facilities, etc.

OTHER EXPERIENCE:

ALLTEL Information Services (AIS), 2000 Highland Road, Twinsburg, Ohio 44087, USA.

02/99 to 05/01 & Applications Programmer I & II

- 10/01 to 02/02
Duties
- Developed software according to the software development methodology (SDM) in a team. Worked on project management as a PM, team building for different projects.
 - Involved in documentation, unit testing, implementation, and installation of software.
 - Provided mentoring to new hires and other colleagues.

TRAINING AND/OR SHORT COURSE:

Summary: Attended more than 100 short courses/seminars/workshops (More than 60 during SPSU/KSU tenure) related to teaching, research, service, and leadership here in the USA and abroad. The detail list is provided below.

- A 1.5-hour webinar “Locally Enhanced Electric Field Treatment (LEEFT) for Disinfection” organized by AAEEES, offered by Xing Xie, Assistant Professor of CE at Georgia Tech, October 5, 2022.

Dr. M. A. Karim's CV

- A 1.5-hour webinar “Regulations, Sampling and Operating PFAS Treatment Systems in the US” Organized by AAEEES, offered by Jay Brady, Principal Engineer, Stanley Consultants, August 24, 2022.
- A 1-hour webinar “Modernizing Multiple Choice Assessment” organized and offered by Gradescope, February 25, 2022.
- A 1-hour on-line seminar “Active Learning Techniques that Work in All Teaching Modalities” organized by KSU CETL and offered by Dr. Tris of KSU on August 23, 2021
- A 1.5-hour on-line seminar “Metals Analysis Evolution – Basic Principles to the Latest in Trace Metals Part 2 – Advanced Topics” organized and offered by Eurofins Environment Testing America on July 6, 2021
- A 1.5-hour on-line seminar “Inclusive Change Leadership” organized by and offered by KSU CETL on February 10, 2021
- A 1-hour on-line seminar “Water Policy for American People” organized by and offered by Board on Earth Sciences and Resources - National Academy of Science Engineering and Medicine (NASEM), January 26, 2021
- A 1.25-hour on-line seminar “Internships and Co-ops Online - Engaging Students with Potential Futures” organized by KSU CETL and offered by of KSU on November 16, 2020
- A 1-hour on-line seminar “Leading with Emotional Intelligence” organized by KSU CETL and offered by of KSU on October 21, 2020
- A 1-hour on-line workshop “PFAS: Advanced Discussion, Part 4” organized and offered by Eurofins Environment Testing America on October 13, 2020
- A 1-hour on-line seminar “Thinking Outside the Box: Alternative Assessment Methods” organized and offered by ASEE on October 01, 2020
- A 1-hour on-line workshop “PFAS: Data Defensibility and Usability, Part 3” organized and offered by Eurofins Environment Testing America on September 29, 2020
- A 1-hour on-line training “Contributing to KSU's It's About Engagement! Initiative Online” organized by KSU CETL and offered by Dr. Michelle DiPietro and Dr. Tristan Utschig of KSU on September 10, 2020.
- A 1-hour on-line training “Leadership and Intercultural Competence” organized by KSU CETL and offered by Dr. Nyasha M. GuramatunhuCooper of KSU on April 30, 2020.
- A 2-hour on-line training “Mandated Reporters: Critical Links in Protecting Children in Georgia” organized and offered by ProSolutions Training on February 28, 2020.
- A 1.5-hour workshop “Let's Really Communicate: Leading with Authentic Communication” organized by KSU CETL and offered by Dr. Justin Pettigrew of KSU on February 26, 2020.
- A 1.5-hour workshop “Introduction to Leadership for Emerging Leaders” organized by KSU CETL and offered by Dr. Chuck Powell of University System of Georgia on January 29, 2020.
- A 1.5-hour workshop “ARDs and FPAs Best Practices: An Administrator’s Perspective” organized by KSU CETL and offered by Dr. Ron Matson and Dr. Michele DiPietro of KSU on January 15, 2020.
- A 3-hour seminar on “Integrating Critical and Creative Thinking into Problem/Project-Based Learning Through an Engineering Curriculum” organized by ASEE SE 2019 Conference held in Raleigh, NC and offered by Dr. Russell Gorga and Dr. Jeff Joines of NC State University on March 10, 2019.
- A 1.5-hour seminar on “Fostering a Positive Departmental Culture” organized by KSU CETL and offered by Dr. Michele DiPietro of KSU on September 13, 2018.
- A 5-day seminar/workshop on “2018 Excel Leadership Program” organized by KSU Center for University Learning and offered by Kevin Gecowets and Lisa Lewis-Fears of KSU on May 7-11, 2018.

Dr. M. A. Karim's CV

- A 2-hour seminar/workshop on “Adaptive Learning: Background, Applications and Lesson Building” organized by ASEE-SE 2018 Conference and offered by Autar Kaw and Eleonora Delgado of *University of South Florida* at Embry-Riddle Aeronautical University, Daytona Beach, Florida on March 4, 2018.
- An 8-day seminar/workshop on “The Global Challenge of Sustainable Development” organized by KSU Provost Office and hosted by European Academy Otzenhausen, Germany, May 12-19, 2017.
- A 1.5-hour seminar on “Team-Based Learning Experience” organized by KSU CETL and offered by Dr. Tristan Utschig of KSU on February 14, 2017.
- A 4-hour seminar on “Resolving Conflict” organized by KSU Center for University Learning and offered by Lisa Lewis-Fears of KSU on December 2, 2016.
- A 4-hour seminar on “Communicating for Leadership Success” organized by KSU Center for University Learning and offered by Lisa Lewis-Fears of KSU on November 16, 2016.
- A 1.5-hour seminar on “Maximizing Student Learning and Engagement through Multi-HIP Experiences” organized by KSU CETL and offered by Stephanie Foote of KSU on March 2, 2016.
- A 2-week on-line workshop titled “Becoming a QM Reviewer” organized by KSU CETL and offered by Josie Baudier and Traci Stromie of KSU on October 1 to November 3, 2015
- A 3-hour seminar titled, “Introduction to Quality Matters” organized by UITS and offered by Derrell Sterling of KSU on July 23, 2015.
- A 1.5-hour seminar titled “7 Principles: Student Development” organized by KSU CETL and offered by Dr. Michele DiPietro of KSU on October 9, 2015.
- A 1-hour seminar titled, “Classroom Assessment Technique” organized by KSU CETL and offered by Dr. Thomas Pusateri of KSU CETL on March 20, 2015
- A 2-hour seminar titled “The Scholarship of Teaching and Learning (SoTL) 101: How to Strengthen your Teaching Practice” organized by SPSU CTE and offered by Dr. Donna Troka of Emory University, Atlanta, Georgia on October 22, 2014
- A 1-hour session titled “Teaching through Change” organized by SPSU CTE and offered by Dr. Sonia Toson on September 15, 2014.
- A 7-day workshop titled “Reconnect 2014 Workshop: Forensic” held at Mass Maritime Academy, Bazzards Bay, Massachusetts from June 1 – 7, 2014 organized by Command, Control, and Interoperability Center for Advanced Data Analysis (CCICADA), Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS) and funded by National Science Foundation (NSF).
- A training program titled “TADL II 2014 – Self Paced” organized by SPSU CTE and Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, and Kathy Morgan, November 2013 to April 2014.
- A 1.5-hour webinar titled “STEM-IWBW: IUSE Webinar 6” organized and conducted by NSF Department of Undergraduate Education on December 12, 2013.
- A 1-hour session titled “Advising Students with Academic Probation” organized by SPSU CTE and offered by Dr. Jennifer Louten on November 8, 2013.
- A 2-hour session titled “Faculty Advising Training: Degree Works” organized by SPSU CTE and offered by Dr. Julie Newell and Maralee Clarke on September 27, 2013.
- A 7-day workshop titled “Reconnect 2013 Workshop: Water Infrastructure, Contamination and Risk Assessment” held at Morgan State University, Baltimore, Maryland from June 2 – 8, 2013 organized by Command, Control, and Interoperability Center for Advanced Data Analysis (CCICADA), Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS) and funded by National Science Foundation (NSF).

Dr. M. A. Karim's CV

- A 1-hour session titled “Appreciative Advising: What every Advisor needs to Know” organized by SPSU CTE and offered by Sonia Toson on April 2, 2013.
- Attended a 3-hour session titled “TADL 2013” organized by SPSU Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, Kathy Morgan on March 29, 2013.
- Attended a 3-hour session titled “TADL 2013” organized by SPSU Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, Kathy Morgan on March 22, 2013.
- A 2-hour class titled “Getting Started with the Scholarship and Teaching and Learning” organized by SPSU Center for Teaching Excellence (CTE) and offered by Dr. Donna C. Llewellyn, Associate Vice Provost for Learning Excellence of Georgia Institute of Technology on March 19, 2013.
- A 3-hour session titled “TADL 2013” organized by SPSU Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, Kathy Morgan on March 15, 2013.
- A 1-hour class titled “Go To Training” organized by SPSU Center for Teaching Excellence (CTE) and offered by Patrick Fisk of SPSU on March 14, 2013.
- A 1-hour class titled “D2L Classlist and Groups” organized by SPSU Center for Teaching Excellence (CTE) and offered by Travis Melton of SPSU on December 3, 2012.
- A 1.5-hour class titled “D2L Manage Files and Course Builder” organized by SPSU CTE and offered by Travis Melton of SPSU on November 14, 2012.
- A 1.5-hour class titled “D2L and Grades” organized by SPSU CTE and offered by Travis Melton of SPSU on November 8, 2012.
- A 1.5-hour class titled “D2L Manage Files and Content” organized by SPSU CTE and offered by Travis Melton of SPSU on November 7, 2012.
- A 1-hour class titled “Wimba Voice Board in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on November 6, 2012.
- A 1-hour class titled “Respondus Quiz Builder in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on November 1, 2012.
- A 1-hour class titled “D2L and Dropbox” organized by SPSU Center for Teaching Excellence (CTE) and offered by Travis Melton of SPSU on October 31, 2012.
- A 1-hour titled “D2L Intelligent Agents” organized by SPSU CTE and offered by Travis Melton of SPSU on October 31, 2012.
- A 1-hour class titled “Wimba Classroom in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on October 30, 2012.
- A 2-hour Boot Camp Part 2 titled “Desire 2 Learn” organized by SPSU CTE and offered by Travis Melton of SPSU on October 25, 2012.
- A 1-hour class titled “Discussions in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on October 23, 2012.
- A 2-hour Boot Camp Part 1 titled “Desire 2 Learn” organized by SPSU CTE and offered by Travis Melton of SPSU on September 21, 2012.
- A 1-hour class titled “The Scholarship of Application” organized by SPSU CTE and offered by Dr. Becky Rutherford and Dr. Chi Zhang of SPSU on April 10, 2012.
- A 1-hour class titled “Scholarship of Teaching & Learning (SoTL)” organized by SPSU CTE and offered by Dr. Adeel Khalid of SPSU on November 16, 2011.
- A 1-hour class titled “Learning Styles” organized by SPSU CTE and offered by Dr. Becky Rutherford of SPSU on November 3, 2011.
- A 1-hour class titled “Advising Update Workshop” organized by SPSU CTE and offered by Dr. Sonia Toson and Dr. Greg Conrey of SPSU on October 24, 2011.

Dr. M. A. Karim's CV

- A 1-hour class titled “Pedagogy vs. Behavior” organized by SPSU CTE and offered by Dr. Greg Conrey of SPSU on October 19, 2011.
- A 1-hour class titled “Reappointment and Annual Review” organized by SPSU CTE and offered by Dr. Becky Rutherford of SPSU on October 11, 2011.
- A 2-hour class titled “Wimba Classroom: Intermediate” organized by SPSU CTE and offered by Travis Melton of SPSU on September 21, 2011.
- A 1-hour class titled “Enhancing Your Online Class with Podcasting” organized by SPSU CTE and offered by Tommy Tornroos and Derrick Sterling of SPSU on September 13, 2011.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, May 11, 2011.
- Investigating Fish Kills – 1-day course held in Virginia Department of Environmental Quality (VDEQ) Central Office, Richmond, Virginia, USA, November 18, 2010.
- Saltwater Fish Taxonomy – 1-day course held in Virginia Commonwealth University, Richmond, Virginia, USA, November 17, 2010.
- National Incident Management System An Introduction, ICS 700 – On-line, September 23, 2010.
- Single Resources and Initial Action Incidents, ICS 200 – On-line, September 20, 2010.
- Introduction to the Incident Command System, ICS-100 – On-line, September 15, 2010.
- TRB Environment and Energy Research Conference – 3-day conference held in Raleigh, North Carolina, USA, June 7-9, 2010.
- Basics of Supervision – 1-day training held in Virginia Department of Environmental Quality (VDEQ) Central Office, Richmond, Virginia, USA, June 3, 2010.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, May 12, 2010.
- 17th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 30, 2010.
- Engineers Finding Solutions Today, 1-day ASCE Indiana Section Annual Conference (6.0 PDH) held in Purdue University, West Lafayette, Indiana, USA, March 26, 2009.
- Science, Technology, Engineering, and Mathematics Education Scholar (STEMES) Program – 3-day training held in Vanderbilt University, Nashville, Tennessee, June 2-4, 2008.
- Food Waste Collection & Composting – 3-day workshop organized by USEPA, held in Camp Hill, Pennsylvania, USA, June 21-23, 2007.
- Negotiation Skills Workshop – 2-day workshop held in VDEQ Central Office, Richmond, Virginia, USA, March 27-28, 2007.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Central Office, Richmond, Virginia, February 8, 2007.
- Project Management Overview Training – 2-day training conducted by Sabre Consulting Services, LLC, held in DEQ Piedmont Regional Office, Glen Allen, Virginia, September 12-13, 2006.
- Ethics and the Environment – 1.5-hr PDH (0.15 CEU), Air & Waste Management Association’s Audio + Web Conference – on-line Webinar, November 15, 2006.
- VDEQ VWPP Annual Staff Conference - 2-day training held in Sheraton Hotel, Virginia Beach, Virginia, USA, September 12-13, 2006.
- Team Building & Project Team Performance - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, October 26, 2006.
- Communication Technical Information to Non-Technical Audience - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, October 4, 2006.
- Facilitation Skills Training for Managers and Team Leaders - 3-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, September 28-30, 2006.

Dr. M. A. Karim's CV

- 8 Hour HAZWOPER Refresher - 1-day training held in DEQ Central Office, Richmond, Virginia, USA, March 15, 2006.
- 13th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 28, 2006.
- Introduction to GIS – 3-day training held in VDEQ Central Office, Richmond, Virginia, USA, November 7-9, 2005.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, March 16, 2005.
- 12th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 22, 2005.
- How to handle People with Tact and Skills – 1-day training conducted by CAREERTRACK, held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, March 14, 2005.
- 11th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 23, 2004.
- Landfill Surveying, Mapping, & Documentation Yesterday, Today, and Tomorrow – 1-day workshop jointly organized by VDEQ and WMI, held in Sussex County, Virginia, April 7, 2004.
- 8 Hour HAZWOPER Refresher - 1-day training held in DEQ Piedmont Regional Office, Glen Allen, Virginia, February 4, 2004.
- Hazardous Materials Incident Response Operations (165.5) – 5-day (40-hour OSHA, 3.7 CEU) training course conducted by Tetra Tech NUS, Inc. on behalf of USEPA, held in Fort AP Hill, Virginia, USA, April 7-11, 2003.
- 10th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, April 25, 2003.
- Workshop on Bioreactor Landfills – 2-day workshop organized by USEPA, held in Hyatt Regency Crystal City, Arlington, Virginia, USA, February 27-28, 2003.
- Landfill Waste Acceptance – Safeguards, Programs, and Regulations – 1-day workshop jointly organized by DEQ and WMI, held in Sussex County, Virginia, USA, February 20, 2003.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, January 24, 2003.
- Landfill Gas Control and Air Emissions – 1-day workshop jointly organized by VDEQ and WMI, held in Sussex County, Virginia, USA, October 31, 2002.
- Introduction to C Programming - 5-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, January 14-18, 2002.
- Microsoft Project 98 – 2-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, October 3-4, 2000.
- Introduction to Wireless – 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, September 15, 2000.
- Introduction to Wireline – 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, September 7, 2000.
- Writing Advantage – 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, August 14, 2000.
- Time Management “What Matters Most” - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, September 13, 1999.
- Presentation Skills - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, May 25, 1999.

Dr. M. A. Karim's CV

- IDMS Concepts & Programming - 5-day training conducted by Morini, Raymundo & Associates for ALLTEL Information Services, held in Twinsburg, Ohio, USA, May 10-14, 1999.
- Programming and Computer Skills - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, April 23, 1999.
- Working Together - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, March 5, 1999.
- CMAS Billing Overview - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, March 1, 1999.
- Project Hydrology - 10-day (2-week) training funded by Indian Ministry of Education, held in Roorkee University, Uttar Pradesh, India, July 1-15, 1992.

COMPUTER KNOWLEDGE:

- Language: FORTRAN , COBOL, C, PL/SQL & SQL.
- Operating System: Most recent Windows Operating System.
- Software: MS Word, MS Excel, MS PowerPoint, MS Project 98, MS Origin, MacDraw, GSS PCSTABL 3.0 for Windows, EPA HELP Model, LandGEM.
- GUI: MS Visual Basic; and DBMS: MS Access, IDMS, Personal Oracle etc.

OTHER LEADERSHIP ACTIVITIES:

- Treasurer – BUET Teachers' Association (1995)
- Assistant General Secretary – BUET Teachers' and Staffs' Club (1994)
- Assistant General Secretary – BUET Teachers' Association (1994)
- Entertainment Secretary – BUET Teachers' Association (1993).


PUBLIC SPEAKING:

- Conducted multiple public hearings and presented the permits to the public during public hearings and answered technical questions. Presented several papers to diverse audiences in conferences.

Dr. M. A. Karim's CV

6. **Dr. Ignatius Fomunung**, Professor of Civil Engineering, University of Tennessee at Chattanooga (UTC), 3913 Bentwood Cove Dr., Apison, TN 37302, Phone: (423) 425-2005 (O), (678) 516-3185 (Cell); Email: Ignatius.Fomunung@utc.edu; URL: [faculty profile](#)

Date: March 8, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. Tolga Karsili upon hire

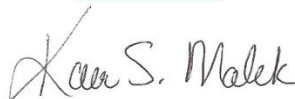
I am writing this letter to indicate my support for granting tenure upon hire to Dr. Tolga Karsili who was offered position #128680 as an Associate Professor in the Department of Chemistry with a start date of Aug 8, 2024. Dr. Karsili was offered tenure in the Chemistry department pending approval of UWF Board of Trustees. Dr. Karsili is currently at University of Louisiana Lafayette waiting on the official outcome of his T&P case which is expected in May/June timeframe. However, all indicators are pointing to a successful outcome.

Dr. Karsili is the PI on more than \$550K in NSF funding, co-PI on a DOE \$1.2M award, and co-author of 37 publications where he is corresponding author on more than 15 of those. This level of productivity well exceeds the Chemistry bylaw requirements for T&P.

Given the strong support for Dr. Karsili from the faculty and Chair of UWF's Chemistry department, and his outstanding level of productivity, I fully support granting him tenure at the Chemistry department and for his case to go to UWF's BOT for consideration during their May 16 meeting.

Date: April 9, 2024

From: Karen Sinclair Molek
Chair of Chemistry



Subject: Support for Dr. Tolga Karsili T&P upon hiring

I am writing this letter to provide the Department of Chemistry's unreserved, unanimous support (4 for, 0 against) for granting tenure upon hire to Dr. Tolga Karsili who was offered position #128680 as an Associate Professor in the Department of Chemistry with a start date of Aug 8, 2024. Dr. Karsili was offered tenure in the Chemistry department pending approval of UWF Board of Trustees. Dr. Karsili is currently undergoing review for tenure and promotion at the University of Louisiana Lafayette (ULL) where the official decision is expected in May/June timeframe. A successful outcome is expected as Dr. Karsili has well exceeded all ULL T&P requirements.

Dr. Karsili's productivity as Assistant Professor at ULL well exceeded the UWF Chemistry Department bylaw requirements for tenure and promotion. He is the sole PI on more than \$600K in external funding from both the National Science Foundation and the Louisiana Board of Regents, is co-PI on a \$1.25M Department of Energy grant award, and a participant on a NSF \$6M award. He is the anchor author on 15 research publications with undergraduate research student co-authors and has 37 total publications as Assistant Professor at ULL.

I, and all 3 other tenured faculty in the department, fully support granting Dr. Karsili tenure in the Chemistry Department and we request his case go to UWF's BOT for consideration during their May 16 meeting.

Curriculum Vitae

Tolga Karsili, Ph.D.

Department of Chemistry
University of Louisiana at Lafayette

EDUCATION

(2010 - 2014): University of Bristol, Bristol, United Kingdom.

Ph.D. Chemistry

Ph.D. thesis entitled: Tuning Fundamental Photochemical Outcomes via Remote Substitution.

(2006 - 2010): University of Birmingham, Birmingham, United Kingdom.

MSci. Chemistry with Honors

Master thesis entitled: Imaging Photoion Photoelectron Coincidence Studies of Gaseous Molecules with Tunable Synchrotron Radiation.

PROFESSIONAL APPOINTMENTS

(2018 - present): University of Louisiana at Lafayette, Lafayette, United States of America.

Assistant professor of Chemistry.

(2016 - 2018): Temple University, Philadelphia, United States of America.

Post-doctoral research associate in computational and theoretical chemistry, in the group of Prof. Spiridoula Matsika.

(2014 - 2016): Technical University of Munich, Munich, Germany.

Post-doctoral research associate in theoretical chemistry, in the group of Prof. Wolfgang Domcke.

RESEARCH GRANTS

- Photochemical Studies of Isoprene Oxidation Products and their Atmospheric Implications, The National Science Foundation, Grant number OIA-2229695, 2023-2025, \$201,579. PI (sole).
- Quantum Chemical Studies of the Thermal and Photo-induced Chemistry of Criegee Intermediates, The National Science Foundation, Grant number 2003422, 2020-2023, \$248,499. PI (sole).

- Modelling the Thermal and Photophysical Decay of Criegee Intermediates, Louisiana Board of Regents: Grant number LEQSF(2020-23)-RD-A-24, 2020-2023, \$ 152,289. PI (sole).
- High-Efficiency Electrochemical Conversion of CO₂ to Ethylene, US Department of Energy, 2020-2022, \$ 1,250,000. Co-PI.
- Tri-state Research Institute of Manufacturing for Managing CO₂ (TRIMMING CO₂), National Science Foundation, 2021-2025, \$ 6,000,000. Participant.
- Technical University of Munich Fellowship for Post-Doctoral Research, 2014, €31,500. PI (sole)

PEER-REVIEWED PUBLICATIONS IN ACADEMIC JOURNALS

(undergraduate students are underlined)

*corresponding author

Since joining UL Lafayette:

1. C. A. Poirier, L. M. Guidry, J. M. Ratliff, V. J. Esposito, B. Marchetti, and **T. N. V. Karsili**,* Modeling the Ground and Excited State Unimolecular Decay of the Simplest Fluorinated Criegee Intermediate, HFCOO, formed from the Ozonolysis of Hydrofluoroolefin Refrigerants, *Journal of Physical Chemistry A*, 2023, DOI: 10.1021/acs.jpca.3c01530.
2. L. M. Guidry, C. A. Poirier, J. M. Ratliff, E. Antwi, B. Marchetti*, **T. N. V. Karsili**,* *Photochem*, 2023, 3(3), 327-335.
3. G. Wang, T. Liu, M. Zou, **T. N. V. Karsili**,* and M. I. Lester*, UV photodissociation dynamics of the acetone oxide Criegee intermediate: experiment and theory, *Physical Chemistry Chemical Physics*, 2023, 25, 7453-7465.
4. X. Lei, Q. Lian, X. Zhang, **T. N. V. Karsili**, W. Holmes, Y. Chen, M. E. Zappi, D. D. Gang,* A review of PFAS adsorption from aqueous solutions: Current approaches, engineering, applications, challenges, and opportunities, *Environmental Pollution*, 2023, **321**, 121138.
5. G. Wang, T. Liu, M. Zou, C. A. Sojda, M. C. Kozlowski, **T. N. V. Karsili**, and M. I. Lester,* Electronic Spectroscopy and Dissociation Dynamics of Vinyl-Substituted Criegee Intermediates: 2-Butenal Oxide and Comparison with Methyl Vinyl Ketone Oxide and Methacrolein Oxide Isomers, *Journal of Physical Chemistry A*, 2023, **127**, 203-215.
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7. **T. N. V. Karsili**,* B. Marchetti, M. I. Lester, M. N. R. Ashfold, Electronic Absorption Spectroscopy and Photochemistry of Criegee Intermediates, *Photochemistry and Photobiology*, 2023, **99**, 4-18.
8. E. J. Stelz-Sullivan, J. M. Racca, J. C. McCoy, D. L. Charif, L. Islam, X-D Zhou, B. Marchetti, **T. N. V. Karsili**,* Enhancing STEM Education by Integrating Research and Teaching in Photochemistry: An Undergraduate Chemistry Laboratory in Spectroscopy and Photochemistry, *Education Sciences*, 2022, **12**, 729.
9. E. Antwi, J. M. Ratliff, M. N. R. Ashfold, **T. N. V. Karsili**,* Comparing the Excited State Dynamics of CH₂OO, the Simplest Criegee Intermediate, Following Vertical versus Adiabatic Excitation, *Journal of Physical Chemistry A*, 2022, 126, **36**, 6236 - 6243.
10. E. Antwi, R. E. Bush, B. Marchetti, **T. N. V. Karsili**,* A direct dynamics study of the exotic photochemistry of the simplest Criegee intermediate, CH₂OO, *Physical Chemistry Chemical Physics*, 2022, **24**, 16724 - 16731.
11. E. J. Stelz-Sullivan, B. Marchetti, **T. N. V. Karsili**,* Simulating Electronic Absorption Spectra of Atmospherically Relevant Molecules: A Systematic Assignment for Enhancing Undergraduate STEM Education, *Education Sciences*, 2022, **12**, 252.
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13. B. Marchetti, V. J. Esposito, R. E. Bush, **T. N. V. Karsili**,* The States That Hide in the Shadows: The Potential Role of Conical Intersections in the Ground State Unimolecular Decay of Criegee Intermediates, *Physical Chemistry Chemical Physics*, 2022, **24**, 532-540.
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20. J. C. McCoy, B. Marchetti, M. U. Thodika, and **T. N. V. Karsili**,* A Simple and Efficient Method for Simulating the Electronic Absorption Spectra of Criegee Intermediates: Benchmarking on CH₂OO and CH₃CHOO, *Journal of Physical Chemistry A*, 2021, **125**, 19, 4089–4097.
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CONFERENCE CONTRIBUTIONS

(undergraduate students are underlined>

1. **Modeling Atmospheric Chemistry in the Gas and Condensed Phases**
Lily Guidry, Barbara Marchetti and **Tolga Karsili**
National Conference of the American Chemical Society, August 2023.

2. **Simplified and efficient simulation of the absorption spectra of criegee intermediates: Theory and benchmarking of CH₂OO and CH₃CHOO**
Julia McCoy, Barbara Marchetti and Tolga Karsili
National Conference of the American Chemical Society, March 2021.
3. **Statistical distribution of ozonolysis product branching of Criegee intermediates and incorporating proton tunneling in classical dynamics models**
Spencer Leger, Christopher Pinho, Rachel Bush, Barbara Marchetti and Tolga Karsili
National Conference of the American Chemical Society, March 2021.
4. **Modeling the Absorption Spectra and Ultrafast Photodynamics of Criegee Intermediates**
Tolga Karsili and Barbara Marchetti
American Geophysical Union, December 2020
5. **Using First Principles Methods for Modeling the Microscale Mechanical Properties of Biomaterials: A case study for Dental Implants**
Elizabeth Comeaux, Conrad Frey, and Tolga Karsili
National Conference of the American Chemical Society, August 2020
6. **Modeling the Ultrafast Dynamics of Model Eumelanin Chromophores**
Victoria Frederick, Thomas Ashy, and Tolga Karsili
National Conference of the American Chemical Society, August 2020
7. **An affordable set-up for photochemistry and photophysics experiments in undergraduate teaching and research laboratory**
Julia McCoy, Barbara Marchetti, and Tolga Karsili
National Conference of the American Chemical Society, August 2020
8. **A First Principles Study of Photoactive Drug Precursors**
Spencer Leger, Taylor Gray, Barbara Marchetti, and Tolga Karsili
National Conference of the American Chemical Society, March 2019.
9. **Mechanistic insights into the photoinduced DNA and RNA damage in the gas phase and in bulk solution.**
Tolga Karsili, Pratip Chakraborty, Barbara Marchetti and Spiridoula Matsika
Faraday Discussions on Photoinduced processes in nucleic acids and proteins, January 2018.
10. **Theoretical Insights into Ultrafast Dynamics of Biological Chromophores and Fluorescent Sensors.**
Tolga Karsili
Molecules and Light Interactions Conference, October 2015 (invited contribution).
11. **Conical Intersections in (Bio)Organic Chromophores.**
Tolga Karsili and Barbara Marchetti
Gordon Research Conference in Photochemistry, July 2015.

12. **Dynamics of Photocatalytic Water-Splitting.**
Tolga Karsili and Wolfgang Domcke
Annual Meeting of the German Bunsen Society for Physical Chemistry, Ruhr University,
May 2015.
13. **Excited-State Dynamics of Hydrogen-Bonded Complexes.**
Tolga Karsili and Wolfgang Domcke
Computational Molecular Science Conference, March 2015.
14. **Photodissociation and Photostability of Heteroatom Containing Chromophores: Applications for Fluorescent Sensors and Sunscreens.**
Tolga Karsili, Barbara Marchetti, Michael Ashfold and Wolfgang Domcke
Gordon Research Conference in Atomic and Molecular Interactions, July 2014.
15. **Controlling Photodissociation Dynamics *via* Remote Substitution**
Tolga Karsili and Michael Ashfold
Annual Meeting of the German Bunsen Society for Physical Chemistry, May 2014.
16. **Controlling Photochemistry *via* Remote Chemical Substitution.** Tolga Karsili and Michael Ashfold
Gordon Research Conference in Photochemistry, July 2013
17. **The Conformer-Resolved Photodissociation Dynamics of Heteroaromatic Molecules.**
Tolga Karsili and Michael Ashfold
Annual Meeting of the German Bunsen Society for Physical Chemistry, May 2013.
18. **The Conformer-Resolved Photodissociation Dynamics of Heteroaromatic Molecules.**
Tolga Karsili and Michael Ashfold
The Annual Meeting of the Spectroscopy and Dynamics Group, January 2013.
19. **The Effect of Positional Isomerism in the Photodissociation Dynamics of Chlorophenol.**
Tolga Karsili and Michael Ashfold
Annual Meeting of the German Bunsen Society for Physical Chemistry, March 2012.
20. **S₁ Predissociation Rates Viewed in a Hammett-like Framework.**
Tolga Karsili and Michael Ashfold
The Annual Meeting of the Spectroscopy and Dynamics Group, January 2012.
21. **The Conformer-Resolved Photodissociation Dynamics of Chlorophenol.**
Tolga Karsili and Michael Ashfold
Annual Meeting of The Northern Universities Spectroscopy and Dynamics Meeting,
July 2011.

INVITED SEMINARS

1. **Accurate Methods for Modeling Gas-to-Particle Partitioning in the Atmospheric and Environmental Chemistry.**
University of Pennsylvania, United States of America. July 2023.
2. **Non-Adiabatic Dynamics of Atmospherically Relevant Intermediates.**
Temple University, United States of America. July 2023.
3. **Modeling the Chemistry of the Atmosphere and its Implications for Climate Change.**
Regional American Chemical Society, United States of America. November 2022.
4. **Modeling the Chemistry (and Physics) of the Atmosphere and its Implications for Climate Change.**
Department of Physics, University of Louisiana at Lafayette, Lafayette, United States of America. October 2022.
5. **Ultrafast Dynamics of Criegee Intermediates.**
Pacifichem Conference, United States of America. December 2021.
6. **Modelling the Chemistry of Atmospheric Oxidants.**
SIMM, University of Louisiana at Lafayette, United States of America. February 2020.
7. **Understanding the Photochemistry of Biologically Relevant Chromophores.**
Louisiana Tech University, United States of America. May 2019.
8. **Modelling the photophysics and Photochemistry of Biological Chromophores.**
Department of Physics, University of Louisiana at Lafayette, Lafayette, United States of America. September 2018.
9. **Excited-State Photochemistry and Photophysics of Organic and Biological Chromophores.**
University of Warwick, Coventry, United Kingdom. June 2016
10. **Ultrafast Excited-State Dynamics of Organic and Biological Chromophores, Catalysts and Fluorescent Sensors.**
Heinrich Heine University of Düsseldorf, Düsseldorf, Germany. December 2015.
11. **Ultrafast Nonadiabatic Dynamics of Organic and Biological Chromophores in the Gas Phase and in Solution.**
Centre for Free-Electron Laser, DESY, Hamburg, Germany. July 2015.
12. **The Effect of Substitution and Symmetry on the Photodissociation Dynamics of Heteroatom Containing Chromophores.**
Technical University of Munich, Munich, Germany. November 2013.
13. **Controlling Photochemistry *via* Remote Chemical Substitution.**
University of Perugia, Perugia, Italy. February 2013.

GRADUATE RESEARCH STUDENT SUPERVISION

1. **Garrett Marceaux** (MS Industrial Chemistry). Aug 2023 - Present.
2. **Ernest Antwi** (Ph. D. Earth and Energy Science). Aug 2021 - Present.
3. **Courtney Poirier** (Ph. D. Earth and Energy Science). Aug 2021 - Present.
4. **Hunter Bouillion** (Ph. D. Earth and Energy Science). Aug 2019 - Present.
5. **Niamh Packer** (MS Industrial Chemistry). Aug 2021 - Dec 2022.
6. **Jared Racca** (MS Industrial Chemistry). Aug 2021 - Dec 2022.

UNDERGRADUATE RESEARCH STUDENT SUPERVISION

1. **Daija Woodard**. Jan 2023 - Present.
2. **Awais Tarik**. Jan 2023 - Present.
3. **Makatlyn Atlow**. Jan 2023 - Present.
4. **Rebekah Tarullo**. Jan 2023 - Present.
5. **Amyri Braud**. Jan 2023 - Present.
6. **Lily Guidry**. Aug 2022 - Present.
7. **Jordyn Ratliff**. Jan 2022 - May 2023.
8. **Laurielle Watkins**. Jan 2022 - Dec 2022.
9. **Ryan Fontenot**. Jan 2021 - Jun 2021.
10. **Holly Mayeux**. Jan 2021 - Jun 2021.
11. **Tommy Nguyen**. Jan 2021 - Jun 2021.
12. **Derrick Petry**. Jan 2021 - Jun 2021.
13. **Frederika Sullivan**. Jan 2021 - May 2021.
14. **Ashley Williams**. Jan 2021 - Jun 2021.
15. **Farid Abou-Issa**. Aug 2020 - Dec 2020.
16. **Rachel Bush**. Aug 2020 - Present.
17. **Justin Cao**. Aug 2020 - Dec 2020.
18. **Dana Charif**. Aug 2020 - Dec 2020.
19. **Lajmi Islam**. Aug 2020 - Dec 2020.

20. **Amy Dartez.** Aug 2020 - Present.
21. **Nicholas Henderson.** Aug 2020 - Dec 2020.
22. **Alivia Johnson.** Aug 2020 - Dec 2020.
23. **Margaret Montero.** Aug 2020 - May 2021.
24. **Cassidy Nguyen.** Aug 2020 - Dec 2022.
25. **Mia Prewitt.** Aug 2020 - Dec 2020.
26. **Emelie Richard.** Aug 2020 - Dec 2020.
27. **Cambrie Sonnier.** Aug 2020 - Dec 2020.
28. **Lauren Anthis.** Jan 2020 - May 2020.
29. **Anne Christian Ardoin.** Jan 2019 - Aug 2021.
30. **Thomas Ashy.** Jan 2020 - May 2021.
31. **Lori Bailey.** Jan 2020 - May 2020.
32. **Jess Bailey.** Jan 2020 - Dec 2020.
33. **Adairre Castille.** Jan 2020 - May 2020.
34. **Elizabeth Comeaux.** Jan 2020 - May 2021.
35. **Conrad Frey.** Jan 2020 - May 2021.
36. **Taylor Dartez.** Jan 2020 - May 2020.
37. **Joshua Fitzpatrick .** Jan 2020 - May 2020.
38. **Victoria Frederick.** Jan 2020 - May 2021.
39. **Julia McCoy.** Jan 2020 - May 2021.
40. **Christopher Pinho.** Jan 2020 - May 2021.
41. **Eleanor Stelz-Sullivan.** Jan 2020 - May 2021.
42. **Lia Henton.** Aug 2019 - May 2020.
43. **Hanh Ho.** Aug 2019 - Dec 2022.
44. **Carley Stanley.** Aug 2019 - May 2020.
45. **Caleb Collette.** Aug 2019 - Dec 2019.
46. **Tyler Evans.** Aug 2019 - Dec 2019.
47. **Jordan Hypolite.** Aug 2019 - Dec 2019.

48. **Nigel Bessard**. Aug 2019 - Dec 2019.
49. **Jennifer Tran**. Jan 2019 - May 2019.
50. **Carter Pasqua** . Jan 2019 - May 2019.
51. **Taylor Gray**. Jan 2019 - Aug 2019.
52. **Spencer Leger**. Aug 2018 - Aug 2021.

THESIS COMMITTEE MEMBERSHIP

1. **Garrett Marceaux** (MS Industrial Chemistry). Chair.
2. **Courtney Poirier** (Ph. D. Earth and Energy Science) Chair.
3. **Ernest Antwi** (Ph. D. Earth and Energy Science) Chair.
4. **Hunter Brouillion** (Ph. D. Earth and Energy Science) Chair.
5. **Tianlin Liu** (Ph. D. Chemistry, University of Pennsylvania) External Member.
6. **Meijun Zou** (Ph. D. Chemistry, University of Pennsylvania) External Member.
7. **Ferdinando Cilenti** (Ph. D. Earth and Energy Science) Member.
8. **Robert Bordelon** (Ph. D. Earth and Energy Science) Member.
9. **Precious Batubo** (Ph. D. Earth and Energy Science) Member.
10. **Hope Okunbor** (Ph. D. Biology) Member.
11. **David Slay** (Ph. D. Earth and Energy Science) Member.
12. **Andrew Powell** (Ph. D. Earth and Energy Science) Member.
13. **John Miller** (Ph. D. Earth and Energy Science) Member.
14. **Oluwaseun Adeleye** (M.S. Industrial Chemistry) Member.
15. **Samuel Antwi** (M.S. Industrial Chemistry) Member.
16. **Alec Clay** (MS Industrial Chemistry) Member. **Graduated Spring 2023**
17. **John Miller** (MS Physics) Member. **Graduated Spring 2020**
18. **Niamh Packer** (MS Industrial Chemistry) Chair. **Graduated Fall 2022**
19. **Jared Racca** (MS Industrial Chemistry) Chair. **Graduated Fall 2022**
20. **Victorial Frederick** (MS Industrial Chemistry) Member. **Graduated Fall 2022**
21. **Megan Broussard** (Undergraduate Honors) Member. **Graduated Spring 2022**

TEACHING EXPERIENCE

(Fall 2020, Fall 2023): CHEM 107: General Chemistry I.

University of Louisiana at Lafayette, United States of America.

(Spring 2020): CHEM 106: Honors General Chemistry II.

University of Louisiana at Lafayette, United States of America.

(Spring 2020, Fall 2023): CHEM 108: General Chemistry II.

University of Louisiana at Lafayette, United States of America.

(Fall 2018, Spring 2019, Fall 2019): CHEM 115: General Chemistry Laboratories.

University of Louisiana at Lafayette, United States of America.

(Fall 2019, Fall 2021): CHEM 301: Physical Chemistry I.

University of Louisiana at Lafayette, United States of America.

(Spring 2020, Spring 2022): CHEM 302: Physical Chemistry II.

University of Louisiana at Lafayette, United States of America.

(Spring 2019, Spring 2021, Spring 2023): CHEM 303: Introductory Physical Chemistry.

University of Louisiana at Lafayette, United States of America.

(Spring 2023): CHEM 311: Physical Chemistry Laboratory I.

University of Louisiana at Lafayette, United States of America.

(Fall 2018, Fall 2020, Fall 2022): CHEM 401: Structure of Matter.

University of Louisiana at Lafayette, United States of America.

(Spring 2022): CHEM 501: Advanced Physical Chemistry.

University of Louisiana at Lafayette, United States of America.

(Fall 2020, Fall 2021, Fall 2022, Fall 2023): EESC 612: Atmospheric Chemistry.

University of Louisiana at Lafayette, United States of America.

PROFESSIONAL MEMBERSHIPS

- Associate Member of the Royal Society of Chemistry
- Member of the American Chemical Society
- Member of the American Institute of Physics
- Level II Graduate Faculty

JOURNAL EDITORIAL ACTIVITY

- Guest Editor, *Molecules* (2020-2023)
Special Issue: Chemistry Revealed by Ultrafast Spectroscopy
- Editorial Board Member, *Quantum Beam Science* (2020 - Present).

PEER-REVIEWING ACTIVITY

Academic Journals

- *Journal of Computational Chemistry*
- *Nature Chemistry*.
- *Journal of American Chemical Society*.
- *Journal of Physical Chemistry*.
- *Physical Chemistry Chemical Physics*.
- *Chemical Physics*.
- *Angewandte Chemie*.
- *Molecules*.
- *Scientific Reports*.
- *Chemical Science*.
- *Journal of Chemical Education*.

Funding Agencies (ad hoc and panel)

- The Petroleum Research Fund.
- The National Science Foundation.
- The National Aeronautics and Space Administration.
- The Polish Academy of Sciences.
- The Deutsche Forschungsgemeinschaft.

SERVICE TO THE DEPARTMENT AND UNIVERSITY

- 2019 - Present: Departmental IT Administrator.
- 2022 - Present (chair): Distance Learning Committee.
- 2020: Scholarship and Nomination Committee.
- 2020 - Present: Rubric Modification Committee.
- 2020, 2023: Annual Evaluation Committee.
- 2019 (chair), 2021 (chair): Hitchcock Committee.
- 2019: Scheduling Committee.

SERVICE TO STUDENT ORGANIZATIONS

- 2020-2021: Faculty advisor for the Women Chemists Society.
- 2022-Present: Faculty advisor for The American Chemical Society Student Chapter.

SERVICE TO THE COMMUNITY

- 2019: Event Coordinator in Science Olympiad.
- 2019: Chemical Demonstrations for Science Summer Camp students.
- 2019: Co-organizer and Participant of Science Day Scheduling.

MEMORANDUM

April 22, 2024

TO: Dr. Mohamed Khabou, Dean, HMCSE

FROM: Dr. Brent Venable, Chair, Department of Intelligent Systems and Robotics

K. B. Venable

SUBJECT: Department of Intelligent Systems and Robotics Tenure and Promotion Committee Decision for Dr. Stephen Russell


The tenured faculty in the Department of Intelligent Systems and Robotics unanimously voted (2-0) to grant tenure upon hire to Dr. Stephen Russell for position #128720.

Dr. Russell has an extensive track record in academia and research, having held roles that required both teaching technical and management courses and leading research projects. He also brings a diverse and extensive background in government, industry, and entrepreneurial sectors. His experience includes serving as a principal investigator and program manager, illustrating his ability to manage complex projects and guide research teams to successful outcomes. His work has had practical applications across multiple industries, including higher education, telecommunications, healthcare, non-profit organizations, and manufacturing.

Dr. Russell has a prolific publication record, with over 75 refereed or peer-reviewed articles (of which 11 in the last five years), highlighting his scholarly impact. During his tenure at the Army Research Laboratory (ARL) in Washington, Dr. Russell served as the Division Chief of the Information Sciences Division, a role with significant responsibilities. He managed a team of 125 staff researchers and engineers, overseeing an annual budget of over \$110 million for U.S. Army research projects/programs, covering 65% of ARL's autonomy and robotics portfolio. This position required not only deep technical knowledge but also substantial leadership skills and strategic decision-making capabilities. Beyond his work at ARL, Dr. Russell, as Chief Data Scientist at Jackson Health System, has led a team of developers and junior scientists in developing artificial intelligence solutions for clinical and operational decision support across 16 healthcare facilities. His ability to secure a \$150,000/year NIH Administration for Strategic Preparedness and Response (ASPR) grant in 2022 further underscores his effectiveness in acquiring funding and driving impactful research.

The Department agrees that Dr. Russell is an outstanding candidate for tenure as a full professor in the Department of Intelligent Systems and Robotics and that his qualifications exceed the UWF Department of Intelligent Systems and Robotics bylaws requirements for tenure.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. for Dr. Stephen Russell upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Stephen Russell who was offered position #128720 as full Professor in the Department of Intelligent Systems and Robotics (ISR) with a start date of Aug 8, 2024.

Dr. Russell has an outstanding experience in industry and academia. He developed and taught numerous courses, published more than 75 papers, managed more than \$110M in research projects, and assumed various leadership positions.

Given the strong support for Dr. Russell from the ISR Chair and the unanimous vote for tenure by his ISR colleagues, I fully support granting him tenure in the ISR Department and for his case to go to UWF's BOT for consideration.

Summary

- Currently Chief Data Scientist, Jackson Health System; dynamic and motivated professional with a proven record of managing operational, research, and academic initiatives from concept to completion
- Multiple years in entrepreneurial and senior management positions grounded in years of technical positions including: Information Science Researcher, Data Scientist, Network and Systems Administrator, Enterprise Architect, Systems Analyst, Database Administrator/Designer, Software Developer/Programmer
- Government, industry and entrepreneurial experience in senior management positions including: CEO, President, CTO, IT Director, Director of Product Marketing, and Division Chief
- Experience teaching technical and management courses and leading in research-oriented environments including multiple positions as principal investigator and program manager
- Hands-on expertise in machine learning, data science, networking, and decision support with application experience in several industries including higher education, telecommunications, healthcare, non-profit, and manufacturing
- Over 75 refereed or peer reviewed publications; patent (#10354192) for a data exploration recommender methodology
- U.S. Citizen with current TS clearance and military experience in the USMC and USAF

Education

University of Maryland Baltimore County, Information Systems, Ph.D., 2008

Dissertation Topic: Presence Awareness and Data Utility in Decision Support Systems for Pervasive Computing Environments

University of Maryland Baltimore County, Information Systems Management, M.S., 1997

University of Maryland Baltimore County, Computer Science, B.S., 1995

Research Interests

Data-driven decision support, machine learning and intelligent systems/agents, information management and system architectures; human information interaction

Sample of University Courses Taught

- | | |
|---|------------------------------------|
| • Decision Support Systems | • Database Application Development |
| • Information Systems Management | • Web Application Development |
| • Introduction to Information Systems | • Network Management |
| • Introduction to Technology Entrepreneurship | • SQL Server Administration |
| • Information Resource Management | • UNIX and Oracle Administration |
| • Project Management | • Introduction to UNIX |
| • Systems Analysis and Design | • Advanced UNIX |
| • Database Theory and Design | • UNIX Shell Scripting |
| • Data Communications and Networks | • Decision Support Systems |
| • Business Analytics | • Advanced Business Programming |

Course evaluation rating sample: <https://www.ratemyprofessors.com/ShowRatings.jsp?tid=1199385>

Academic & Research Positions

JACKSON HEALTH SYSTEM, MIAMI, FL

2021-PRESENT

Chief Data Scientist and Director

Dept. Of Research & Innovation in Data Science

- Manage a small team of developers and junior scientists developing Artificial Intelligence solutions for clinical and operational decision support across the 16 JHS provider facilities. Took this position to help advance applied research solutions in both a tangible and theoretical way.
- Hand on technical accomplishments include: developing a binary prediction model for claims denials (F1 scores above .96 & 97.6% accuracy - sota = 85%); Binary mortality predictor (F1 score of .86); Diagnostic Related Group predictor; Patient experience text NLP model that classified patient feedback and identified patterns in clinical staff behaviors; Created a denial management system that allowed analysis and tracking of \$1.2B in revenue; Developed a rule-based system that dynamically assigned and loaded patients to medical teams, based on clinical status; acquired and performed on DoD grant to track and measure Army surgeon performance thru JHS Ryder level-1 trauma facility.
- Acquired a \$150K/yr NIH Administration for Strategic Preparedness and Response (ASPR) grant to collect military trauma clinician performance information and build a statistical model of training-performance outcomes.
- Several of the above solution addressed and impacted multi-million dollar problems delivering millions in value for the organization.
- Introduced Google Cloud and Vertex AI to the organization and helped commoditize machine learning throughout the organization.

ARMY RESEARCH LABORATORY, WASHINGTON, DC

2019-2021

Division Chief (Grade: DBV [SSTM >GS15] – Supervisory 1550)

Information Sciences Division

- Manage 125 staff researchers and engineers and execute over \$110M+ annually in U.S. Army research projects/programs; oversaw 65% of ARL's autonomy and robotics portfolio.
- Across four branches, the Division's research focuses on Adaptive Information Retrieval, Information Discovery, Information Discourse, Collaborative Information Dissemination & Interaction, Distributed Human-Information Interaction, Content Understanding, Situated Dialog, Human-Agent Teaming, Machine Learning, and Embodied Autonomy.
- Frequently an invited speaker for technical topics and to this extent, I have briefed Congressmen, Generals, staff officers, C-Level executives of Fortune 500 companies and large banks, as well as institutional investors.
- Routinely set Army science and technology direction and concepts on topics under Military Information Sciences such as information networking, data architectures and standards, artificial intelligence and machine learning.
- Assigned and lead lab-wide strategic planning and initiatives relating to intelligent systems, data interoperability, and machine learning related research areas and across divisions and directorates
- Successfully co-developed strategy for and navigated a Directorate-level re-organization that spanned 4 Divisions and 5 locations across the country.
- Improved research project-reporting efficiency by 40% through implementation of researcher-level collection system.
- Expanded uncertainty quantification, research originally started in 2017 as uncertainty quantification for machine learning, and developed it into new research domain (Robust and Resilient A), part of establishing a new research domain; evolved the work into methods for making ML algorithms robust and quantify model drift and risk.
- Grew previously Initiated (in 2016) immersive cross reality (xR) common operating picture (COP) research program; system now foundational model for xR system research for Army Network modernization Cross Functional Team (CFT)
- Envisioned, designed, and implemented Army's first Distributed Virtual Proving Ground; this consisted of over 15 testbeds and labs across multiple universities and DoD labs, all connected to allow interactive and real time experimentation.

- Lead and execute the U.S. Army's Internet of Battlefield Things (IoBT) Collaborative Research Alliance. The IoBT CRA It is a \$25M, five-year basic research effort (with a potential additional \$25M five-year extension). The CRA is a multi-disciplinary basic research program between academia (5 universities: UIUC, UC Berkeley, USC, CMU, and UCLA), industry (SRI International), and government (ARL) enabled by an acquisition model that mandates collaboration between government scientists and private sector researchers for co-invention, and co-publication.
- Recent personal research has included value of information in a macrocognitive work system; autonomous decision making given ubiquitous sensing and computing; quantification of interoperability; and concepts of collective intelligence.
- Developed natural language processing system (NLP) that extracts topics from corpuses (e.g., resumes and Division activity reports, and proposals), classifies documents, provides similarity metrics, and summarization; implemented system for programmatic management.

ARMY RESEARCH LABORATORY, WASHINGTON, DC

2015-2019

Branch Chief (Grade: DB IV [GS15] – Supervisory 1550)

Battlefield Information Processing Branch

- Managed and executed over \$10M annually in U.S. Army research projects/programs and 25 staff researchers and engineers; Responsible for developing Branch vision and operational execution of research and development activities; Routinely secured and executed congressional funding for emergent research areas and investigative technology forecasting.
- Advanced and oversaw Branch's research on human information interaction; information management, and data science problems associated with DoD and intelligence-related command and control decision making, cyber-threat detection, and autonomous/intelligent information systems and networking.
- Routinely briefed Army and DoD executive military leadership and congressional staffers on Branch and ARL research programs; recurring expert reviewer/evaluator for large acquisitions, conference programs, and journals; frequent invited speaker for talks on machine learning, decision support systems, networking, and intelligent systems.
- Recruited and mentored several early career Ph.D. scientists and advanced degreed engineers and students.
- Expanded Branch and Division involvement at the national level in NATO, TTCP, and C4ISR Communities of Interest (COIs) setting policy and direction for strategic research in information and computer science for the Army, Navy, Air Force and Marine Corps, as well as international allies.
- Increased applied inter-service research focused on expeditionary command and control systems' interoperability, network optimization, and information management (work funded by Army, Navy, and USMC; MOU w/USAF) to become 40% of the Branch portfolio.
- Initiated and led collaborative cross-directorate and cross-division emergent scientific research areas, including Uncertainty Quantification for machine learning, Human Variability classification, and interoperability for sensor networks
- Defined, developed and led cross-directorate Human Information Interaction (HII) research area and expanded it to be a \$3.4M portfolio which was strategic in the development of ARL's west coast expansion.
- Initiated research on immersive cross-reality common operating picture (COP) resulting in a highly distributed collaborative mixed reality experimentation environment, all in advance of Army's embrace of the Microsoft HoloLens – this research combined networking state awareness, with federated network interoperability in a real-time, dynamic information
- Envisioned, pitched, developed and launched a \$50M collaborative research program on the Internet of Battlefield Things (IoBT), focused on challenges of network composition, autonomic services, and decision analytics
- Developed a method of network security through node connectivity (topology) randomization and illustrated that multiple network threat pairs can be tractably separated in a computationally efficient manner, such that cognitive radios and software defined network technologies can employ them.
- Developed a method of valuing information, at the network application level, which extends policy-based methods, given high volume information environment of the Internet of Things (IOT)

- Developed a method for steganographic messaging that uses transmission timing to obscure symbols, and illustrated its applicability to IOT device side channels, creating data-in-motion steganography that does not require network protocol modifications.
- Established ARL's first research activity with National University of Singapore – research focused on negotiated collaboration which was funding-matched by Singapore and Office of Naval Research, leading to a tripling of the Army's investment in research on network information dispersal. This project recognized by Deputy Assistant Secretary for Defense Exports and Cooperation.

NAVAL RESEARCH LABORATORY, WASHINGTON, DC

2010-2015

Section Head (Grade: NP IV [GS15] – Supervisory 1550) Syst Engineering & Architectures Section (Code 5585)

- Managed over \$1.8M in annual research projects from DoD organizations such as the Marine Corps Combat Development Command, DARPA, ONR, and OSD; research work focused on large data problems associated with Navy operations and intelligence related decision-making, cyber-threat detection, and autonomous systems.
- Research and publish on information management, intelligent system architectures, data science, cyber-network data; normalcy modeling and anomaly detection.
- Routine reviewer and technical advisor for various ONR and OSD, DARPA, and IARPA research programs, in addition to reviewer for various journals and conferences.
- Developed clustering and classification machine learning approach using eye tracking data to identify cognitive thresholds based on pupil dilation.
- Developed classification and uncertainty-modeling datamining method for sparse maritime-behavior datasets.
- Developed an automated Service Oriented Architecture (SOA) testing harness that utilizes intelligent agents for test orchestration.
- Developed locality-sensitive hashing algorithms for adaptive network traffic characterization.
- Granted patent (#10354192) for a aided data exploration recommender methodology; issued provisional patent for a method for automating development ops using intelligent agents; several basic research innovations have transitioned to fielded applications.

THE GEORGE WASHINGTON UNIVERSITY, Washington, DC

2008-2010

Assistant Professor

Department of Information Systems and Technology Management

- Maintained a 3-3 teaching load -- all graduate-level courses with an average course evaluation of approx. 4.6 on a 5-point scale
- Taught 6 different courses across the scope of the department's curriculum: Decision Support Systems, Intro to Info Systems (MBA), Technology Ventures, Database Systems (first offering of the course using MS SQL Server), Information Resource Management, and the Capstone course; Served on two doctoral students' dissertation committees.
- Associate editor for the Information Sciences Journal; published multiple conference papers (one awarded best paper) and 3 journal articles; chaired multiple conference sessions.
- Developed a method for performance consensus measure that addresses limitations of qualitative scales and demonstrated the method's efficacy in large-scale builder quality management and decision support system.
- Awarded a National Academies of Science Fellowship.

Industry Work Experience

AGILITY DATA RESEARCH, LLC. Columbia, MD

2004 - 2008

Owner - Independent Consultant

- Independent consultant conducting IT/IS and data-oriented research, management support, and software development. Example small and fortune 500 company consulting positions included management consultant, head of software engineering, and senior architect.

- Designed and developed: a large recommender system for vendor selection, a mobile privacy preserving facial recognition system; a presence aware intelligent decision support system for pervasive computing environments; a commercial DCAA compliant accounting system for government contracting; a home builder quality management system.
- Awarded an NSF SBIR Phase 1 for a wavelet-based data exploration methodology for decision support.

SYMPPLICITY NETWORKS, INC., Millersville, MD

2001 - 2004

President & CEO

- Successful exit through leveraged buyout after managing all aspects of identifying, securing and delivering projects, customer interfacing and satisfaction, P&L responsibility, staffing, business development and business planning.
- Managed and led business-knowledge engineering firm specializing in telecommunications, IT enterprise and business intelligence, delivering back-office engineering and scientific solutions to support accounting, HR, and manufacturing operations.

Selected management accomplishments:

- Implemented an overall product and service delivery strategy for the company's products and engineering services.
- Managed and led an initiative that integrated disparate student systems from 16 colleges into a single unified interface delivered as a web enabled database with continuous updates.
- Developed a new product based on an intelligent agent system that collected market data and produced processed analysis.
- Developed telecommunications carrier customer to manage and coordinate automation projects, including trials with new technologies such as diffuse IR networking and data warehousing.

Selected technical accomplishments:

- Integrated disparate student systems from 16 colleges into a single unified interface delivered as a web enabled database with continuous updates – built using PostgreSQL, PHP, MS Access, and Linux.
- Development of JCAHO audit Business Intelligence tool to track and report nursing-related quality performance metrics.
- Development of Healthcare Effectiveness Data and Information Set (HEDIS) audit management system
- Development of DCAA compliant time and expense system integrated in a software-as-a-service (SaaS) based accounting product offering.
- Development of mainframe integration system linking a traditional 3270 application to a web interface – Built using ASP.Net, Team Studio Screen Surfer, MS SQL Server, and Oracle.
- Developed an intelligent agent system that collects market data and produces processed analysis – Built using JAVA, C#, and MS SQL Server.
- Development of data warehouse to support operations of a large telecommunications carrier and several small database applications and integration (ETL) solutions using technologies such as MS Access, VBA, VB.Net, MS SQL Server, Oracle, MySQL, PostgreSQL, XML, and ODBC

AVTEC SYSTEMS, INC. & SYMBIONT NETWORKS, INC., Fairfax, VA

1999 - 2001

Director of Information Systems

- Responsible for \$1.5M annual budget; provided oversight for planning, systems development, selection, and performance of all computer hardware, software, peripherals, telephony and communications, including secure classified information facility (SCIF).
- Served as the expert technologist and advisor for analysis, design, and implementation of all enterprise IT projects; responsible for enterprise configuration management and the creation, implementation, and enforcement of procedural, acceptable use, disaster recovery and security policies.
- On-time implementation of new MRP and financial system with 0% downtime; retooled and implemented new messaging platform that integrated Lucent PBX, internet mail and fax services with 0% down time and increased overall network and system reliability by 40%.
- Transitioned from Novell network to heterogeneous Linux and Windows network – Windows Active Directory, DNS, Exchange, SQL Server, LDAP, Cisco VPN/Routing, Web Servers.

- Designed and developed several in-house enterprise software solutions using SQL Server, Access, C++, and Visual Basic (e.g., a custom government contracting budgeting and planning tool).
- Assisted in the development and commercialization of a network protocol that was the fundamental product used to launch a telecommunications start-up.

DATA ACQSYS, INC., Ellicott City, MD

1997 - 1999

President

- As President of the company, responsible for management, budgeting, and strategic planning.
- Supplied technical management (project and personnel) consulting to clients; worked as an instructional designer for technical curriculum, systems administrator, network administrator, software developer, an information system analyst, an interim CIO, and executive technical advisor.
- Designed, developed, and oversaw the production implementation of Internet-based systems as well, as custom database development is MS Access and SQL Server.

PHYSICIAN'S NETWORK SYSTEMS, Washington, D.C.

1994 - 1997

Chief Technical Officer

- Duties included board of director functions, as well as technical strategic planning, operations, and managing several consultant vendors working on the project.
- Designed, developed, and implemented a nationally recognized immunization-tracking database that featured Interactive Voice Response, Internet connectivity and real time interactive connectivity.

Academic Sponsored Research

Sales4Us, Incorporated - Corporate Research Grant

7/2007 – 1/2008

Co-Principal Investigator – Grant Amount: \$35,000

Proposal Title: An Online Advisor and Recommender System for Website Development

National Science Foundation - SBIR Phase I Grant

7/2006 – 2/2007

Principal Investigator – Grant amount: \$100,000

Proposal Title: Wavelet-based Data Exploration for Accounting-based Auditing, Decision Support, and Corporate Performance Monitoring

Select Membership and Service Activities

- Member - Association of Information Systems AIS (2008-2017)
- Associate Editor – Information Science Journal (2008-2015)
- Board of Directors - Multinational Development of Women in Technology MDWiT (2008-2011)
- Board of Directors - Center for Women in IT (CWIT) (2007-2008)
- Board Member - Angels & Eggs Investment Event, 2002 and 2003; 2003 event awarded NBIA Innovation Award
- Frequent Track Chair for various Information Sciences and information Systems conferences
- Ad Hoc Reviewer for: Information Systems, IEEE SMCC, International Journal on Semantic Web and Information Systems, International Journal of Electronic Business Research, Expert Systems with Applications, and various conferences

Refereed Journals

- Moskowitz, I. S., Rogers, P., & Russell, S. (2022). Mutual Information and Multi-Agent Systems. *Entropy*, 24(12), 1719. <https://doi.org/10.3390/e24121719>
- Russell, S., & Kumar, A. (2022). Providing Care: Intrinsic Human– Machine Teams and Data. *Entropy*, 24(10), 1369. <https://www.mdpi.com/1099-4300/24/10/1369>
- Li, S., Huang, Y., Li, C., Jalaian, B. A., Hou, Y. T., Lou, W., & Russell, S. (2021). Maximize Spectrum Efficiency in Underlay Coexistence with Channel Uncertainty. *IEEE/ACM Transactions on Networking*, 29(2), 764–778.
- Jalaian, B., Lee, M., & Russell, S. (2019). Uncertain Context: Uncertainty Quantification in Machine Learning. *AI Magazine*, 39(4).
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- Huang, Y., Jalaian, B., Russell, S., & Samani, H. (2018b). Technical Report on Efficient Integration of Dynamic TDD with Massive MIMO. *ArXiv Preprint ArXiv:1804.06143*.
- Hyden, P., McGrath, R. G., Moskowitz, I. S., & Russell, S. (2017). Managing Risk in High Assurance Systems by Optimizing Topological Resources. *Journal of Software: Evolution and Process*.
- Moskowitz, I. S., Hyden, P., & Russell, S. (2016). Network topology and mean infection times. *Social Network Analysis and Mining*, 6(1), 1–14.
- Lawless, W. F., Llinas, J., Mittu, R., Sofge, D., Sibley, C., Coyne, J., & Russell, S. (2013). Robust Intelligence (RI) under uncertainty: Mathematical and conceptual foundations of autonomous hybrid (human-machine-robot) teams, organizations and systems. *Structure & Dynamics*, 6(2), 1–35.
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- Russell, S., Forgionne, G., & Yoon, V. (2008). Presence and availability awareness for decision support systems in pervasive computing environments. *International Journal of Decision Support System Technology*, 1, 1.
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- Russell, Stephen, & Yoon, V. (2008). Applications of wavelet data reduction in a recommender system. *Expert Systems with Applications*, 34(4), 2316–2325. <https://doi.org/10.1016/j.eswa.2007.03.009>
- Sorace, J., Canfield, K., & Russell, S. (1997). Functional bioinformatics: the cellular response database. *Frontiers in Bioscience*, 2, a31–a36.

Books

- Lawless, W. F., Mittu, R., Sofge, D., & Russell, S. (Eds.). (2018). *Artificial Intelligence For the Internet of Everything*. Elsevier.
- Lawless, W. F., Mittu, R., Sofge, D., & Russell, S. (Eds.). (2017). *Autonomy and Artificial Intelligence: A Threat or Savior?* Springer.

Peer-Reviewed Book Chapters

- Russell, S., Jalaian, B., & Moskowitz, I. S. (2021). Re-orienting towards the Science of the Artificial: Engineering AI Systems. In *Systems Engineering and Artificial Intelligence*. Springer Nature, Switzerland AG.
- Cobb, A., Jalaian, B., Bastian, N., & Russell, S. (2021). Towards Safe Decision-Making via Uncertainty Quantification in Machine Learning. In *Systems Engineering and Artificial Intelligence*. Springer Nature, Switzerland AG.
- Russell, S., Moskowitz, I. S., & Jalaian, B. (2020). Separating the Forest from the Trees - Wavelet Contextual Conditioning For AI. In *Human-machine Shared Contexts*. Academic Press.

- Jalaian, B., & Russell, S. (2019). Uncertainty Quantification in Internet of Battlefield Things. In *Artificial Intelligence for the Internet of Everything*. Elsevier.
- Moskowitz, I. S., Russell, S., & Suri, N. (2018). The Value of Information and the Internet of Things. In *Artificial Intelligence for the Internet of Everything*. Elsevier.
- Russell, S., Moskowitz, I. S., & Raglin, A. (2017). Human information interaction, artificial intelligence, and errors. In *Autonomy and Artificial Intelligence: A Threat or Savior?* (pp. 71–101). Springer.
- Newsom, B., Mittu, R., Livingston, M. A., Russell, S., Decker, J. W., Leadbetter, E., ... Coyne, J. (2016). Modeling User Behaviors to Enable Context-Aware Proactive Decision Support. In *Context-Enhanced Information Fusion* (pp. 231–267). Springer.
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- Russell, Stephen, & Yoon, V. Y. (2011). Agents, availability awareness, and decision making. In *Intelligent, Adaptive and Reasoning Technologies: New Developments and Applications* (pp. 146–163). IGI Global.
- Forgionne, G., & Russell, S. (2008a). The Evaluation of Decision-Making Support Systems' Functionality. In *Encyclopedia of Decision Making and Decision Support Technologies* (pp. 329–338). IGI Global.
- Forgionne, G., & Russell, S. (2008b). The Use of Simulation as an Experimental Methodology for DMSS Research. In *Encyclopedia of Decision Making and Decision Support Technologies* (pp. 939–949). IGI Global.
- Forgionne, G., & Russell, S. (2008c). Unambiguous Goal Seeking Through Mathematical Modeling. In *Encyclopedia of Decision Making and Decision Support Technologies* (pp. 892–900). IGI Global.

Refereed Conference Proceedings

- Russell, S., & Abdelzaher, T. (2019). Multi-Domain Effects and the Internet of Battlefield Things. In *Proceedings of the Military Communications Conference, (MILCOM) 2019*. Norfolk, VA: IEEE.
- Li, S., Hou, Y. T., Lou, W., Jalaian, B., Russell, S., & MacCall, B. (2019). Optimal Power Control with Channel Uncertainty in Ad Hoc Networks. In *MILCOM 2019 IEEE Military Communications Conference (MILCOM)* (pp. 652–657). IEEE.
- Li, S., Huang, Y., Li, C., Jalaian, B., Russell, S., Hou, Y. T., ... MacCall, B. (2019). A Real-Time Solution for Underlay Coexistence with Channel Uncertainty. In *2019 IEEE Global Communications Conference (GLOBECOM)* (pp. 1–6). IEEE.
- Abdelzaher, T., Ayanian, N., Basar, T., Diggavi, S., Diesner, J., Ganesan, D., ... Veeravalli, V. (2018). Will Distributed Computing Revolutionize Peace? The Emergence of Battlefield IoT. In *Proceedings of the 38th IEEE International Conference on Distributed Computing Systems (ICDCS 2018)*. IEEE.
- Jalaian, B., Gregory, T., Suri, N., Russell, S., Sadler, L., & Lee, M. (2018). Evaluating LoRaWAN-based IoT devices for the tactical military environment. In *Internet of Things (WF-IoT), 2018 IEEE 4th World Forum on* (pp. 124–128). IEEE.
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- Moskowitz, I. S., & Russell, S. (2018). Valuable Information and the Internet of Things. In *2018 AAAI Spring Symposium Series*.
- Moskowitz, I. S., Russell, S., & Jalaian, B. (2018). Steganographic Internet of Things: Graph topology timing channels. 32nd AAAI Conference on Artificial Intelligence (AAAI-18), New Orleans, LA.
- Russell, Stephen, & Abdelzaher, T. (2018). The Internet of Battlefield Things: The Next Generation of Command, Control, Communications and Intelligence (C3I) Decision-Making. In *Proceedings of the Military Communications Conference, (MILCOM) 2018*. Los Angeles, CA: IEEE.
- Trout, T. T., Russell, S., Harrison, A., Dennison, M., Spicer, R., Rosenberg, E. S., & Thomas, J. (2018). Collaborative mixed reality (MxR) and networked decision making. In *Next-Generation Analyst VI* (Vol. 10653, p. 106530N). International Society for Optics and Photonics.
- Fouad, H., Gilliam, A., Guleypoglu, S., & Russell, S. M. (2017). Automated Evaluation of Service Oriented Architecture Systems: A Case Study. In *Next-Generation Analyst V* (Vol. 10207, p. 102070J). International Society for Optics and Photonics.

- Raglin, A., Metu, S., Russell, S., & Budulas, P. (2017). Implementing Internet of Things in a military command and control environment. In *Next-Generation Analyst V*; (Vol. 10207), T. P. Hanratty & J. Llinas (Eds.) (p. 1020708). <https://doi.org/10.1117/12.2265030>
- Spicer, R. P., Russell, S. M., & Rosenberg, E. S. (2017). The mixed reality of things: emerging challenges for human-information interaction. In *Next-Generation Analyst V* (Vol. 10207, p. 102070A). International Society for Optics and Photonics.
- Hyden, Paul, Moskowitz, I. S., & Russell, S. (2016a). Fortification through topological dominance: Using hop distance and randomized topology strategies to enhance network security. In *2016 AAAI Spring Symposium Series*.
- Hyden, Paul, Moskowitz, I. S., & Russell, S. (2016b). Using network topology to supplement high assurance systems. In *High Assurance Systems Engineering (HASE), 2016 IEEE 17th International Symposium on* (pp. 213–219). IEEE.
- Russell, Stephen, & Moskowitz, I. S. (2016). Human Information Interaction, Artificial Intelligence, and Errors. In *2016 AAAI Spring Symposium Series*.
- Russell, Stephen, Raglin, A., & Tate-Moore, C. (2016). A Framework for Comparing Performance Assessment Outcomes using Performance–Consensus Vectors and Traditional Ordinal Data Measures to Aid Decision Support for Human-Systems Integration. Presented at the 21st International Command and Control Research and Technology Symposium (ICCRTS 2016), London, England.
- Russell, Stephen, Suri, N., Lenzi, R., & Fouad, H. (2016). Measuring and Evaluating Interoperability for Complex C2 Information Management System-of-Systems. Presented at the 21st International Command and Control Research and Technology Symposium (ICCRTS 2016), London, England.
- Suri, N., Tortonesi, M., Michaelis, J., Budulas, P., Benincasa, G., Russell, S., ... Winkler, R. (2016). Analyzing the applicability of Internet of Things to the battlefield environment (pp. 1–8). IEEE.
- Tortonesi, M., Morelli, A., Govoni, M., Michaelis, J., Suri, N., Stefanelli, C., & Russell, S. (2016). Leveraging Internet of Things within the military network environment—Challenges and solutions. In *Internet of Things (WF-IoT), 2016 IEEE 3rd World Forum on* (pp. 111–116). IEEE.
- Livingston, M. A., Russell, S., Decker, J. W., Leadbetter, E., & Gilliam, A. (2015). CEDARS: Combined exploratory data analysis recommender system. In *Large Data Analysis and Visualization (LDAV), 2015 IEEE 5th Symposium on* (pp. 139–140). IEEE.
- Paxton, N. C., Jang, D., Russell, S., Ahn, G.-J., Moskowitz, I. S., & Hyden, P. (2015). Utilizing network science and honeynets for software induced cyber incident analysis. In *System Sciences (HICSS), 2015 48th Hawaii International Conference on* (pp. 5244–5252). IEEE.
- Hyden, Paul, Russell, S., Jakubek, D., Paxton, N., & Moskowitz, I. S. (2014). *Advancing Future Network Science through Content Understanding*. Naval Research Lab, Washington DC.
- Paxton, N. C., Jang, D., Moskowitz, I. S., Ahn, G.-J., & Russell, S. (2014). Discovering and analyzing deviant communities: Methods and experiments. In *Collaborative Computing: Networking, Applications and Worksharing (CollaborateCom), 2014 International Conference on* (pp. 163–170). IEEE.
- Paxton, N., Moskowitz, I. S., Russell, S., & Hyden, P. (2014). *Developing a Network Science Based Approach to Cyber Incident Analysis*. Naval Research Lab, Washington DC.
- Blasch, E. P., Russell, S., & Seetharaman, G. (2011). Joint data management for MOVINT data-to-decision making. In *Information Fusion (FUSION), 2011 Proceedings of the 14th International Conference on* (pp. 1–8). IEEE.
- Blasch, E. P., Seetharaman, G., & Russell, S. (2011). Wide-area video exploitation (WAVE) joint data management (JDM) for layered sensing. In *Signal Processing, Sensor Fusion, and Target Recognition XX* (Vol. 8050, p. 80500B). International Society for Optics and Photonics.
- Decker, J. W., Livingston, M. A., Russell, S., & Hyden, P. (2011). *Use Cases for Visualizing Uncertain Computer Networks*. Naval Research Lab, Washington DC.
- Hyden, Paul, & Russell, S. (2011). *Balancing Information Analysis and Decision Value: A Model to Exploit the Decision Process*. Naval Research Lab, Washington DC.
- Russell, Stephen, Haddad, M., Bruni, M., & Granger, M. (2010). Organic Evolution and the Capability Maturity of Business Intelligence. In *AMCIS* (p. 501).

- Mukherjee, S., Chen, Z., Gangopadhyay, A., & Russell, S. (2008). A secure face recognition system for mobile-devices without the need of decryption. In *Workshop on secure knowledge management*.
- Russell, Stephen, & Yoon, V. (2005). Heterogeneous Agent Development: A Multi-Agent System for Testing Stock Trading Algorithms. In *AMCIS 2005 Proceedings* (p. 283).

MEMORANDUM

April 19, 2024

TO: Dr. Mohamed Khabou, Dean, HMCSE


FROM: Dr. Peter Cavnar, Chair, Department of Biology 

SUBJECT: Department of Biology Tenure and Promotion Committee Decision for Dr. Jacob Siedlik

The tenured faculty in the Department of Biology unanimously voted (7-0) to grant tenure upon hire to Dr. Jacob Siedlik for the open-rank computational biology position #128670. Dr. Siedlik has established a robust and productive research program. In the previous five years, He has had 22 publications over the last five years, with 8 of the publications being either first or anchor author. He has received two external grants, in addition to many internal grants, to support his research agenda. He exhibits exceptional teaching activities through formal evaluations and is a dedicated research mentor at both the undergraduate and graduate levels.

The Department agrees that Dr. Siedlik exceeds the UWF Department of Biology bylaws requirements for tenure.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. Jacob Siedlik upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Jacob Siedlik who was offered position #128670 as an Associate Professor in the Department of Biology with a start date of Aug 8, 2024. The faculty in the Biology Department unanimously supported granting tenure to Dr. Siedlik pending approval of UWF's Board of Trustees.

Dr. Siedlik has a prolific scholarly activity which included 22 publications in the past 5 years alone and various internal and external grants. His teaching pedagogy is highly valued, and his mentoring of both graduate and undergraduate students has been effective. This level of productivity well exceeds the Biology Department bylaws requirements for tenure.

Given the strong support for Dr. Siedlik from the faculty and Chair of UWF's Biology Department, and his outstanding level of productivity, I fully support granting him tenure in the Biology Department and for his case to go to UWF's BOT for consideration.

CURRICULUM VITAE
JACOB A. SIEDLIK, Ph.D., CSCS

CONTACT INFORMATION

Department of Exercise Science and Pre-Health Professions
Creighton University
2500 California Plaza
Omaha, NE 68178

SECONDARY APPOINTMENTS

Department of Mathematics, Creighton University, College of Arts & Sciences
Department of Medical Microbiology and Immunology, Creighton University, School of Medicine

EDUCATION

2016 Doctor of Philosophy with Honors, Exercise Physiology, University of Kansas, Lawrence, KS; Mentor - Dr. Philip M. Gallagher; Minor: Psychology - Quantitative Methodology

2011 Master of Arts, Applied Physiology, Teachers College, Columbia University, New York, NY; Mentor - Dr. Carol E. Garber

2003 Bachelor of Arts, Mathematics, Colorado College, Colorado Springs, CO

PROFESSIONAL EMPLOYMENT

2023 – Present Associate Director, Creighton University, Health Informatics, Omaha, NE

2022 – Present Associate Professor, Creighton University, Department of Exercise Science and Pre-Health Professions, Omaha, NE

2016 – 2022 Assistant Professor, Creighton University, Department of Exercise Science and Pre-Health Professions, Omaha, NE

2014 – 2016 Graduate Research Assistant, University of Kansas, Department of Health, Sport, and Exercise Sciences, Applied Physiology Laboratory, Lawrence, KS

2012 – 2014 Graduate Teaching Assistant, University of Kansas, Department of Health, Sport, and Exercise Sciences, Applied Physiology Laboratory, Lawrence, KS

2010 – 2012 Sergeant, New York City Police Department, New York, NY

2005 – 2010 Police Officer, New York City Police Department, New York, NY

PROFESSIONAL MEMBERSHIPS

2023 – Present American Medical Informatics Association

2023 – Present American Health Information Management Association

2023 – Present Health Information and Management Systems Society

2017 – Present Nebraska Physiological Society

2016 – Present	American Association of Immunologists
2012 – Present	American Physiological Society
2010 – Present	National Strength and Conditioning Association, Certified Strength & Conditioning Specialist (CSCS)
2010 – Present	American College of Sports Medicine

HONORS AND AWARDS

- Haddix Pre-tenure Sabbatical Award. Unraveling patient characteristics to improve public health during the covid-19 pandemic. Creighton University, Omaha, NE, 2021.
- U.S. Army Cadet Command General William E. DePuy Award Nominee. Creighton University Reserve Officer Training Corps (ROTC), Creighton University, Omaha, NE 2021
- Teaching for Tomorrow Award Nominee, 2021 Founders Week Awards. Creighton Students Union, Creighton University, Omaha, NE, 2021
- Educator of the Year, Pharmacy Campus Class of 2023. School of Pharmacy and Allied Health Professions, Creighton University, Omaha, NE, 2020
- U.S. Army Cadet Command General William E. DePuy Award Nominee. Creighton University Reserve Officer Training Corps (ROTC), Creighton University, Omaha, NE 2020
- Department of Health, Sport and Exercise Sciences Wayne Osness Outstanding Doctoral Student Award, University of Kansas, Lawrence, KS, 2015
- Departmental Commendation for Intelligent Performance of Duty While Facing Grave Personal Danger, New York City Police Department, New York, NY, 2008
- Departmental Citation for Meritorious Police Duty (2 awards), New York City Police Department, New York, NY, 2007
- Departmental Citation for Excellent Police Duty (2 awards), New York City Police Department, New York, NY 2007

RESEARCH FUNDING

External Grants Awarded

- | | |
|------|--|
| 2020 | Mitchel Magrini, Principal Investigator, J. Siedlik, Co-investigator . National Strength and Conditioning Association, \$19,900.
Need for Speed: The Effect of a Power-Focused Resistance Training Program on Neuromuscular Function, T-Cell Activation Rates, and Fall Risk in Older Adults. |
| 2019 | J. Siedlik, Principal Investigator . Casio Computer Co., Tokyo, Japan, \$28,974.
Assessing the Validity and Reliability of Heart Rate Data Obtained from a Casio Smartwatch Prototype Device |
| 2018 | J. Siedlik, Principal Investigator . Casio Computer Co., Tokyo, Japan, \$45,075.
Assessing the validity and reliability of heart rate data using a prototype device |
| 2015 | J.P. Vardiman, Principal Investigator, J. Siedlik, Graduate Student Co-investigator . Office of Naval Research (ONR), \$371,000. University of Kansas.
<i>Expansion Proposal: Establishing Optimal Training Intervals for the Marine Corps Martial Arts Program (MCMAP) for Improvement in Physical Performance and Warrior Mindset.</i> |
| 2014 | J.P. Vardiman, Principal Investigator, J. Siedlik, Graduate Student Co-investigator . Office of Naval Research (ONR), \$711,519. University of Kansas.
Establishing Optimal Training Intervals for the Marine Corps Martial Arts Program (MCMAP) for Improvement in Physical Performance and Warrior Mindset. |

Internal Grants Awarded

- 2021 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, Nebraska Cancer and Smoking Disease Research Program (LB 595), \$120,000.
Connections between SARS-CoV-2 evolution, patient comorbidities, and COVID-19 outcomes.
- 2017 **J. Siedlik, Principal Investigator**, M. Belshan, Co-investigator. Dr. George F. Haddix President's Faculty Research Fund. Creighton University, Omaha, NE, \$15,000.
Exercise induced T cell activation and its impact on HIV susceptibility.

Grants Pending

- 2024 M. Magrini, Principal Investigator, **J. Siedlik, Co-Investigator**, National Institute of Health, \$412,073 requested.
Evaluating the influence of a multicomponent rehabilitation protocol on physical, cognitive, and perceptual outcomes in a post-acute care facility.

Grants Submitted (not funded)

- 2023 M. Magrini, Principal Investigator, **J. Siedlik, Co-Investigator**, National Institute of Health, \$412,073 requested.
Evaluating the influence of a multicomponent rehabilitation protocol on physical, cognitive, and perceptual outcomes in a post-acute care facility.
- 2022 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, American Lung Association, \$200,000 requested.
Multidimensional modeling of SARS-CoV-2 evolution and variant emergence.
- 2021 P. Gallagher, Principal Investigator, **J. Siedlik, Co-Investigator**, National Institute of Health, \$440,566 requested.
Understanding the mechanisms of how cardiorespiratory fitness affects T cell function in older adults
- 2021 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, American Lung Association, \$200,000 requested.
Modeling COVID-19 patient and viral factors to disease outcome.
- 2021 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, Nebraska Cancer and Smoking Disease Research Program (LB 506), \$50,000 requested.
Understanding SARS-CoV-2 evolutionary dynamics to improve treatment and vaccine development
- 2020 **J. Siedlik, Principal Investigator**, Dr. George F. Haddix President's Faculty Research Fund. Creighton University, Omaha, NE. \$5,000 requested.
Unlocking Objectivity: Graph Theoretic Modeling of Skeletal Muscle
- 2020 E. Bredahl, Principal Investigator, **J. Siedlik, Consultant**, National Institute of Health, \$434,558.
Minimizing doxorubicin-induced toxicities with creatine and exercise
- 2020 M. Belshan, Principal Investigator, **J. Siedlik, Collaborator**, National Institute of Health, \$416,920.
Discovery and multiplex quantification of HIV latency biomarkers
- 2019 M. Belshan, Principal Investigator, **J. Siedlik, Collaborator**, National Institute of Health, \$416,920.
Discovery and multiplex quantification of HIV latency biomarkers
- 2018 M. Khanna, Principal Investigator, **J. Siedlik, Co-investigator**. Dr. George F. Haddix President's Faculty Research Fund. Creighton University, Omaha, NE. \$11,476.
Establishing the EXaMPLe (Exercise and Mental Performance Lab experiments)

- 2017 **J. Siedlik, Principal Investigator.** Creighton University Summer Faculty Research Fellowship Program. Creighton University, Omaha, NE. \$10,000.
Mechanisms of dual stress induced T cell activation.
- 2017 **J. Siedlik, Principal Investigator.** Nebraska EPSCoR First Award. \$19,584.
Mechanisms of T cell activation following acute bouts of exercise.
- 2017 **J. Siedlik, Principal Investigator,** M. Belshan, Co-investigator. American College of Sports Medicine Research Endowment. \$10,000.
Exercise induced T cell activation and susceptibility to viral infection.
- 2017 **J. Siedlik, Principal Investigator,** E. Bredahl, Co-investigator. Nebraska INBRE Developmental Research Project Program. \$196,425.
Mechanisms of increased T cell activation following repeated bouts of combined aerobic and resistance training in human subjects.
- 2016 **J. Siedlik, Principal Investigator.** Nebraska EPSCoR First Award. \$21,700.
Quantification of T cell surface molecule kinetics following acute bouts of exercise.

FUNDED UNDERGRADUATE RESEARCH

- 2020 CURAS Summer Undergraduate Research and Creative Project Fellowship (SURF) Program. Creighton University, Omaha, NE. Awarded to Boston Small
Biomarkers for stress and performance including immune response and T-cell activation in division I cross country athletes
- 2019 Summer Research Institute – Undergraduate Biomedical Program
Creighton University, Omaha, NE. Awarded to Justin Jackson
Peak power in combat athletes during weight restrictive practices
- 2019 CURAS Summer Undergraduate Research and Creative Project Fellowship (SURF) Program. Creighton University, Omaha, NE. Awarded to Michael Padgett
Is body fat weighing down the immune system?
- 2019 Haddix STEM Corridor Program. Creighton University, Omaha, NE. Awarded to Jitsel Martinez
CD8⁺ T cell responses relative to body composition and quality of life metrics
- 2018 CURAS – Central High School Program. Creighton University, Omaha, NE. Students: Elaine Velez & Brianne Coleman
Effect of a pre-workout supplement on power and velocity
- 2018 Haddix STEM Corridor Program. Creighton University, Omaha, NE. Awarded to Alexandra Griswold
Using bioelectrical impedance to measure hydration status of humans in real time: A pilot study

PEER REVIEWED JOURNAL PUBLICATIONS *Indicates undergraduate co-author

1. M. Magrini, R. Hoffman, T. Barnett, J. Bruursema, and **J. Siedlik**. Effectiveness of a multicomponent rehabilitation protocol on outcomes following post-acute care. *Clin Biomech*, 2024, 111:106138. doi: 10.1016/j.clinbiomech.2023.106138.
2. M. Kelly, D. Emerson, B. McDermott, W. Atkins, C. Butts, R. Laursen, C. Troyanos, A. Duckett, and **J. Siedlik**. Gastrointestinal cell injury and perceived symptoms after running the Boston Marathon. *Front Physiol*, 2023, Vol.14, 1268306; <https://doi.org/10.3389/fphys.2023.1268306>
3. D. Law, M. Magrini, **J. Siedlik**, J. Eckerson, K. Drescher, and E. Bredahl. Creatine and resistance training: A combined approach to attenuate doxorubicin-induced cardiotoxicity. *Nutrients*, 2023, Vol.15(18), 4048; <https://doi.org/10.3390/nu15184048>

4. Z. Graham, **J. Siedlik**, C. Toro, L. Harlow, and C. Cardozo. Boldine alters serum lipidomics signatures after acute spinal cord transection in male mice. *Int J Environ Res Public Health*, 2023, Vol.20(16), 6591; <https://doi.org/10.3390/ijerph20166591>.
5. S.E. Sheppard, L. Bryant, R.N. Wickramasekara, C. Vaccaro, [and 120 others, including **J. Siedlik**]. Mechanism of KMT5B haploinsufficiency in neurodevelopment in humans and mice. *Science Advances*, 2023, Vol.9(10).
6. J. Pearson, N. Moodie, K. Stout, W. Hawkins, M. Matuszek, Z. Graham, **J. Siedlik**, J. Vardiman, and P. Gallagher. Similar responses in the Akt/Protein Kinase B signaling pathway following different lower-body exercise volumes in recreationally active men. *JSCR*, 2023, Vol.37(5), p. 1034 - 1041.
7. L. Barker, **J. Siedlik**, M. Magrini, S. Uesato, H. Wang, A. Sjøvold, G. Ewing, and J. Harry. Eccentric force velocity profiling: Motor control strategy considerations and relationships to strength and jump performance. *JSCR*, 2023, Vol.37(3), p. 574-580.
8. **J. Siedlik**, C. Watson, M. Raine, A. Cheng, R. Goering, H. Stessman, and M. Belshan. Epidemiologic and genomic analysis of the SARS-CoV-2 epidemic in the Nebraska region of the United States, March 2020 – March 2021. *Front Microbiol*, 2022, Vol.13, <https://doi.org/10.3389/fmicb.2022.878342>.
9. M. Magrini, R. Colquhoun, M. Ferrell, S. Fleming, N. Poidomani, J. Mota, **J. Siedlik**, N. Jenkins, and J. Defreitas. The influence of motor unit number and muscle activation on early phase rate of torque development in younger and older men. *J Mot Behav*, 2022, Vol.54(4), p. 422-428.
10. **J. Siedlik**, J. Deckert, A. Clopton, T. Herda, J. Weir, P. Gallagher, and JP Vardiman. Change in measures of moral function following acute bouts of Marine Corps Martial Arts Training. *Stress and Health*, 2022, Vol.38(3), p. 534-543.
11. K. Hammond, M. Magrini, **J. Siedlik**, C.S. Bickel, and M. Bamman. Influence of muscle fatigue on contractile twitch characteristics in persons with Parkinson’s disease and older adults: a pilot study. *Clinical Parkinsonism & Related Disorders*, 2021, <https://doi.org/10.1016/j.prdoa.2021.100103>.
12. H. Fye*, C. Pass*, K. Dickman*, E. Bredahl, J. Eckerson, and **J. Siedlik**. The effect of a multi-ingredient pre-workout supplement on time to fatigue in NCAA division I cross-country athletes. *Nutrients*, 2021, Vol.13(6), 1823; <https://doi.org/10.3390/nu13061823>.
13. R. Edmonds, R. Kraft*, M. Cantu*, E. Meister*, P.J. Huynh*, S. Bankers, and **J. Siedlik**. Does eligibility classification matter? Tracking cardiac autonomic function during a collegiate soccer season. *Sports*, 2021, Vol.9(74), <https://doi.org/10.3390/sports9060074>.
14. L. Barker, S. Bankers, B. Farmer, **J. Siedlik**, J. Harry, and T. Grindstaff. The influence of verbal cues on drop jump landing strategies in NCAA division I soccer players. *Am J Sports Sci*, 2021, Vol. 9(2), p. 37-42.
15. M. Belshan, A. Holbrook, J. George, H. Durant, M. Callahan II, S. Jaquet, J. West, **J. Siedlik**, and P. Ciborowski. Discovery of candidate HIV-1 latency biomarkers using and OMICs approach. *Virology*, 2021, Vol. 558, p. 86-95.
16. R. Edmonds, B. Schmidt, and **J. Siedlik**. Eligibility classification as a factor in understanding student-athlete response to collegiate volleyball competition. *Sports*, 2021, Vol.9(43), <https://doi.org/10.3390/sports9030043>.
17. F. Yue Tso, S. Lidenge, L. Poppe, P. Pena, S. Privatt, S. Bennett, J. Ngowi, J. Mwaiselage, M. Belshan, **J. Siedlik**, M. Raine, P. Kozłowski, J. Ochoa, J. Garcia, R. Nossaman, L. Buckner, W.M. Roberts, M. Dean, A. Ochoa, J. West, and C. Wood. Presence of antibody-dependent cellular cytotoxicity (ADCC) against SARS-CoV-2 in COVID-19 plasma. *PLoS ONE*, 2021, Vol.16(3), e0247640, <https://doi.org/10.1371/journal.pone.0247640>.
18. E. Bredahl, W. Najdawi*, C. Pass*, **J. Siedlik**, J. Eckerson, and K. Drescher. Use of creatine and creatinine to minimize doxorubicin-induced cytotoxicity in cardiac and skeletal muscle myoblasts. *Nutr Cancer*, 2020, Nov 2:1-8. doi: 10.1080/01635581.2020.1842893. Epub ahead of print.
19. L. Barker, **J. Siedlik**, and J. Mercer. The influence of countermovement strategy and external load on amortization forces during jump squats. *J Strength Cond Res*, 2021, Vol.35(2), p. 332-339.
20. E. Bredahl, S. Sharif, **J. Siedlik**, M. Wagner, M. Twaddell*, A. Tigner*, M. Dovgan*, W. Najdawi*, D. Hydock, J. Eckerson, and K. Drescher. Resistance training during chemotherapy with doxorubicin. *Med Sci Sports Exerc*, 2020, Vol. 52(12), p. 2529-2537.

21. A. Holbrook, H. Peterson*, S. Bianchi*, B. Macdonald*, E. Bredahl, M. Belshan, and **J. Siedlik**. CD4⁺ T cell activation and associated susceptibility to HIV-1 infection *in vitro* increased following acute resistance exercise in human subjects. *Physiol Rep*, 2019, Vol.7(18), e14234, <https://doi.org/10.14814/phy2.14234>.
22. Z. Graham, **J. Siedlik**, L. Harlow, K. Sahbani, W. Bauman, H. Tawfeek, and C. Cardozo. Key glycolytic metabolites in paralyzed skeletal muscle are altered 7 days after spinal cord injury in mice. *J Neurotrauma*, 2019, Vol.36(18), p. 2722-2731.
23. **J. Siedlik**, J. Deckert, S. Benedict, A. Bhatta, A. Dunbar, J.P. Vardiman and P. Gallagher. T cell activation and proliferation following acute exercise in human subjects is altered by storage conditions and mitogen selection. *J Immunol Methods*, 2017, Vol.446, p. 7-14.
24. A. Ciccone, **J. Siedlik**, J. Wecht, J. Deckert, N. Nguyen, and J. Weir. Reminder: RMSSD and SD1 are redundant heart rate variability measures. *Muscle Nerve*, 2017, Vol.56, p. 674-678.
25. M. Chan, C. Ciaccia, N. Gigliotti, M. Rezaiekhalthigh, **J. Siedlik**, K. Kennedy, and C. Barnes. DNA methylation levels associate with race and childhood asthma severity. *J Asthma*, 2017, Vol.54(8), p. 825-832.
26. **J. Siedlik**, S. Benedict, E. Landes, J. Weir, J.P. Vardiman and P. Gallagher. Acute bouts of exercise induce a suppressive effect on lymphocyte proliferation in human subjects: A meta-analysis. *Brain Behav Immun*, 2016, Vol.56, p. 343-351.
27. **J. Siedlik**, C. Bergeron, M. Cooper, R. Emmons, W. Moreau, D. Nabhan, P. Gallagher, and J.P. Vardiman. Advanced treatment monitoring for U.S. athletes using unsupervised modeling techniques. *J Athl Train*, 2016, Vol.51(1), p. 74-81.
28. **J. Siedlik**, J. Deckert, N. Gigliotti, M. Chan, S. Benedict, T. Herda, P. Gallagher and J.P. Vardiman. Immunoendocrine alterations following Marine Corps martial arts training are associated with changes in moral cognitive processes. *Physiol Behav*, 2016, Vol.154, p. 76-82.
29. **J. Siedlik**, S. Siscos, K. Evans, A. Rolf, P. Gallagher, J. Seeley, and J.P. Vardiman. Computerized neurocognitive assessments and detection of the malingering athlete. *J Sports Med Phys Fitness*, 2016, Vol.56(9), p. 1086-1091.
30. T. Herda, **J. Siedlik**, M. Trevino, M. Cooper, and J. Weir. Motor unit control strategies of endurance- versus resistance-trained individuals. *Muscle Nerve*, 2015, Vol.52(5), p. 832-843.
31. **J. Siedlik**, G. Harrison, R. Brigman, Z. Graham, J. Weir, P. Gallagher and J.P. Vardiman. Methods comparison: Assessing agreement of physiological parameters obtained from exercise on two different cycle ergometers. *J Strength Condition Res*, 2015, Vol.29(4), p. 1139-1145.
32. J.P. Vardiman, **J. Siedlik**, T. Herda, W. Hawkins, M Cooper, Z. Graham, J. Deckert, and P. Gallagher. Instrument assisted soft tissue mobilization: Effects on the properties of human plantar flexors. *Int J Sports Med*, 2015, Vol.36(3), p. 197-203.
33. J.P. Vardiman, N. Moodie, **J. Siedlik**, R. Kudrna, Z. Graham, and P. Gallagher. Short-wave diathermy pre-treatment attenuates inflammatory myokine response from high-intensity eccentric exercise. *J Athl Train*, 2015, Vol.50(6), p. 612-620.

BOOK CHAPTERS

1. J.P. Vardiman, P. Gallagher, and **J. Siedlik**. Potential cytoprotective effects of heat shock proteins to skeletal muscle. In Asea, Kaur, and Krishnan (Eds.), *Heat Shock Proteins-Based Therapies*, Heat Shock Proteins 9. Springer International Publishing Switzerland 2015.

NATIONAL PRESENTATIONS **Indicates undergraduate author*

1. B. Murphy*, K. Hammond, L. Barker, M. Grahek*, M. Grocki*, **J. Siedlik**, J. Eckerson, M. Magrini. The effect of an 8-week high- vs low-velocity resistance training program on vastus lateralis and rectus femoris cross-sectional area and echo intensity in older adults. Accepted for presentation at the 2023 NSCA National Conference, Las Vegas, NV.

2. M. Grahek*, K. Hammond, L. Barker, M. Grocki*, B. Murphy*, **J. Siedlik**, J. Eckerson, M. Magrini. The effect of high- vs low-velocity resistance training on movement speed, maximal strength, and the load-velocity relationship in older adults. Accepted for presentation at the 2023 NSCA National Conference, Las Vegas, NV.
3. E. Choquette*, M. Magrini, M. Grahek*, **J. Siedlik**, K. Hammond. Effect of a fatiguing protocol on maximal and rapid force production in persons with Parkinson's disease and older adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
4. B. Murphy*, R. Colquhoun, S. Fleming, N. Banks, E. Rogers, **J. Siedlik**, N. Jenkins, M. Magrini. Time-course recovery of early and late rate of torque development following maximal eccentric, maximal concentric, and submaximal eccentric resistance-exercise. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
5. M. Grahek*, K. Hammond, L. Barker, M. Grocki*, B. Murphy*, **J. Siedlik**, M. Magrini. The effect of a 4-week power vs strength focused resistance training program on the load velocity curve, movement speed, and maximal strength in older adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
6. A. Bercich*, K. Hammond, L. Barker, M. Grahek*, M. Grocki*, B. Murphy*, **J. Siedlik**, M. Magrini. The effect of a 4-week power- vs strength-focused resistance training program on the muscle size and quality in older adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
7. M. Kleinsmith*, M. Magrini, M. Grahek*, E. Choquette*, **J. Siedlik**, K. Hammond. The reliability of and relationship between rate of muscle activation and rate of torque development in persons with Parkinson's Disease and Older Adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
8. M. Grahek*, M. Magrini, K. Hammond, M. Grocki*, L. Barker, **J. Siedlik**. Effect of a four-week velocity-based power-focused resistance training protocol on maximal force and rate of force development in older adults. Accepted for presentation at the 2021 National Conference on Undergraduate Research, October 2021
9. M. Grahek, K. Hammond, M. Magrini, **J. Siedlik**, S. Bickel, M. Bamman. Influence of muscle fatigue on contractile twitch characteristics in persons with Parkinson's disease and older adults: A pilot study. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021. – *Awarded the Undergraduate Outstanding Poster Presentation Award*
10. M. Magrini, R. Colquhoun, M. Ferrell, S. Fleming, J. Mota, **J. Siedlik**, N. Poidomani*, N. Jenkins, J. DeFreitas. The influence of motor unit number and muscle activation on early phase rate of torque development in younger and older men. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021.
11. R. Edmonds, R. Kraft*, M. Cantu*, E. Meister*, P.J. Huynh*, and **J. Siedlik**. Examining the acute effect of a tabata workout on executive function. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021.
12. R. Edmonds, S. Bankers, R. Kraft*, M. Cantu*, E. Meister*, P.J. Huynh*, and **J. Siedlik**. Student-athlete eligibility classification as a factor in the cardia vagal response to collegiate competition. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021.
13. M. Padgett*, J. Sparks*, E. Bredahl, and **J. Siedlik**. The effect of body composition on CD4+ T cell activation: A pilot study. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
14. J. Sparks*, M. Padgett*, E. Bredahl, and **J. Siedlik**. The effect of body composition on cytotoxic T cell activation: A pilot study. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
15. H. Fye*, C. Pass*, K. Dickman*, J. Eckerson, and **J. Siedlik**. The effect of a multi-ingredient pre-workout supplement on time to fatigue in collegiate cross-country runners. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.

16. C. Pass*, H. Fye*, K. Dickman*, J. Eckerson, and **J. Siedlik**. The effect of a multi-ingredient pre-workout supplement lactate concentrations and perceived exertion in collegiate cross-country runners. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
17. J. Gephart*, G. Kelly*, L. Barker, **J. Siedlik**, and R. Edmonds. Assessing the validity and reliability of heart rate data obtained using a smart watch prototype device against a reference standard. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
18. S. Giacomini*, A. Kowalczyk*, G. Kelly*, L. Barker, **J. Siedlik**, R. Edmonds. Assessing heart rate data validity and reliability recorded using a prototype wrist worn heart rate monitor against a market comparison watch. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
19. A. Kowalczyk*, S. Giacomini*, L. Barker, **J. Siedlik**, and R. Edmonds. Assessing the validity and reliability of heart rate data obtained using a smart watch prototype device against a reference standard. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
20. K. Stout, J. Deckert, **J. Siedlik**, S. Graw, M. Bubak, J. Vardiman, D. Koestler, and P. Gallagher. Differentially expressed genes in CD8+ T cells following a dual-stress challenge. Accepted for presentation at the American College of Sports Medicine national conference, San Francisco, CA, May 2020. *Med Sci Sports Exerc*: 52(7S): 470, 2020.
21. M. Padgett*, M. Sacco*, M. Glick*, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol generates a differential effect in anaerobic performance based on sex. Accepted for presentation at the National Strength and Conditioning Association national conference, Washington D.C., July 2019.
22. J. Eckerson, M. Turner, T. Hoang, **J. Siedlik**, and E. Bredahl. The relationship of maximal oxygen uptake and performance indices from a 3-minute all-out rowing test with 2000-M rowing time. Accepted for presentation at the National Strength and Conditioning Association national conference, Washington D.C., July 2019.
23. M. Glick*, M. Sacco*, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly alter blood glucose concentrations. Accepted for presentation at the American College of Sports Medicine national conference, Orlando, FL, June 2019. *Med Sci Sports Exerc*: 51(6S): 326, 2019.
24. M. Sacco*, M. Glick*, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly improve anaerobic performance. Accepted for presentation at the American College of Sports Medicine national conference, Orlando, FL, June 2019. *Med Sci Sports Exerc*: 51(6S): 943-944, 2019.
25. C. Lee*, E. Bredahl, M. Lane, and **J. Siedlik**. Comparison of two training programs for improvement of muscular strength quantified via pull-ups. Accepted for presentation at the American College of Sports Medicine national conference, Orlando, FL, June 2019. *Med Sci Sports Exerc*: 51(6S): 965, 2019.
26. A. Holbrook, M. Belshan, E. Bredahl, and **J. Siedlik**. The effect of exercise on CD4+ T cell activation and their susceptibility to HIV-1. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 224, 2018.
27. H. Peterson*, A. Holbrook, A. Ihlenfeldt*, B. Macdonald*, S. Bianchi*, E. Bredahl, M. Belshan, and **J. Siedlik**. Changes in functional activation of memory T cells following exercise: A pilot study. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 4, 2018.
28. **J. Siedlik**, J.P. Vardiman, J. Deckert, T. Herda, J.P. Weir, A. Clopton, and P. Gallagher. Change in measures of moral function following acute bouts of Marine Corps martial arts training. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 734-735, 2018.
29. S. Bianchi*, A. Holbrook, A. Ihlenfeldt*, B. Macdonald*, H. Peterson*, S. Bianchi*, E. Bredahl, M. Belshan, and **J. Siedlik**. CD28 expression on CD4+ T cells is not affected by strenuous exercise in untrained individuals. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 473, 2018.

30. B. Macdonald*, A. Holbrook, A. Ihlenfeldt*, H. Peterson*, S. Bianchi*, E. Bredahl, M. Belshan, and **J. Siedlik**. CD4⁺ T cell activation markers altered following resistance training in untrained subjects: A pilot study. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 5, 2018.
31. Z. Graham, **J. Siedlik**, L. Harlow, H. Tawfeek, W. Bauman, and C. Cardozo. Key glycolytic metabolites in paralyzed skeletal muscle are altered 7 days after spinal cord injury in mice. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 199, 2018.
32. M. Kaufenberg*, A. Tigner*, S. Hook*, M. Twaddell*, M. Wagner*, E. Bredahl, **J. Siedlik**, J. Eckerson, and K. Drescher. Effect of resistance training on contractile force production during doxorubicin-treatment. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 185, 2018.
33. E. Bredahl, W. Najdawi*, S. Hook*, J. Eckerson, **J. Siedlik**, and K. Drescher. The effect of creatine and creatinine on myocellular injury in doxorubicin-treated skeletal muscle myoblasts. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 185, 2018.
34. **J. Siedlik**, J. Deckert, A. Bahatt, A. Dunbar, N. Gigliotti, M. Chan, S. Benedict, J.P. Vardiman, and P. Gallagher. T cell responses to exercise stress do not adequately model those from tactical stress events. Accepted for presentation at the American Association of Immunologists annual meeting, Washington, D.C., May 2017. *J Immunol*, 2017, Vol.198(1S), p.220.
35. **J. Siedlik**, J. Deckert, S. Benedict, A. Bhatta, A. Dunbar, J.P. Vardiman, and P. Gallagher. T cell activation and proliferation following acute exercise in human subjects is altered by storage conditions and mitogen selection. Accepted for presentation at the Integrative Biology of Exercise national conference, Phoenix, AZ, November 2016.
36. J. Deckert, J. Ward, **J. Siedlik**, E. Barnes, E. Landes, J.P. Vardiman, and P. Gallagher. Marine Corps martial arts program does not cause global DNA methylation changes in female Marines. Accepted for presentation at the Integrative Biology of Exercise national conference, Phoenix, AZ, November 2016.
37. J. Sanfilippo, **J. Siedlik**, J. Weir, and B. Heiderscheid. Common jump force profiles of college athletes differ by sport, gender, and performance. Accepted for presentation at the American College of Sports Medicine national conference, Boston, MA, June 2016. *Med Sci Sports Exerc*: 48(5S): 741, 2016.
38. M. Chan, C. Ciaccia, N. Gigliotti, M. Rezaiekhaliq, **J. Siedlik**, K. Kennedy, and C. Barnes. Environmentally-induced epigenetic changes correlate with race and childhood asthma severity. Accepted for presentation at the American Academy of Allergy, Asthma & Immunology national conference, Los Angeles, CA, March 2016. *J Allergy Clin Immunol*: Vol.137(2), p.AB391, 2016.
39. **J. Siedlik**, J. Deckert, A. Clopton, T. Herda, J.P. Weir, P. Gallagher, and J.P. Vardiman. Impact of acute training stress on moral decision making following Marine Corps martial arts training. Accepted for presentation at the American College of Sports Medicine national conference, San Diego, CA, May 2015. *Med Sci Sports Exerc*: 47(5S): 807, 2015.
40. **J. Siedlik**, J. Deckert, N. Gigliotti, M. Chan, S. Benedict, P. Gallagher, and J.P. Vardiman. Peripheral immune response to Marine Corps martial arts training. Accepted for presentation at Experimental Biology, Boston, MA, March 2015. *The FASEB Journal*: 29(1): 675.1, 2015.
41. Z. Graham, P. Vardiman, **J. Siedlik**, W. Hawkins, and P. Gallagher. The effect of instrument-assisted soft tissue manipulation on the alpha7beta1 integrin pathway. Accepted for presentation at Experimental Biology, San Diego, CA, April 2014. *The FASEB Journal*: 28(1):S 1102.1, 2014.
42. M. Lane, A.C. Fry, T.J. Herda, A. Hudy, M.A. Cooper, M.J. Andre, J.P. Weir, **J. Siedlik**, Z.A. Graham and W. Hawkins. Validation of a 3-dimensional video motion capture system for determining weight training kinetics and kinematics. Accepted for presentation at the American College of Sports Medicine national conference, Indianapolis, IN, May 2013. *Med Sci Sports Exerc*: 45(5S): 2013.
43. **J. Siedlik**, G. Harrison, R. Brigman, Z.A. Graham, J.P. Weir, P.M. Gallagher, & J.P. Vardiman. Methods comparison: Assessing agreement of physiological parameters obtained from exercise on two different cycle

ergometers. Accepted for presentation at the American College of Sports Medicine national conference, Indianapolis, IN, May 2013. *Med Sci Sports Exerc*: 45(5S): 2013.

44. P. Vardiman, P., **J. Siedlik**, M. Cooper, R. Emmons, B. Moreau, D. Nabhan, J. Street, and P.M. Gallagher. Gold Medal Sports Medicine: Integrative model of medical care during international competition. Accepted for presentation at the American College of Sports Medicine national conference, Indianapolis, IN, May 2013. *Med Sci Sports Exerc*: 45(5S): 2013.

REGIONAL PRESENTATIONS *Indicates undergraduate author, #Indicates invited presentation

1. **#J. Siedlik** and P. Gallagher. Exercise-induced changes in T cell activation states. Central States Region – American College of Sports Medicine Annual Meeting. Virtual Meeting. March 2021.
2. B. Macdonald*, S. Ruelas*, E. Bredahl, and **J. Siedlik**. Higher levels of fatigue observed in anaerobic testing following a dual-stress warm up protocol. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
3. P. Madsen*, H. Lingo*, E. Bredahl, and **J. Siedlik**. Changes in cardiorespiratory measures and perceived effort level during a competitive eating challenge. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
4. D. Riley, A. Tigner*, R. Miller, **J. Siedlik**, J. Eckerson, and E. Bredahl. Effect of resistance training on skeletal muscle fatigue during doxorubicin treatment. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
5. A. Tigner*, M. Kaufenberg*, S. Hook*, M. Twaddell*, M. Wagner*, **J. Siedlik**, J. Eckerson, K. Drescher, and E. Bredahl. Effect of resistance training on contractile force production during doxorubicin treatment. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
6. M. Dovgan*, S. Kottenstette*, **J. Siedlik**, J. Eckerson, and E. Bredahl. The effect of creatine and creatinine on rates of necrosis in doxorubicin treated myoblasts. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
7. S. Hook*, W. Najdawi*, J. Eckerson, **J. Siedlik**, K. Drescher, and E. Bredahl. The effect of creatine and creatinine treatment on short-term energy metabolism in doxorubicin treated skeletal muscle myoblasts. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
8. **J. Siedlik**, J. Deckert, T. Herda, J. Weir, P. Gallagher, and P. Vardiman. Immunoendocrine Response to Marine Corps Martial Arts Training. Accepted for presentation at the Central States Chapter of the American College of Sports Medicine regional conference, Overland Park, KS, October 2014. *Int J Exerc Sci*: Vol. 11: Iss. 2, Article 54.
9. **J. Siedlik**, S. Siscos, P. Gallagher, J. Seeley, A. Rolf, K. Evans, and J.P. Vardiman. Computerized neurocognitive assessments and detection of the malingering athlete. Accepted for presentation at the Central States Chapter of the American College of Sports Medicine regional conference, Warrensburg, MO, October 2013. *Int J Exerc Sci*: Vol. 11. No. 1. 2014.
10. A.C. Fry, L. Bradford, T. Herda, J. Weir, M. Lane, M. Andre, A. Hudy, J. Deckert, and **J. Siedlik**. Validation of a 3-dimensional video motion capture system for determining barbell power and velocity during the bench press. Accepted for presentation at the Central States Chapter of the American College of Sports Medicine regional conference, Warrensburg, MO, October 2013. *Int J Exerc Sci*: Vol. 11. No. 1. 2014.
11. **J. Siedlik** and J.P. Vardiman. A model for epidemiological analysis of a multisite, multidisciplinary healthcare database. Accepted for presentation at the University of Kansas Annual Graduate Research Competition, Lawrence, KS, March 2013.
12. J.P. Vardiman, **J. Siedlik**, B. Moreau, D. Nabhan. Gold Medal Sports Medicine: Integrative model of medical care during international competition. Accepted for full session presentation at the Central States American College of Sports Medicine regional conference, Columbia, MO, October 2011.
13. M. Lane, A.C. Fry, T.J. Herda, A. Hudy, M.A. Cooper, M.J. Andre, J.P. Weir, **J. Siedlik**, Z.A. Graham and W. Hawkins. Validation of a 3-dimensional video motion capture system for determining weight training kinetics

and kinematics. Accepted for presentation at the Central States American College of Sports Medicine regional conference, Columbia, MO, October 2011.

MENTORED UNDERGRADUATE RESEARCH PRESENTATIONS - CREIGHTON UNIVERSITY

1. E. Meister, R. Kraft, M. Cantu, P.J. Huynh, R. Edmonds, S. Bankers, and **J. Siedlik**. Does eligibility classification matter? Tracking autonomic function during collegiate soccer season. Annual Honors Day, Creighton University, April 12, 2023.
2. B. Small and **J. Siedlik**. Stress and training: Quantifying stress markers that affect fatigue and injury in NCAA DI cross country athletes. University Research Week, Creighton University, April 20, 2021.
3. H. Fye, C. Pass, K. Dickman, J. Eckerson, and **J. Siedlik**. Effect of a multi-ingredient pre-workout supplement on time to fatigue in collegiate cross-country runners. Annual Honors Day, Creighton University, April 17, 2020.
4. M. Glick, M. Sacco, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly alter blood glucose concentrations. Annual Honors Day, Creighton University, April 10, 2019.
5. K. Resman and **J. Siedlik**. Do T-cells need friends? Does Diversity of Culture Matter? Annual Honors Day, Creighton University, April 10, 2019.
6. M. Sacco, M. Glick, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly improve anaerobic performance. St. Albert's Day Student Research Forum, Creighton University, April 2, 2019.
7. C. Lee, E. Bredahl, M. Lane, and **J. Siedlik**. Comparison of two training programs for improvement of muscular strength quantified via pull-ups. St. Albert's Day Student Research Forum, Creighton University, April 2, 2019.
8. E. Andrews, A. Berry, K. Bumgarner, Z. Reed, M. Twadell, and **J. Siedlik**. Effect of acute exercise on delayed memory recall. Annual Honors Day, Creighton University, March 30, 2017.
9. S. Bianchi, T. Bendrick, and **J. Siedlik**. T cell proliferation following acute, moderate intensity exercise in human subjects is not associated with time spent at specific heart rate zones. St. Albert's Day Student Research Forum, Creighton University, March 30, 2017.
10. T. Bendrick, S. Bianchi, and **J. Siedlik**. T cell proliferation following exposure to acute, layered stress challenges is associate with time spent at near predicted maximal heart rate. St. Albert's Day Student Research Forum, Creighton University, March 30, 2017.
11. W. Coriolan, S. Olsen, M. Kluver, L. Vera, N. Rubarth, and **J. Siedlik**. The use of ammonia inhalants does not improve 300-meter shuttle run times. St. Albert's Day Student Research Forum, Creighton University, March 30, 2017.
12. E. Kosanke, D. Salazar, J. Magsnoc, J. Zheng, A. Hardy, and **J. Siedlik**. Caffeine's effect on perceived post-workout soreness and perceived muscle function. St. Albert's Day Student Research Forum – *Oral Presentation*, Creighton University, March 30, 2017.
13. A. Berry, E. Andrews, K. Bumgarner, Z. Reed, M. Twadell, and **J. Siedlik**. Effect of acute exercise on delayed memory recall (Cluster Analysis). Annual Honors Day, Creighton University, March 30, 2017.

PEDAGOGICAL DEVELOPMENT

2020	TLC Keep Teaching Live Workshop: Intermediate, Teaching and Learning Center, Creighton University, Omaha, NE
2019	Magis Core Faculty Development Grant Proposal, Creighton University, Omaha, NE. \$1,000 requested, \$1,000 awarded.
2018	Complying with Copyright Requirements in a University, Teaching and Learning Center, Creighton University, Omaha, NE
2018	Teaching, Learning, and Assessment of Clinical Reasoning: A Multidisciplinary View, Teaching and Learning Center, Creighton University, Omaha, NE

- 2017 Foundations of Online Teaching and Learning Certificate Course (Core and Design Tracks), Center for Academic Innovation, Creighton University, Omaha, NE
- 2017 New Course Development EXS 535 Applied Immunology

MASTER AND DOCTORAL COMMITTEES

- 2022 Cynthia Watson, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. Investigation of Nebraska-Based SARS-CoV-2 Genetic Sequences Through Whole Genome Sequence Analysis.
- 2022 Dylan Deeney, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. The effect of the incorporation of heavy metal zeolites into 3-D printed surgical grade resin on the surface stability of SARS-CoV-2.
- 2021 Morgan Raine, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. High throughput sequencing of SARS-CoV-2.
- 2021 Melani Kelly, Ph.D. University of Kansas, Department of Health, Sport, and Exercise Sciences, Lawrence, KS. Exploring exertional heat illness risk factors in marching band artists and marathon runners.
- 2020 Mackenzie Hatcher, M.S. University of Kansas, Department of Health, Sport, and Exercise Sciences, Lawrence, KS. Effects of passive dehydration on neuromuscular function.
- 2019 Alexander Holbrook, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. T cell activation and associated susceptibility to HIV-1 infection in vitro increased following acute exercise in human subjects.
- 2018 Jake Deckert, Ph.D. University of Kansas, Department of Health, Sport, and Exercise Sciences, Lawrence, KS. Neuroendocrine and lymphocyte responses to varied intensities of exercise.

UNIVERSITY SERVICE

- 2021 CURAS Research Fair, Creighton University, Omaha, NE
- 2020 Creighton Brand Initiative Discovery Session. Creighton University, Omaha, NE
- 2019 International High School Counselor Admissions Visit. Creighton University, Omaha, NE
- 2019 Admitted Students Day Mini Lecture. Creighton University, Omaha, NE
- 2018 Dean's Fellow Interviews. Creighton University, Omaha, NE
- 2018 Healthy Bites Seminar Guest Speaker (Don't Resist Resistance Training). Creighton University, Omaha, NE
- 2016 – 2018 Jay Days. Creighton University, Omaha, NE
- 2016 – 2018 Major Minor Fair. Creighton University, Omaha, NE
- 2016 – 2018 Prospective Student Visits. Creighton University, Omaha, NE
- 2016 CU Sunday. Creighton University, Omaha, NE

COMMITTEE ASSIGNMENTS

- 2022 – Present Athletic Board. Creighton University, Omaha, NE
- 2022 – Present University Public Honors and Events Committee. Creighton University, Omaha, NE
- 2020 – 2022 President's Strategic Assessment Group. Creighton University, Omaha, NE
- 2020 – 2022 Planning & Education Working Group of the University Preparedness Committee. Creighton University, Omaha, NE
- 2020 – 2022 Planning & Education Working Sub-Group of the Faculty Council. Creighton University, Omaha, NE
- 2020 – Present Committee on Lectures, Films & Concerts. Creighton University, Omaha, NE
- 2018 – 2021 Faculty and Academic Council. Creighton University, Omaha, NE

COMMUNITY SERVICE

- 2019 – 2021 Career Speaker STEM Fields. Plattsmouth High School, Plattsmouth, NE
2017 – 2019 Pre-Health Professions Explorer Program Chairperson. Boy Scouts of America, Mid-America Council, Omaha, NE
2018 – 2019 King Science Health Care Academy Speaker. King Science Middle School, Omaha, NE
2017 – 2018 Mini-Health Sciences School with Partnership for Kids. HS-MACA, Creighton University, Omaha, NE
2018 Career Day for Belvedere Elementary (2nd & 4th grade classes). Belvedere Elementary, Omaha, NE
2017 HS-MACA's CPHHE-REACH Department 2nd Annual Let's Move, Let's REACH Physical Activity Day. Creighton University, Omaha, NE
2017 Mini-Health Sciences School with Partnership for Kids. HS-MACA, Creighton University, Omaha, NE

EXTERNAL REVIEWER

Journal of Strength and Conditioning Research
Journal of Science in Sport and Exercise
European Journal of Sport Science
Sports
International Journal of Environmental Research and Public Health
Applied Physiology, Nutrition, and Metabolism
Nutrients

**Board of Trustees
Academic Affairs Committee
May 16, 2024**

Approve of Request to Offer a New Degree Program

Recommended Action:

Approve the request to offer the new degree program, the Master of Science in Behavior Analysis.

Background Information:

The University of West Florida (UWF) proposes to offer the Master of Science in Behavior Analysis (MS-BA) degree program in CIP Code 30.1701, a self-supporting program, effective Fall 2024.

The proposed MS-BA is a graduate degree program consisting of 39 credit hours with optional credit hours up to 45 that will be offered online and housed in the Department of Health Sciences and Administration within the Usha Kundu, MD College of Health (UKCOH).

The proposed MS-BA will prepare graduates for a career in Applied Behavior Analysis by offering curriculum and degree requirements for national and international examinations to become Board Certified Behavior Analysts (BCBA), Qualified Behavior Analysts (QBA), and International Behavior Analysts (IBA). The curriculum is aligned with the accreditation standards set forth by the Association for Behavior Analysis International (ABAI) and includes thesis and supervised practical application experience.

The field of applied behavior analysis is growing rapidly with annual job postings for Board Certified Behavior Analyst positions in the US above 46,000 in 2021. In Florida, demand for BCBA's increased 32% between 2021 and 2022 with an annual salary range of \$75,000 to \$125,000.

Implementation Plan:

- The CAVP approved the MS in Behavior Analysis on February 15, 2023.
- The Faculty Senate approved the curriculum on April 12, 2024.
- The UWF Board of Trustees Academic Affairs Committee considers the Request to Offer a New Degree Program on May 16, 2024.
- The UWF Board of Trustees considers the Request to Offer a New Degree Program on June 20, 2024.
- The Board of Governors reviews the Request to Offer a New Degree Program in June 2024 for inclusion in the approved program inventory for UWF.
- The MS in Behavior Analysis is implemented Fall 2024.

Fiscal Implications:

Fiscal implications are reflected in the Request to Offer a New Degree Program.

Relevant Authority:

BOG Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings
University Policy AC-09.03-09/23 New Academic Degree Program Approval

Supporting Documents:

Request to Offer a New Degree Program – Master of Science in Behavior Analysis

Prepared by:

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

Presenter:

Dallas Snider, Vice Provost, Division of Academic Affairs



State University System of Florida Board of Governors
REQUEST TO OFFER A NEW DEGREE PROGRAM

In accordance with Board of Governors Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

University of West Florida
Institution Submitting Proposal

Fall 2024
Proposed Implementation Term

Usha Kundu, MD College of Health
Name of College(s) or School(s)

Health Sciences and Administration
Name of Department(s)/Division(s)

Behavior Analysis
Academic Specialty or Field

Master of Science in Behavior Analysis
Complete Name of Degree

30.1701
Proposed CIP Code (2020 CIP)

- Proposed Program Type**
- E&G Program
 - Market Tuition Rate Program
 - Self-Supporting Program

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 before the program's initiation.

June 20, 2024

Date Approved by the University Board of Trustees

President's Signature **Date**

Board of Trustees Chair's Signature **Date**

Provost's Signature **Date**

Projected Enrollments and Program Costs

Provide headcount (HC) and full-time equivalent (FTE) student estimates for Years 1 through 5. HC and FTE estimates should be identical to those in Appendix A – Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Appendix A – Table 3A or 3B. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing the total E&G by FTE.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost	
Year 1	10	5.5						
Year 2	15	8.25						
Year 3	22	12.1						
Year 4	29	15.95						
Year 5	35	19.25						

Programs of Strategic Emphasis Waiver (*for baccalaureate programs only*)

Does the program fall under one of the CIP codes listed below?

Yes

No

If yes, students in the program will be eligible for the Programs of Strategic Emphasis (PSE) waiver. See [Board Regulation 7.008](#) and the [PSE Waiver Guidance](#) for additional details.

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

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

See Appendix N

Signature of Equal Opportunity Officer

Date of Signature

I confirm that I have reviewed and approved Non-Faculty Resources Section IX.A. and IX.B. of this proposal.

See Appendix N

Signature of Library Dean/Director

Date of Signature

Introduction

I. Program Description and Relationship to System-Level Goals

A. Describe within a few paragraphs the proposed program under consideration and its overall purpose, including:

- **degree level(s)**
- **majors, concentrations, tracks, specializations, or areas of emphasis**
- **total number of credit hours**
- **possible career outcomes for each major (provide additional details on meeting workforce need in Section III)**

The proposed Master of Science in Behavior Analysis (MS-BA) degree program will prepare students for a career in Applied Behavior Analysis (ABA) by offering the curriculum and degree requirements for national and international examinations to become Board Certified Behavior Analysts (BCBA), Qualified Behavior Analysts (QBA), and International Behavior Analysts (IBA). Core courses are aligned with accreditation standards set forth by the Association for Behavior Analysis International (ABAI) and include a thesis and supervised practical application experience. Accreditation will be required for all programs providing coursework for BCBA certifications within the next ten years.

The proposed MS-BA degree program is 39 credit hours, with optional credit hours up to 45 total. The curriculum includes foundations, concepts, assessment, intervention, measurement, research design, and experimental analysis with areas of emphasis on practice in healthcare and organizational behavior management. Offering this new program in the Usha Kundu, MD College of Health aligns with UWF's mission and the proposed program's focus on healthcare by developing learners prepared for successful employment upon graduation with continued employment demand nationally, and particularly in the State of FL (Burning Glass Technologies, 2022).

B. If the proposed program qualifies as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan, indicate the category.

- **Critical Workforce**
 - Education
 - Health
 - Gap Analysis
- **Economic Development**
 - Global Competitiveness
 - Science, Technology, Engineering, and Math (STEM)
- Does not qualify as a Program of Strategic Emphasis.**

II. Strategic Plan Alignment, Projected Benefits, and Institutional Mission and Strength

A. Describe how the proposed program directly or indirectly supports the following:

- **System strategic planning goals (see the link to the 2025 System Strategic Plan on the [New Program Proposals & Resources](#) webpage)**
- **the institution's mission**
- **the institution's strategic plan**

The proposed MS-BA degree program directly supports the SUS Strategic Plan goals of increasing degree productivity and program efficiency and increasing community and business engagement. The proposed MS-BA prepares graduate students for industry certification in a high-demand field that currently has unfilled positions across the State of Florida. This proposed degree program also aligns with the University mission to “*deliver a learner-focused university education that enables students from varied backgrounds to meet their career and life goals.*”

Additionally, this proposed degree program also serves the UWF Strategic Plan 2022-2027. The proposed MS-BA degree program directly addresses Strategic Direction 1.1 “[p]rovide high impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in their careers and lives.” The proposed degree program includes experiential learning and the implementation of single-case design thesis projects. Under the mentorship of faculty, there will be increased opportunity for student research presentations to local and national conferences, which is aligned with the Strategic Plan Goal 3.2 of “[e]nhanced student-faculty engagement.” The additional experiential learning requirement will offer high impact learning opportunities for students as well.

Finally, the proposed MS-BA degree program also addresses Strategic Direction 4.2 “[p]rovide specific workforce needs/credentials for regional and state businesses.” The field of behavior analysis is rapidly growing. Annual job postings for Board Certified Behavior Analysts (BCBA) positions in the US were above 46,000 in 2021. Overall, the demand for behavior analysts with a minimum degree level of a Master’s, has increased 5,821% between 2010 and 2021 (Burning Glass Technologies, 2022). The average behavior analyst salary is estimated to be between \$60k-85k nationally. In the Florida market specifically, demand has increased between 2021 and 2022 with a 32% increase (n= 2,716 to 3,585) in job postings during that period according to the Burning Glass Technologies report released in 2023. There are currently 1,944 job listings for

"BCBA" in the state of Florida on Indeed.com (November 2023) with a salary range of \$75,000 to \$125,000 a year and hourly pay between \$70-\$95.

B. Describe how the proposed program specifically relates to existing institutional strengths. This can include:

- **existing related academic programs**
- **existing programs of strategic emphasis**
- **institutes and centers**
- **other strengths of the institution**

The proposed MS-BA relates specifically to institutional strengths that include experiential learning activities, cross-campus and community collaboration, and interdisciplinary studies. All these activities are strengths of UWF and are emphasized through the University mission and University Strategic Plan.

The proposed MS-BA program includes experiential learning and the implementation of single-case design thesis projects. Under the mentorship of faculty, there will be increased opportunity for student research presentations to local and national conferences. The additional experiential learning requirement will offer high impact practice (HIP) learning opportunities for students as well.

The nature of the experiential learning requirement for the proposed MS-BA degree program has unique possibilities for cross-campus and community collaboration and interdisciplinary studies. Students will benefit from strategic partnerships with local businesses, non-profits, training, workshops, and research opportunities. For example, students interested in working with adults with Autism, will have opportunities to volunteer with UWF Early Arrival program in collaboration with Student Accessibility Resources at UWF. Other students may be interested in research in diverse applications and would have the opportunity to volunteer with UWF's collaboration at Andrews Institute. Students interested in behavioral skills training applications would have the opportunity to volunteer with the VirTra virtual training simulator for local law enforcement, UWF ROTC cadets, and students from across the university including nursing, counseling, and criminal justice students.

C. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each concern has been or will be addressed.

The CAVP pre-proposal was presented in the February 15, 2023 meeting. Overall feedback was very supportive with strong demand for such programs noted throughout the State. FSU had comments to share including high demand and support for the proposal as well as two issues to discuss. First, there was discussion regarding the proposed CIP code for Behavior Sciences because historically programs offering Applied Behavior Analysis coursework are housed within Education or Psychology CIP codes. However, it was discussed that this offering would be a good fit for Behavior Sciences in that the emphasis is unique, focusing on Organizational Behavior Management and healthcare settings. An MS in Behavior Analysis is a better fit for the content of this degree as it does not have the typical focus of a traditional education nor most traditional psychology programs.

Further, there is an emerging trend for programs offering behavior analysis content to be housed separate from Education or Psychology, either in collaboration with other applications or in their own departments rather than as a subcategory of education or psychology. Often the demand for behavior analysis is greater than the demand for these other fields.

A second discussion point was regarding the average pass rate of the existing verified course sequence offered by UWF in applied behavior analysis. The proposed MS-BA addresses quality over and above the existing offering by maintaining a small class size, with no more than 15 admitted students per year, high admission requirements, rigorous advanced coursework including applied research culminating in a thesis as well as supervised applied practicum experiences. These requirements of the proposed MS-BA are in support of specialized accreditation through the Association of Behavior Analysis International (ABAI), which will be a requirement to sit for the Board-Certified Behavior Analyst (BCBA) exam by 2032.

D. In the table below provide an overview of the institutional planning and approval process leading up to the submission of this proposal to the Board office. Include a chronology of all activities, providing the names and positions of university personnel and external individuals who participated.

- **If the proposed program is at the bachelor's level, provide the date the program was entered into the APPRiSe system, and, if applicable, provide a narrative responding to any comments received through APPRiSe.**
- **If the proposed program is a doctoral-level program, provide the date(s) of the external consultant's review in the planning table. Include the external consultant's report and the institution's responses to the report as Appendix B.**

Planning Process

Date	Participants	Planning Activity Description
July 14, 2022	Departmental faculty and Institutional Effectiveness	ABA Program Timelines were discussed along with key elements needed to complete the process.
January 25, 2023	Departmental faculty and Institutional Effectiveness	Internal Pre-proposal Planning and review
February 15, 2023	Departmental faculty and Institutional Effectiveness	ABA Qualification Content
February 23, 2023	Departmental faculty and Institutional Effectiveness	ABA Qualification Content
July, 5 2023	Departmental faculty and Institutional Effectiveness	Discuss key items for RTO
September, 29 2023	Departmental faculty and Institutional Effectiveness	Curriculum is finalized in the CCR system
October 7, 2023	Departmental faculty and Institutional Effectiveness	Finalize Budget and Begin RTO
October 27, 2023	Departmental faculty	Attend Grad Council meeting to answer any concerns regarding degree program requirements and curriculum

E. In the table below, provide a timetable of key events necessary for implementing the proposed program following approval of the program by the Board office or the Board of Governors through to the addition of the program to the State University System Academic Degree Program Inventory.

Events Leading to Implementation

Date	Implementation Activity
February 23, 2024	Curriculum approved by the UWF Graduate Council Approval
February 26, 2024	Curriculum approved by the UWF Academic Council
April 12, 2024	Curriculum approved by the UWF Faculty Senate
April 18, 2024	Provost approved for consideration by President and UWF Board of Trustees
May 16, 2024	UWF BOT Academic Committee approval
June 20, 2024	UWF Board of Trustees approval
June 2024	Upload to the ARTS portal for review by the Board of Governors
Summer 2024	Anticipated approval by BOG staff and addition of CIP code to the SUS Approved Program Inventory
Fall 2024	Program starts

Institutional and State-Level Accountability

III. Need and Demand

A. Describe the workforce need for the proposed program. The response should, at a minimum, include the following:

- current state workforce data as provided by Florida's Department of Economic Opportunity
- current national workforce data as provided by the U.S. Department of Labor's Bureau of Labor Statistics
- requests for the proposed program from agencies or industries in the university's service area
- any specific needs for research and service that the program would fulfill

National and Florida Workforce Demand

The CIP Code 30.1701 for the proposed MS-BA maps to several SOCs that provide workforce data through the Florida Department of Economic Opportunity as well as the US Department of Labor's Bureau of Labor Statistics. Table 1 below shows new job projections for the State of Florida, while Table 2 shows new job projections at the national level.

Table 1. Employment Projections - Florida

Employment Projections - Florida					
SOC Code	Job Title	Employment			
		2022	2030	Growth	Percent
19-1099	Life Scientists	92	102	10	10.9%
19-3099	Social Scientists and Related	1,697	1,818	121	7.1%
19-4061	Social Science Research Assistants	600	691	91	15.2%
21-1099	Community and Social Service	4,376	4,922	546	12.5%
Source: floridajobs.org accessed 1/24/2023.					

Table 2. Employment projections - United States

Employment Projections - U.S.					
SOC Code	Job Title	Employment			
		2021	2031	Growth	Percent Growth
11-9151	Social and Community Service	173,700	194,100	20,400	11.7%
19-1099	Life Scientists	7,500	8,000	500	6.6%
19-3099	Social Scientists and Related	39,800	40,400	600	1.6%
19-4061	Social Science Research Assistants	35,200	39,200	4,000	11.3%
21-1099	Community and Social Service	97,600	105,900	8,300	8.5%

Source: US Bureau of Labor Statistics Occupational Outlook Handbook accessed 1/24/2023.

As shown in Table 1, the occupation in highest demand is Community and Social Service at 12.5% statewide with 546 new jobs projected through 2030. At the national level Social and Community Service occupations show the highest demand with growth projected through 2031 at 11.7% or 20,400 new jobs. Additionally, employment in the occupations related to CIP Code 30.1701 are projected to increase through 2030 within the United States, the state of Florida and Escambia and Santa Rosa counties.

It is also important to note the Bureau of Labor Statistics and FL Department of Economic Opportunity do not track this specific field (behavior analysis) by name, but national and regional demand is fast-growing in adjacent fields related to behavior disorders and mental health counselors, showing a higher than average projected growth. For the CIP Code 30.1701, there are several SOCs that are available that provide information on workforce needs and are reflected in the following tables. It should be noted that some of the occupations available in the CIP-to-SOC Crosswalk only reflect a Bachelor’s degree as needed for entry. The jobs these graduates are prepared for require a Master’s degree and a Master’s level certification (BCBA) to qualify. A sample of job announcements that reflect these requirements are also included in Appendix J.

The average behavior analyst salary is estimated to be between \$60k-85k nationally. This is a number reflected in local hiring advertisements (see Appendix J). This high-paying opportunity for graduates will continue to grow the field and provide local graduates with sustainable employment opportunities.

In the table below, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided for the proposed program that does not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided periodically by Board staff.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
21-1018	Substance abuse, behavioral disorder, and mental health counselors	US Bureau of Labor Statistics/Occupational Outlook Handbook - no data available in Employment Projections Data Tool

Complete the table below and summarize its contents in narrative form. Include data for all linked occupations, including those in the table above. Use data from the Search by CIP or SOC Employment Projections Data Tool provided periodically by Board staff.

Labor Market Demand, CIP Code 30.1701

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2021-31	U.S. 2021-31	FL 2021-31	U.S. 2021-31	FL 2021-31	U.S. 2021-31	
Psychologists, All Other Behavior Sciences 19-3039	5.6	2.8	312	4,000	237	1,500	Master's
Substance abuse, behavioral disorder, and mental health counselors 21-1018	17.2	2.2	1,584	3,700	2,804	71,500	Bachelor's

Sources:

Date Retrieved: 02/06/2024

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

B. Provide and describe data that support student demand for the proposed program. Include questions asked, results, and other communications with prospective students.

In February of 2023, a survey was sent to all current Undergraduate ABA students. 84 responses were recorded. The students reported the following information:

Question	Results
Please indicate your level of interest in a master's degree in behavior analysis within the next five years [Fully Online]	Interested: 92% (n=74)
Please indicate your level of interest in a master's degree in behavior analysis within the next five years [On Campus Only]	Interested: 31.8% (n=14)
Please indicate your level of interest in a master's degree in behavior analysis within the next five years [Hybrid]	Interested: 50% (n=23)

- C. Complete Appendix A – Table 1 (1-A for undergraduate and 1-B for graduate) with projected student headcount (HC) and full-time equivalents (FTE).**
- Undergraduate FTE must be calculated based on 30 credit hours per year
 - Graduate FTE must be calculated based on 24 credit hours per year

In the space below, explain the enrollment projections. If students within the institution are expected to change academic programs to enroll in the proposed program, describe the anticipated enrollment shifts and impact on enrollment in other programs.

The primary source of enrollment for the proposed MS-BA degree program is from the local service area as well as a small portion of out-of-state students. In Year 1, the department anticipates admitting 8 local graduate students (FTE 4.4) and 2 out-of-state graduate students (FTE 1.1) for a total headcount enrollment of 10 graduate students (FTE 5.5). To ensure quality, the enrollment in the MS-BA will be small, no more than 10 students annually. The requirements for this program vary enough from the existing degree programs such that individuals will likely not transfer to the new degree program. By Year 5, the department anticipates 28 local students enrolled (FTE 15.4) and 7 out-of-state graduate students (FTE 3.85) for a total of 35 graduate students (FTE 19.25) in the MS-BA degree program.

- D. Describe the anticipated benefits of the proposed program to the university, local community, and the state. The benefits of the program should be described both quantitatively and qualitatively.**

This program will provide enrollment, recognition, and increased academic rigor in the university's Behavior Analysis offerings. The MS-BA is designed to meet the increasing and diversifying demand for degrees in Behavior Analysis requiring accreditation. The new program is designed to be a rigorous program in a marketable field with high-demand in the state of Florida and meet the upcoming accreditation requirements to meet the Behavior Analyst Certification Board's impending requirements in 2032. Providing a program that meets the future requirements of the ABAI accrediting body in ABA ensures continued success for UWF in educating students in this field.

The MS-BA program requires students engage in high-impact practices while engaging in the practicum requirement. This practicum requirement provides benefits to local and state communities. Students in the practicum are required to work with existing employers. These partnerships will supply well-trained individuals in the field of behavior analysis who have the benefit of academic oversight and coordination with qualified university personnel.

- E. If other public or private institutions in Florida have similar programs at the four- or six-digit CIP Code or in other CIP Codes where 60 percent of the coursework is comparable, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at those institutions regarding the potential impact on their enrollment and opportunities for possible collaboration in the areas of instruction and research.**

UWF identified 12 degree programs at both public and private institutions within Florida that prepared students at the Master’s level for the BCBA certification as shown in tables 3 and 4. As you will note, some of these degree programs are currently accredited by ABAI while others are not. Two universities offer two different programs in Applied Behavior Analysis and are therefore listed twice in the table below, with the same chair/director listed for each program. All correspondence is reflected in the table below. Of the emails sent out, 6 did not reply. An additional 4 replied with positive brief statements offering best wishes or sentiments that the MS-BA sounds interesting and would be a wonderful addition. One institution provided more substantial feedback addressing the fact that UWF would be drawing from the same applicant pool, however in the same statement also acknowledged that UWF’s area of emphasis does not overlap with theirs and confirmed the substantial demand for graduate programs in behavior analysis. A second correspondence from the same institution included an inquiry as to if supervised fieldwork would be included in the content of the degree. We confirmed that supervised field experience would be included as a requirement, and that the program would be quite small due to the rigor required to administer the thesis and supervision requirements.

FL Graduate Degrees that Include ABA Coursework for ABAI/BCBA

Table 3. Public FL SUS Institutions offering a similar degree program

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director	Communication
FSU-Panama City	MS	Applied Behavior Analysis	On Campus	Yes	Jon Bailey, PhD, BCBA-D; bailey@psy.fs.u.edu	Emailed 2/2/2023 - No reply
USF	MS	Applied Behavior Analysis	On Campus	Yes	Dr. Raymond Miltenberger; miltenbe@usf.edu	Emailed 2/2/2023 - Replied 2/2/2023 “Thanks for your email. Congratulations on having approval from UWF to pursue a new program. I have also been asked by my university to weigh in on your proposed new program. I have to think about my response, but issues I will likely raise include the following. You will be drawing from the same applicant pool as our program - folks interested in a master's in behavior analysis from an ABAI accredited program.

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director	Communication
						<p>However, your areas of emphasis are novel and do not overlap with our program. You also have a different CIP code, although functionally, that should not make a difference. Further, there seems to be good demand for master's programs in ABA, so it is my hope that another program in the Florida university system does not diminish the quality or quantity of our applicant pool. Hope this helps. I have copied the associate director of our program, Dr. Catia Cividini-Motta, to see if she has anything to add."</p> <p>Catia Cividni-Motta at USF also replied,</p> <p>"Congratulations on the new program. I am just curious regarding fieldwork. Will the students complete/meet the fieldwork requirements while enrolled in your program? Or will fieldwork be something they complete on their own, while in the program or after graduating?"</p> <p>Reply: Only ABAI fieldwork of 90 hours would occur in the program</p>

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director	Communication
USF	MA	Applied Behavior Analysis	Online	No	Dr. Raymond Miltenberger; miltenbe@usf.edu	Replied 2/2/2023 and Catia Cividni-Motta at USF also replied (duplication of above correspondence)
FAU	M.Ed.	Special Education (ABA Concentration)	Online	No	Elisa Cruz-Torres, BCBA-D; ecruz4@fau.edu	Emailed 2/2/2023 - No reply
UNF	M.Ed.	Special Education (ABA Concentration)	Hybrid	No	Dr. Natalie Badgett; natalie.badgett@unf.edu	Emailed 2/2/2023 - No reply
FIU	MS	Psychology: Behavior Analysis Major	Hybrid	No	Rosemary San Nicolas; sannicor@fiu.edu	Emailed 2/2/2023 - No reply

Table 4. Private Florida Institutions with a similar degree program

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director/Program Contact	Communication
FIT	MS	Applied Behavior Analysis	On Campus	Yes	David Wilder, Ph.D., BCBA-D; dawilder@fit.edu	Emailed 2/2/2023; Responded 2/2/2023 "Your new degree program sounds interesting."
FIT	MS	ABA and Organizational Behavior Management	On Campus	Yes	David Wilder, Ph.D., BCBA-D; dawilder@fit.edu	Emailed 2/2/2023; Responded 2/2/2023 (duplication of above correspondence)

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director/Program Contact	Communication
FIT	MA	Behavior Analysis Practice	Online	No	Bryon Neff, Ph.D., BCBA-D; bneff@fit.edu	Emailed 2/2/2023; Responded 2/7/2023, "I think it is wonderful that UWF is designing a behavior analytic program that focuses on the healthcare system and OBM. There aren't many options in your region. Wishing you much success!"
Rollins	MA	Applied Behavior Analysis & Clinical Science	On Campus	Yes	Michele Williams, Ph.D.; amwilliams2@rollins.edu	Emailed 2/2/2023 - No reply
University of Miami	MS	Applied Behavior Analysis (Psychology Dept)	On Campus	No	Melissa Hale, PhD; m.hale@miami.edu or Anibal Gutierrez Jr, PhD; a.gutierrez5@miami.edu	Emailed 2/2/2023; Responded 2/3/2023, "Thank you for reaching out to us. We think it is great that you are working towards this. We have a small program at UM and would be happy to chat if you ever have any questions about the process. Good luck"
Nova Southeastern	MS	MS Counseling Psychology (ABA Concentration); MS Developmental Disabilities (ABA	Hybrid/Online	No	Dr. Emmy Maurilus; em986@nova.edu	Emailed 2/2/2023; Responded 2/2/2023, "Thank you for the notification. Wishing you the very best!"

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director/Program Contact	Communication
		Concentration); MHS Child Protection (ABA Concentration)				

F. If the proposed program substantially duplicates a program at Florida Agricultural and Mechanical University (FAMU), a letter of support from FAMU must be provided. The letter must address whether the proposed program may adversely affect FAMU's ability to achieve or maintain student diversity in its existing program. The institution's Equal Opportunity Officer shall review this section of the proposal, sign, and date the additional signature page to indicate that all requirements of this section have been completed.

Florida Agricultural and Mechanical University does not offer a graduate level degree program that prepares students to sit for the Board Certified Behavior Analyst (BCBA) exam.

IV. Curriculum

A. Describe all admission standards and all graduation requirements for the program. Hyperlinks to institutional websites may be used to supplement the information provided in this subsection; however, these links may not serve as a standalone response. For graduation requirements, describe any additional requirements that do not appear in the program of study (e.g., milestones, academic engagement, publication requirements).

Admissions standards at the University level for the Graduate School will follow the current standards listed in the catalog.

University Level Admissions Requirements	
Application Fees	\$30
Transcripts	Official transcript from each college or university where at least 15 credits hours was completed.
Prior Education	<p>“An earned bachelor's degree from a post-secondary institution accredited by an agency recognized by the United States Department of Education or a comparable degree from an international institution with a minimum institutional grade point average (GPA)* of 3.0 on a 4-point scale, or a 3.0 on a 4-point scale on the last 60 hours of coursework in the baccalaureate degree.”</p> <p>Applicants are expected to be in good standing at their previous institutions with any assigned sanctions considered complete.</p>
Program Level Admissions Requirements	
Admissions Tests	Not Required. GRE is waived.
GPA Requirements	Minimum 3.25 Undergraduate Institutional GPA
Letter of Intent/Entrance Essay	Letter of Intent that demonstrates graduate-level writing ability using APA style, experience and support in the field, and evidence of academic success. Letters will be graded by the admissions committee using a rubric.
Interview	Applicants must successfully complete an oral interview with members of the admissions committee.
Letters of Reference	Two letters of reference, at least one preferably from a former instructor and one from a supervisor.

Graduation Requirements	
Completion of Academic Credits	Completion of all courses with a Grade of “B” or higher to include the following: 21 credits (7 courses) of core academic learning, minimum 9 credits (3 courses) of Supervised Applied experience which includes completion of a thesis, and 9 credits (4 courses) of Supervision curriculum. This is a total minimum of 39 credit hours with an optional 45 credit hour component for QABA certification course (3 credit hours) and allowable repeats of the Capstone/Thesis courses).
GPA	3.0 or above
Applied Experience	Satisfactory completion (“B”) of a minimum of 3 credit hours in Applied Experience I and 3 credit hours in Applied Experience II. The Applied

	Experience credits correspond to 90 total hours of required supervised experiential learning.
Thesis	Satisfactory completion of a final thesis/capstone which is part of the Applied Experience grade.

B. Describe the specific expected student learning outcomes associated with the proposed program and include strategies for assessing the proposed program's learning outcomes. If the proposed program is a baccalaureate degree, include a hyperlink to the published Academic Learning Compact and the document itself as Appendix C.

Program-Level Learning Outcomes:

Category	Program SLO
Content	Implement meaningful practice based on systematic assessment and continuous evaluation, to provide the maximum benefit for all.
Communication	Use effective written and oral communication skills to actively participate as a member of a professional community.
Critical Thinking	Systematically evaluate data to make decisions in practice.
Integrity/Values	Be accountable for improving outcomes for all.

Strategies for assessing proposed program goals:

The department prepared a curriculum map that identifies where in the program of study the various program-level learning outcomes are introduced, reinforced, and mastered. Based on the curriculum map for this proposed program, the faculty have developed a 5-year assessment plan that identifies where and when they will assess particular program level outcomes as well as key assignments that will be used for assessment. The curriculum map and 5-year assessment plan are included as Appendix L and Appendix M respectively.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as outlined in [State Board of Education Rule 6A-10.024](#). Additionally, list any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program, including the following information where applicable:

- total number of semester credit hours for the degree
- number of credit hours for each course
- required courses, restricted electives, and unrestricted electives
- a sequenced course of study for all majors, concentrations, tracks, or areas of emphasis

The degree program will be a total of 39-45 credit hours. Students will complete 21 credit hours of core requirements that meet the ABAI accreditation curriculum standards and BACB requirements for certification. Students are required to complete 9 credit hours of applied experience and thesis equivalence requirements with one course being repeatable from 3 to 6 credits hours. The total hours in the applied experience and thesis equivalence requirements category is 9-15 hours. Students are required to complete 9 hours of required supervision. The optional elective, HSA X158 Clinical and Legal Considerations for Autism Treatment, is available for those individuals who need to meet QABA certification requirements as well as autism related instruction licensure requirements in multiple states. This course is not required for all students seeking the proposed MS-BA. The total semester credit hours for the proposed MS-BA is 39-45 hours.

The mapping to the ABAI accreditation standards is included in the list below and are denoted behind the course name in parentheses. The complete program of study is listed below and is shown in the recommended order and progression:

CORE Courses	SCH
EAB 5005 Foundations of ABA (<i>ABAI Principles</i>)	3
EAB X701 Behavior Assessment (<i>ABAI Applied</i>)	3
EAB X655 Behavior Intervention (<i>ABAI Applied</i>)	3
EAB 6XX5 Measurement (<i>ABAI Research Methods</i>)	3
EAB 6780 Ethics (<i>ABAI Ethics</i>)	3
EAB 6140 Concepts (<i>ABAI Conceptual</i>)	3
EAB 5708 Exp Analysis Behavior (<i>ABAI Basic</i>)	3
Applied Experience and Thesis Equivalence Requirements	
EAB 6797 Advanced Single Case Design (Contains Thesis development/preplanning)	3
EAB X940 Applied Experience I (Thesis planning course)	3
EAB X941 Applied Experience II (includes capstone Thesis)	3-6
Required Supervision Courses	
EAB 5065 Supervision & Fluency Management	3
EAB 5740 Behavior Analysis of Performance	2
EAB X742 Behavior Analysis in Organizations	2
EAB XXXX Beh Systems Analysis	2
Optional Elective for Students Preparing for QABA certification	
HSA X158 Clinical and Legal Considerations for Autism Treatment	3
Total Hours	39-45

E. Provide a brief description for each course in the proposed curriculum.

Course No. and Title	Course Description
EAB 5005 Foundations of ABA	This course serves as a basic introduction to behavior analytic principles, definitions, characteristics, processes, and concepts. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI Principles of Behavior to develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis. A final grade of 82% (B) is the minimum passing score for this course.
EAB x701 5xx1-2 Behavior Assessment	This course explores behavior assessment and the related skillset required to conduct assessments, including appropriate ethical considerations. Selecting and defining target behavior, as well as appropriate measurement systems are examined. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI's Applied Behavior Analysis domain to develop competence in the application of the principles of behavior and multiple areas of investigation and practice (see below under Topics Covered). A final grade of 82% (B) is the minimum passing score for this course.
EAB x655 5xx1-3 Behavior Intervention	This course prepares students to apply problem solving techniques of Applied Behavior Analysis to select appropriate interventions for socially valid and effective behavior change. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI's Applied Behavior Analysis domain to develop competence in the application of the principles of behavior and multiple areas of investigation and practice (see below under Topics Covered). A final grade of 82% (B) is the minimum passing score for this course.
EAB 6xx1-5 Measurement	This course presents students with key concepts in measurement and single case design methodology based on reliable observations, systematic data collection, and accurate visual display analysis. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI Research Methods to develop competence in measurement of behavior, data collection analysis and graphic representation, and experimental design with particular emphasis on single subject design (see below under Topics Covered). A final grade of 82% (B) is the minimum passing score for this course.
EAB 6780 5xx1-5 Ethics	This course is designed to provide the student with various ethical considerations from across human services to apply them to careers within behavior analysis. The content is based on the Behavior Analyst Certification Board (BACB) Ethics Code, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and Association for Behavior Analysis International (ABAI) expectation to provide legal constraints and ethical guidelines related to behavioral research and practice (see below under Topics Covered).

EAB 6140 Concepts	This course is designed to explore historical foundations of the science of behavior analysis, specifically the philosophy of the science based on B.F. Skinner's work. These philosophical foundations provide the basis for how behavior analysts select goals based on levels of scientific understanding, empirical considerations, the dimensions of ABA, and radical behaviorism. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List and Association for Behavior Analysis International (ABAI) expectation to develop confidence in the science's history and theoretical approaches. A final grade of 82% (B) is the minimum passing score for this course.
EAB 5708 5xx1-7 Experimental Analysis of Behavior	This course introduces basic research principles that led to the formation of applied behavior analysis. Foundational concepts will be applied in a software program designed to simulate a basic animal laboratory. Students will practice these skills and provide reports based on multiple areas of investigation such as schedules of reinforcement, stimulus control, conditioned reinforcement choice, and establishing/motivational operations. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and the Association for Behavior Analysis International (ABAI) expectations that students are proficient in how the principles of behavior were discovered based on basic research (see below under Topics Covered).
EAB6797 5xx1-8 Advanced Single case Design	This course prepares students to conduct research based on single case design methodology. Students will conduct an extensive literature review based on an individualized topic of interest, while demonstrating originality in developing and/or applying ideas (ABAI standard), The core objective for the student is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion, consistent with the ABA dimensions as outlined by Baer, Wolf, and Risley (1968).
EAB x940 5xx1-13 Applied Experience I	This course reviews measurement procedures and single case design methodology to prepare students to design a research study. Students will be required to follow all Federal and State regulations for conducting research with human participants (e.g., IRB submission and approval), as well as abide by all ethical guidelines set forth by disciplines in behavior change and human intervention. The core objective for the student is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion (ABAI Standard), consistent with the ABA dimensions as outlined by Baer, Wolf, and Risley (1968).
EAB x941 5xx1-14 Applied Experience II	This course requires students to obtain a placement in an organization that specializes in Applied Behavior Analysis (ABA). It's essential that this organization has a Certified or Licensed professional on-site who is available and willing to supervise the student. The core objective for the student is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion, consistent with the ABA dimensions as outlined by Baer, Wolf, and Risley (1968). Monthly meetings with their practicum instructor will be held where students demonstrate their expertise in areas like single case methodology design, dependable intervention procedures, positive behavioral changes, data collection, and data representation. All activities in the setting and in the classroom will adhere to appropriate ethical and professional issues relevant to the practice of behavioral intervention.

EAB 5065 5xx1-10 Supervision & Fluency Management	This course provides students with the applied knowledge for personnel supervision and management when implementing Applied Behavior Analysis. Students will establish clear procedures and approaches to personnel management and improved client outcomes via precise data collection. The curriculum is rooted from subdisciplines in Organizational Behavior Management. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI Principles of Behavior to develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis. A final grade of 82% (B) is the minimum passing score for this course.
EAB 5740 5xx1-9 Behavior Science Strategies for Performance	This course introduces students to behavior analytic principles within the area of Performance Management. These principles, rooted in the science of behavior analysis, provide a robust framework for evaluating and improving human performance in organizational settings, to effect sustainable behavior change, ensuring that the desired organizational outcomes are achieved and maintained over time. This course is for students who are interested in applying scientific methods to evaluate and improve human performance in organizations in domains such as (but not limited to): careers in Human Resources, Organizational Development, Leadership roles, or consultants looking to add organizational behavior strategies to their current organization.
EAB x742 5xx1-11 Behavior Analysis in Organizations	This course explores the multifaceted applications of behavioral science in organizational settings, emphasizing the integration of behavior analytic perspectives in business scenarios. This course provides students with a comprehensive understanding of how behavioral science can shape and improve various facets of business, from leadership and culture to safety paradigms and consumer behavior. Students will leave the course with the skills required to integrate behavior analysis in complex organizations and cultures.
EAB XXXX 5xx1-13 Behavior Systems Analysis	Organizations, with their intricate structures and relationships, resemble complex systems where each level and component are interlinked. This course dives deep into the realm of organizational design and management through the lens of behavior systems analysis, elucidating the intricate interdependencies that exist across different levels of an organization. Students will have the opportunity to use previous knowledge in applied behavior analysis to problem solving in new environments using a holistic approach.
HSA x158 Clinical and Legal Considerations in Autism Treatment	This course explores both the legal influences behind autism treatment, as well as the clinical development of diagnostic and treatment procedures in both applied behavior analysis and relative fields of psychology. Landmark cases will be discussed related to special education and psychological treatment. Origins of neurotypical psychological milestones as it applies to diagnostic criteria will also be explored.

F. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in [Section 1004.08, Florida Statutes](#). For teacher preparation programs, identify the courses with the competencies required in [Section 1004.04, Florida Statutes](#).

Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

G. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the

proposed academic program. If the proposed program is a collaborative effort between multiple academic departments, colleges, or schools within the institution, provide letters of support or MOUs from each department, college, or school in Appendix D.

The proposed graduate degree program does not require an increased need for general education or common prerequisite courses or electives outside of the proposed program. This degree program is housed within the Department of Health Sciences and Administration.

H. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The proposed program courses will be offered online. The online modality, through the use of Canvas and video conferencing is a successful enterprise that allows graduate students, including those within the primary service area that UWF serves, with the flexibility to join class without the necessity of driving to campus. It also allows the degree program to recruit students from outside the local service area to pursue this graduate degree program to achieve their professional and career goals.

The program's thesis and applied experience will require collaboration with independent practicum/clinical sites. Departmental faculty and staff of the Usha Kundu, MD College of Health have considerable experience with approval and oversight of remote clinical sites and are confident in their ability to ensure students are successful no matter where they live. The process for management and supervision of clinical students is as follows:

- *Collaboration with Practicum/Clinical Sites:* The program will initiate the placement process approximately 6 months before the semester start date, engaging in detailed discussions with potential practicum sites to match students based on their individual needs and goals.
- *Student-Centric Placement Process:* Placements will be tailored to each student's geographic location, career aspirations, and learning preferences.
- *Ongoing Support and Oversight:* Continuous support and oversight will include regular feedback sessions between program faculty and the placement site to ensure educational goals are met.
- *Professional Development and Mentorship:* Students will be paired with mentors in significant supervisory positions within the ABA field. The program will focus on personal growth, with Tavera software supporting the development of skills like conflict management, leadership, and public speaking.
- *Integration of Classroom Learning and Practicum Experience:* Students will document their work and reflections in log sheets on Tavera, integrating practical experiences with academic learning. The software will provide structured reflective questions and activities to enhance learning and personal growth.
- *Employer Feedback and Program Evaluation:* Formal and informal feedback from employers will be gathered through surveys, with Tavera software streamlining the collection and analysis of this feedback to continually improve the practicum experience and align it with industry standards.

I. Describe the anticipated mode of delivery for the proposed program (e.g., face-to-face, distance learning, hybrid). If the method(s) of delivery will

require specialized services or additional financial support, describe the projected costs below and discuss how they are reflected in Appendix A – Table 3A or 3B.

The coursework for the proposed program will be offered online. The University of West Florida and the faculty of the Department of Health Sciences and Administration have considerable experience with offering courses and degree programs via online delivery. Existing software and hardware are in place at the department level to provide online instruction. There are no additional foreseen costs for specialized services.

J. Provide a narrative addressing the feasibility of delivering the proposed program through collaboration with other institutions, both public and private. Cite any specific queries of other institutions concerning shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

At this time, there are no plans to offer this program in collaboration with other institutions in Florida, whether public or private. As the program faculty reached out to other similar programs across Florida, no institution expressed a desire to collaborate with UWF on the proposed MS-BA, however, UWF would entertain such a proposal in the future and make the decision based on what is best for the State of Florida, UWF, and the students and community we serve.

K. Describe any currently available sites for internship and/or practicum experiences. Describe any plans to seek additional sites in Years 1 through 5.

Not applicable to this program because the program does not require internships or practicums.

The current internship sites in the Pensacola area include the Andrews Institute and The Lakeview Center. Practicum sites will be required but will be independently obtained by the learner based on factors such as availability and proximity to the student. All practicum sites and supervisors will be overseen by an assigned faculty member of the MS-BA to ensure a clear communication and reporting process of student performance. Additional sites will be added as the program grows in the future.

V. Program Quality Indicators - Reviews and Accreditation

A. List all accreditation agencies and learned societies concerned with the proposed program. If the institution intends to seek specialized accreditation for the proposed program, as described in [Board of Governors Regulation 3.006](#), provide a timeline for seeking specialized accreditation. If specialized accreditation will not be sought, please explain.

The MS-BA will prepare graduates to sit for the Board Certified Behavior Analyst (BCBA) certification. Beginning in 2032, the Behavior Analyst Certification Board (BACB) will require that those sitting for the BCBA certification exam have graduated from a degree program that is accredited by the Association for Behavior Analysis International (ABAI) program. UWF is actively planning to seek accreditation for the proposed MS-BA by the Association for Behavior Analysis International (ABAI) so that graduates will be able to meet this requirement by 2032.

B. Identify all internal or external academic program reviews and/or accreditation visits for any degree programs related to the proposed program at the institution, including but not limited to programs within the academic unit(s) associated with the proposed degree program. List all recommendations from the reviews and summarize the institution's progress in implementing those recommendations.

The Advisory Board for the UWF Health Sciences and Administration Department, an external healthcare industry advisory group, was consulted on the viability of the proposed degree program and they voted unanimously to approve the creation of MS-BA degree program. They have provided approval for the pursuit of this degree and will provide ongoing program review on an annual basis.

C. For appropriate degree programs, discuss how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Additionally, indicate whether an industry or employer advisory council exists to provide input for curriculum development, student assessment, and academic-force alignment. If an advisory council is not already in place, describe any plans to develop one or other plans to ensure academic-workforce alignment.

The primary competencies in the field come from the certifying boards for behavior analysts. The primary source is the Behavior Analyst Certification Board (BACB) and its approved competencies or "tasks" include the required foundational knowledge of competent behavior analysts. The curriculum teaches and assesses these competencies which include foundations and applications of the science. The standards reflect the ongoing needs of the industry and are updated based on industry concerns every few years since 1999 when the BACB was founded. The 6th edition of the competencies will go into effect in 2026.

Additionally, the Association for Behavior Analysis International provides guidelines for education to meet the required competencies of the BACB. ABAI's accreditation and tiered model standards were considered throughout the planning process for accreditation and industry needs. ABAI's board has a larger breadth of included industry standards because it considers areas of behavior analysis outside of the Applied Behavior Analysis focus. This includes focuses on experimental and research competencies, behavior safety, forensics, and more.

UWF's curriculum also considers international needs with the inclusion of the International Behavior Analyst Organization (IBAO) and the Qualified Applied Behavior Analysis Credentialing Board (QABA).

The Advisory Council for the College of Health includes a BCBA certified behavior analyst as a participating member. The department is assembling a program-level advisory council that will serve in an advisory capacity for the proposed MS-BA degree program.

VI. Faculty Participation

A. Use Appendix A – Table 2 to identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty. Include the following information for each faculty member or position in Appendix A – Table 2:

- the faculty code associated with the source of funding for the position

- faculty member's name
- the highest degree held
- academic discipline or specialization
- anticipated participation start date in the proposed program
- contract status (e.g., tenure, tenure-earning, or multi-year annual [MYA])
- contract length in months
- percent of annual effort that will support the proposed program (e.g., instruction, advising, supervising)

This information should be summarized below in narrative form. Additionally, provide the curriculum vitae (CV) for each identified faculty member in Appendix E.

UWF currently employs Leasha Barry, PhD, BCBA-D as full-time faculty for the proposed MS-BA degree program. The university plans to hire up to 2 additional full-time faculty possessing a doctorate and BCBA as minimum qualifications in subsequent years (see Appendix A Table 2) to support program enrollment.

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has 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, and other qualitative indicators of excellence (e.g., thesis, dissertation, or research supervision).

The faculty of the Department of Health Sciences and Administration has been productive in all aspects of teaching, research, and service to the University, the community, and the professional community and discipline. The following tables show departmental productivity of semester credit hours and FTE generated as well as degrees awarded.

Table 5. Semester Credit Hours and FTE Productivity for the Department of Health Sciences and Administration

Credit Hours & FTE Production										
Level	2018-19		2019-20		2020-21		2021-22		2022-23	
	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE
Undergraduate	10,530	351	11,919	397.3	13,276	442.53	12,253	408.43	12,089	402.96
Graduate	663	27.63	547	27	1,113	46.38	1,110	46.25	1,290	53.75
Total	11,193	378.63	12,466	424.3	14,389	488.91	13,363	454.68	13,379	456.71

Source: UWF Institutional Research

Table 6. Degrees awarded in the Department of Health Sciences and Administration

Degrees Awarded					
Level	2018-19	2019-20	2020-21	2021-22	2022-23
Bachelor	130	136	139	122	108
Master	16	12	25	19	32
Total	146	148	164	141	140

Source: UWF Institutional Research

Current faculty for the program are regularly engaged in research. A short list of publications for current program faculty is shown in table 7.

Table 7. Scholarly activity for faculty associated with the MS-BA

Name of Faculty	Publication/Presentation
Leasha Barry	<p>Barry, L.M. (2019) <i>Acceptance and Commitment Therapy and Mindfulness in treatment of Autism</i>. 15th European Annual Conference of ABA.</p> <p>Ruiz, S., Myers, A.M., Morano, S., & Barry, L.M. (2021). Impact of guided notes on graduate student retention of facts. <i>College Teaching</i>. doi.org/10.1080/87567555.2021.2021845</p> <p>Helton, M., Reagan, M., Lambert, M., Barry, L.M. (2022). <i>Effectiveness of an Online Curriculum on Response Latency and Filler Words During Mock Job Interviews for College Students Diagnosed with Autism</i>. Poster Presentation. Association for Behavior Analysis International Autism Conference. San Diego, CA</p> <p>Burk, B., Reagan, M., Lambert, M., Barry, L.M. (2022) <i>The Effects of Immediate Visual Feedback on Average Speed Performance in Indoor Cycling</i>. Poster Presentation. ABAI Annual Conference. Denver, CO.</p>

The departmental faculty participate in community services through multiple avenues. As an example, the UWF offers Behavioral Skills Training in combination with a virtual reality simulator for local law enforcement offering de-escalation training, immersive experiences for students/cadets, and training in minimizing use of force. Community relationships have been established and service provided to or with the Florida State District Attorney's Office, ROTC, Pensacola Police Department, Pensacola State College, Escambia County Sheriff's Office, Santa Rosa County Sheriff's Office, School Resource Officers in Escambia and Santa Rosa counties, and the United States Probation Office.

Departmental faculty also provide community service in collaboration with other UWF systems to support students entering UWF as college students who are also diagnosed with Autism. UWF hosts an early arrival program offering additional services and orientations for these students as well as a supervised graduate assistant opportunity for peer mentorship offered by UWF graduate students taking the ABA Certificate or VCS. Students in the MS-BA would be able to partner with departmental faculty and UWF staff to continue offering support to students with autism.

UWF offers employment opportunities for students diagnosed with autism, and assists students in applying for other employment opportunities by providing Behavior Skills Training for students diagnosed with autism in successful interviewing skills. UWF and departmental faculty also collaborate with a local non-profit, Autism Pensacola, in providing an annual community event, "Sensory Street". UWF and departmental faculty consult with community partners regarding the overall programming to be offered at the event. As an example, UWF provides desensitization training at a booth at this event in which families can bring their children to practice receiving a haircut with different types of stimuli they would encounter during a haircut, which is often a difficult obstacle for families with children with autism.

UWF and departmental faculty and staff also host community education events for local behavior analysts and families. Examples include: Celebrating World Behavior Analysis Day

with an exhibit on UWF campus, hosting a Supervision workshop for local behavior analysts, hosting meetings for the local chapter of the Florida Association for Behavior Analysis on campus, and hosting a free ethics workshop for behavior analysts. As part of UWF's partnership with Autism Pensacola, family support groups and social skills groups meet at UWF regularly.

VII. Estimate of Investment

A. Use Appendix A – Table 3A or 3B to provide projected costs and associated funding sources for Year 1 and Year 5 of program operation. In narrative form, describe all projected costs and funding sources for the proposed program(s). Data for Year 1 and Year 5 should reflect snapshots in time rather than cumulative costs.

The proposed MS-BA degree program will run as a self-supporting program pursuant to BOG regulation 8.002. Therefore, all of the program revenues and expenses will run through an auxiliary account for fiscal oversight. In addition to instructional costs, the program will be assessed standard fees for administrative costs. All projected revenues and costs as described in this section are reflected in Appendix A Table 3B Continuing Education, Self-Supporting and Market Rate Program Budget sheet.

Total Year 1 Revenue is projected at \$76,500.00 based on 10 students with tuition at the rate of \$425.00/SCH. Total Year 1 Costs are projected at \$72,382.55. The following is a breakdown of the projected Year 1 costs:

- Total Faculty Salaries and Benefits: \$48,674.40
 - Faculty Salaries \$38,674.40
 - Program Director/Department Chair \$10,000.00
- Total Staff and Administrative Support Costs: \$4,000.00
 - OPS Staff \$4,000.00
- Total Programmatic Expenses: \$3,100.00
 - Materials and Supplies \$3,100.00
- Total Overhead Costs: \$16,608.15
 - Administrative Overhead Assessed Fees \$16,608.15

Materials and Supplies for Year 1 are listed at \$3,100 and will be used to purchase Tevera software. Tavera software is discussed in more detail in Section IX. C. of this Request to Offer.

Total Year 5 Revenue is projected at \$267,500.00 based on 35 students with tuition at the rate of \$425.00/SCH. Total Year 5 Costs are projected at \$242,753.53. The following is a breakdown of projected Year 5 Costs:

- Total Faculty Salaries: \$97,000.00
 - Faculty Salaries \$87,000.00
 - Program Director/Department Chair \$10,000.00
- Total Staff and Administrative Support Costs: \$80,250.00
 - OPS Staff \$42,000.00
 - Assistantships and Fellowships \$38,250.00
- Total Programmatic Expenses: \$7,375.00
 - Materials and Supplies \$5,375.00
 - Accreditation Expenses \$2,000.00
- Total Overhead Costs: \$58,128.53

Materials and Supplies for Year 5 are listed at \$5,375.00 and is the annual cost of the Tevera software. Tavera software is discussed in Section IX. C. of this Request to Offer. Also in Year 5,
Page 27 of 35

the program will have \$2,000.00 related to programmatic accreditation fees and costs through the Association for Behavior Analysis International (ABAI). ABAI accreditation for the program will be a requirement for graduates to sit for the BCBA certification exam by 2032.

B. Use Appendix A – Table 4 to show how existing Education & General (E&G) funds will be reallocated to support the proposed program in Year 1. Describe each funding source identified in Appendix A – Table 4, and justify below the reallocation of resources. Describe the impact the reallocation of financial resources will have on existing programs, including any possible financial impact of a shift in faculty effort, reallocation of instructional resources, greater use of adjunct faculty and teaching assistants, and explain what steps will be taken to mitigate such impacts.

The proposed MS-BA degree program will be implemented as a self-supporting program and will not use Education & General funds so no reallocation is calculated.

C. If the institution intends to operate the program as self-supporting, market tuition rate, or establish a differentiated graduate-level tuition, as described in [Board of Governors Regulation 8.002](#), provide a rationale and a timeline for seeking Board of Governors' approval.

Not applicable to this program because the program will not operate as self-supporting, market tuition rate, or establish a differentiated graduate-level tuition.

It is the intention of the institution to operate this program as self-supporting. The reasoning behind this decision is to allow for continued instructional support throughout the life of the program. Operating the program as self-supporting will allow the sufficient revenues to be used for hiring additional faculty and/or staff to meet the needs of the program as it grows.

D. Provide the expected resident and non-resident tuition rate for the proposed program for both resident and non-resident students. The tuition rates should be reported per credit hour unless the institution has received approval for a different tuition structure. If the proposed program will operate as a continuing education program per [Board of Governors Regulation 8.002](#), describe how the tuition amount was calculated and how it is reflected in Appendix A – Table 3B.

The proposed MS-BA degree program will be offered as a self-supporting program from the beginning with a tuition rate of \$425 per credit hour. Both residents and non-residents will be assessed the same per credit hour amount. The tuition rate was calculated using an average of the per credit hour rate, as reported to IPEDS, for the Florida state institutions which offer a comparable master's degree program in this subject area and that are sufficient to recover the full cost of the program.

E. Describe external financial and in-kind resources available to support the proposed program and explain how this amount is reflected in Appendix A – Table 3A or 3B.

The proposed MS-BA degree program does not have any external financial and in-kind resources available to support the proposed program.

VIII. Self-Supporting and Market Tuition Rate Programs

Note: Skip this section if the proposed program will not operate as a self-supporting or market tuition rate program.

Proposed Program Type

- Market Tuition Rate Program
 - Online
 - Continuing Education
- Self-Supporting Program
- N/A

A. Provide supporting documentation in a separate attachment that serves as evidence that the new program will not supplant any existing similar or equivalent E&G degree offering. Describe the evidence in narrative form below. Note that Board Regulation 8.002 considers a program similar if it is offered under the same CIP code as one funded under the E&G budget entity.

There are currently no approved degree programs under CIP code 30.1701.

B. If the proposed self-supporting or market tuition rate program will be a track under an existing E&G program or has a similar existing E&G program, provide a side-by-side tuition and fee comparison in the table below. Provide a link to the university's website that provides students with information about financial assistance and obligations for repayment of loans for these programs.

- Not applicable because the program will not be a track under an existing E&G program or is not similar to an existing E&G program.

Tuition and Fee Comparison

E&G Track or Program	Proposed Program

C. Explain whether the program leads to initial licensing or certification in occupational areas identified as a state critical workforce need. If so, which licenses and certifications will graduates receive upon completion, and explain why implementing the program as self-supporting or market tuition rate is the best strategy to increase the number of graduates in the state.

The program does not lead to certification in occupational areas identified as a state critical workforce need.

Note: Questions D – M pertain only to market tuition rate programs. If the proposed program will be self-supporting, skip to Section IX.

D. Explain the process used to determine the proposed market tuition rate and provide the tuition of similar programs offered by other SUS institutions and private institutions as appropriate so that the tuition of at least five similar programs is provided. If the proposed tuition rates differ for resident and non-resident students, explain why.

This is not a market tuition rate program.

E. Explain how offering the proposed program at a market tuition rate is aligned with the university's mission. If the program qualifies as a Program of Strategic Emphasis, provide additional justification for charging higher tuition for the proposed program.

This is not a market tuition rate program.

F. Provide a declaratory statement that offering the proposed program at the market tuition rate does not increase the state's fiscal liability or obligation.

This is not a market tuition rate program.

G. Explain any proposed restrictions, limitations, or conditions to be placed on the program.

This is not a market tuition rate program.

H. Explain how the university will ensure sufficient courses are available to meet student demand and facilitate program completion.

This is not a market tuition rate program.

I. If applicable, provide a baseline of current enrollments, including a breakout of resident and non-resident enrollment in similar courses funded by the E&G budget entity.

This is not a market tuition rate program.

J. Describe any outcome measures that will be used to determine the program's success.

This is not a market tuition rate program.

K. List the campuses and/or sites at which the proposed program will be offered. If the program is only offered online, indicate that, and provide the location from which the program will be managed.

This is not a market tuition rate program.

- L. Provide an estimate of the total and net annual revenue the university anticipates collecting for Years 1 and 5 if the proposal is approved. This information should be consistent with the data provided in Appendix A – Table 3B, which is required as a part of this proposal.**

This is not a market tuition rate program.

- M. Describe how revenues will be spent, including whether private vendors will be utilized and for what purpose. Additionally, identify all budget entities used for the program.**

This is not a market tuition rate program.

IX. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5 below, including but not limited to the following:**

- **the total number of volumes and serials available in the discipline and related disciplines**
- **all major journals that are available to the university's students**

The Library Director must sign the additional signatures page to indicate they have reviewed Sections IX.A. and IX.B.

Circulating Monograph Collection: 15,863 total
Psychology (BF1 - 724.85) - 7334 vols
Theory & Practice of Education (LB) - 7958 vols
Social Pathology - Children, Young Adults (HV701 - 1441) - 571 vols

of Journals - Psychology - 678 Journals
of Journals - Social Welfare & Social Work - 755 Journals
of Journals - Public Health - 1082 Journals
of Journals - Education - 2425 Journals
of Journals - Social Sciences - General - 572 Journals

Major Journals:

- Journal of Applied Behavior Analysis
- Journal of Experimental Analysis of Behavior
- Behavior Analysis in Practice
- Behavior Modification
- Autism Research
- Behavioral Interventions
- Education and Training in Autism and Developmental Disabilities
- Journal of Behavioral Education
- Journal of Developmental and Physical Disabilities
- Journal of Experimental Analysis of Behavior
- Perspectives on Behavior Science
- The Behavior Analyst
- Psychological Record
- Analysis of Verbal Behavior
- Behavioral Disorders

Additional Related Journals:

- The Journal of Speech and Language Pathology, Applied Behavior Analysis
- Behavior Development Bulletin
- European Journal of Behavior Analysis
- Autism
- Journal of Autism and Developmental Disorders
- Autism Research and Treatment
- Journal of Positive Behavior Interventions
- Journal of Behavior Assessment and Intervention in Children
- Research in Autism Spectrum Disorders
- Research in Developmental Disabilities
- Education and Treatment of Children

B. Discuss any additional library resources needed to implement and/or sustain the program through Year 5. Describe how those costs are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

Based on our current collection, our library resources should sufficiently support the needs of a growing Master of Science in Behavior Analysis degree program.

C. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

No new space is needed. UWF has current faculty and staff office space as well as the network and software infrastructure in place to support the proposed MS-BA degree program. Additional faculty laptops for those hired in addition to current staff will be needed. For tracking the practicum experience documentation, a software program titled Tavera will be purchased. This cost is reflected on Appendix A Table 3B Continuing education, self-supporting, and market rate program budget under Programmatic Expenses - Materials and Supplies at \$3,100 for Year 1 and \$5,375 for Year 5.

D. Describe any additional specialized equipment or space needed to implement and/or sustain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Appendix A – Table 3A or 3B. Costs for new construction should be provided in response to Section IX.E. below.

Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5

E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Appendix A – Table 3A or 3B includes only I&R costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses in narrative form below. High enrollment programs, in particular,

are expected to necessitate increased costs in non-I&R activities.

Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

F. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel. Explain how those projected costs of special resources are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

G. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5 and explain how those are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

For the first 5 years of the proposed MS-BA, the department will provide a scholarship equivalent to three courses for a minimum of three courses required for the applied experience and thesis equivalence for up to one academic year for each enrolled student. A current estimate based on tuition is \$3,462.40/student and for 5 students at 9 hours that would be \$17,307. Students entering the proposed MS-BA in Year 1 of the program will not be eligible for the applied experience and thesis equivalence at this point in their program. By Year 5, the projected cost of this scholarship for students eligible that year for applied experience and thesis equivalence is \$38,250.00.

X. Required Appendices

The appendices listed in tables 1 & 2 below are required for all proposed degree programs except where specifically noted. Institutions should check the appropriate box to indicate if a particular appendix is included to ensure all program-specific requirements are met. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Required Appendices by Degree Level

Appendix	Appendix Title	Supplemental Instructions	Included Yes/No	Required for Degree Program Level		
				Bachelors	Masters/ Specialist	Doctoral/ Professional
A	Tables 1-4				X	
B	Consultant's Report and Institutional Response					Not a doctoral program
C	Academic Learning Compacts	Include a copy of the approved or proposed Academic Learning Compacts for the program		Not a bachelor's program		
D	Letters of Support or MOU from Other Academic Units	Required only for programs offered in collaboration with multiple academic units within the institution			X	
E	Common Prerequisite Request Form	This form should also be emailed directly to the BOG Director of Articulation before submitting the program proposal to the Board office for review.		Not a bachelor's program		

F	Request for Exemption to the 120 Credit Hour Requirement	Required only for baccalaureate degree programs seeking approval to exceed the 120 credit hour requirement		Not a bachelor's program		
G	Request for Specialized Admissions Status	Required only for baccalaureate degree programs seeking approval for specialized admissions status		Not a bachelor's program		
H	Attestations for Self-Supporting and Market Tuition Rate Programs	Required only for self-supporting or market tuition rate programs			X	
I	Faculty Curriculum Vitae				X	

Table 2. Additional Appendices

Appendix	Appendix Title	Description
J	Sample Job Postings for Behavior Analysts	Reflects the Master's degree requirement as well as the Master's level industry certification (BCBA) as job requirements.
K	Burning Glass Report of Workforce Needs for Behavior Analysts with a Master's degree and BCBA certification.	
L	Curriculum map for the proposed MS in Behavior Analysis	
M	5-Year Assessment Plan for the proposed MS in Behavior Analysis	
N	Signature Page	EEO Officer and Dean of Libraries

Appendix A

Tables

APPENDIX A TABLE 1-B PROJECTED HEADCOUNT FROM POTENTIAL SOURCES (Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	8	4.4	13	7.15	18	9.9	24	13.2	28	15.4
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	2	1.1	2	1.1	4	2.2	5	2.75	7	3.85
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	10	5.5	15	8.25	22	12.1	29	15.95	35	19.25

* 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 Anticipated Faculty Participation

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
H	Leasha Barry, Ph.D. Special Education, BCBA-D	Professor	Tenure	Fall 2024	12	1.00	0.33	0.33	12	1.00	0.33	0.33
H	New Hire, Ph.D. Applied Behavior Analysis or Education	Asst. Professor	Tenure Earning	Fall 2025	0	0.00	0.00	0.00	12	1.00	0.33	0.33
H	New Hire, Ph.D. Applied Behavior Analysis or Education	Asst. Professor	Tenure Earning	Fall 2027	0	0.00	0.00	0.00	12	1.00	0.33	0.33
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
Total Person-Years (PY)								0.33				0.99

Faculty Code	Code Description	Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.00	0.00
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
F	Existing faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
G	New faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
H	Existing or new faculty teaching outside of regular/tenure-track line course load	Enterprise Auxiliary Funds	0.33	1.00
Overall Totals for			0.33	1.00

APPENDIX A TABLE 3B CONTINUING EDUCATION, SELF-SUPPORTING AND MARKET RATE PROGRAM BUDGET

Institutions may edit the table below as applicable to their specific program and circumstances. The general headings (in bold) should serve as a guide, but institutions may edit the information below the headings as needed or desired. Detailed definitions are located at the bottom of the table. The Description or Explanation column is optional and should not replace the narratives required in the new degree program proposal.

Category	Year 1	Year 5	Description or Explanation - If Needed
Tuition			
Program Tuition (Full Cost to the Student)	\$7,650.00	\$7,650.00	
Program Tuition (Per Credit Hour)	\$425.00	\$425.00	
Headcount	10	35	
Total Tuition Revenue	\$76,500.00	\$267,750.00	
Faculty Salaries and Benefits			
Faculty Salaries	\$38,674.40	\$87,000.00	
Program Director/Department Chair	\$10,000.00	\$10,000.00	
Total Faculty Salaries	\$48,674.40	\$97,000.00	
Staff and Administrative Support			
USPS Staff	\$0.00	\$0.00	
A&P Staff	\$0.00	\$0.00	
OPS Staff	\$4,000.00	\$42,000.00	
Assistantships and Fellowships	\$0.00	\$38,250.00	
Total Staff and Administrative Support Costs	\$4,000.00	\$80,250.00	
Programmatic Expenses			
Equipment - Purchase and Servicing	\$0.00	\$0.00	
Materials and Supplies	\$3,100.00	\$5,375.00	
Other Programmatic Expenses - Please Explain	\$0.00	\$0.00	
Accreditation expenses	\$0.00	\$2,000.00	
Total Programmatic Expenses	\$3,100.00	\$7,375.00	
Overhead Costs			
Administrative Overhead Assessed Fees	\$ 16,608.15	\$ 58,128.53	
Total Overhead Costs	\$ 16,608.15	\$ 58,128.53	
Total Program Costs	\$72,382.55	\$242,753.53	

Definitions	
Faculty Salaries and Benefits	The total amount of faculty salaries and benefits that will be attributed to this program. Because the program is funded through an auxiliary budget source. A separate line was added to reflect the portion of the Program Director/Department Chair's salary and benefits that are funded through this program. Institutions may further edit the expenses as needed to reflect the unique nature of their program.
Staff and Administrative Support Costs	Includes all non-faculty personnel costs, including benefits, that will be directly and indirectly attributed to this program. Not all categories may be applicable to every program.
Programmatic Expenses	Includes all non-personnel costs that will be directly and indirectly attributed to this program. Institutions may edit the categories in the template to best reflect the programmatic expenses for each program.
Overhead Costs	Any institutional overhead costs associated with the program should be reflected in the table. This can include startup costs, program administration fees, or other fees not represented elsewhere in the table that are attributed to the program from other units within the institution.

APPENDIX A TABLE 4 ANTICIPATED REALLOCATION OF EDUCATION GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
Totals	\$0	\$0	\$0

* If not reallocating E&G funds, please submit a zeroed Table 4

Appendix D
Letters of Support



Angela Bryan <abryan@uwf.edu>

Fwd: New degree proposal

1 message

Leasha Barry <lbarry@uwf.edu>

Thu, Feb 2, 2023 at 3:51 PM

To: Angela Bryan <abryan@uwf.edu>, Sarah Kent <skent@uwf.edu>

Articulation with FIT.

Leasha M. Barry, Ph.D., BCBA-D, LBA
Professor & Director
Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](http://10001%20North%20Davis%20Highway)
Pensacola, FL 32514
[Lbarry@uwf.edu](mailto:lbarry@uwf.edu)
<http://uwf.edu/ABA>
<http://uwf.edu/CBA>

----- Forwarded message -----

From: **David Wilder** <dawilder@fit.edu>
Date: Thu, Feb 2, 2023 at 3:46 PM
Subject: RE: New degree proposal
To: Leasha Barry <lbarry@uwf.edu>

Hi Leasha,

Your new degree program sounds interesting.

Dave

David A. Wilder, Ph.D.

Professor, On-Campus Program Chair, and Head of School

School of Behavior Analysis

Florida Institute of Technology

[150 W. University Blvd.](http://150%20W.%20University%20Blvd.)

Melbourne, FL 32901

Tel: (321) 674-7516

Fax: (321) 674-7105

dawilder@fit.edu

Web Page: <https://www.fit.edu/faculty-profiles/2/david-wilder/>

Google Scholar Profile: http://scholar.google.com/citations?hl=en&user=BTFVY4cAAAAJ&view_op=list_works&is_public_preview=1

Research Gate Profile: https://www.researchgate.net/profile/David_Wilder/research

Editor, *Journal of Organizational Behavior Management* <https://www.tandfonline.com/toc/worg20/current>



From: Leasha Barry <lbarry@uwf.edu>
Sent: Thursday, February 2, 2023 4:11 PM
To: David Wilder <dawilder@fit.edu>
Subject: New degree proposal

Caution: This email originated from outside of Florida Tech. Do not act upon, click links, or open attachments unless you recognize the sender and know the content is safe.

Hi Dr. Wilder - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!
Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[1001 North Davis Highway](https://www.uwf.edu/1001-North-Davis-Highway)
Pensacola, FL 32514
[Lbarry@uwf.edu](mailto:lbarry@uwf.edu)
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[1001 North Davis Highway](https://www.uwf.edu/1001-North-Davis-Highway)
Pensacola, FL 32514

2/2/23, 4:31 PM

Faculty and Staff at UWF Mail - Fwd: New degree proposal

Lbarry@uwf.edu
<http://uwf.edu/ABA>
<http://uwf.edu/CBA>



Angela Bryan <abryan@uwf.edu>

Fwd: New degree proposal

1 message

Leasha M. Barry <lbarry@uwf.edu>
To: Angela Bryan <abryan@uwf.edu>, skent@uwf.edu

Tue, Feb 7, 2023 at 3:01 PM

From FIT

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: Bryon Neff <bneff@fit.edu>
Date: February 7, 2023 at 12:47:54 PM PST
To: Leasha Barry <lbarry@uwf.edu>
Subject: Re: New degree proposal

Hi Dr. Barry,

I think it is wonderful that UWF is designing a behavior analytic program that focuses on the healthcare system and OBM. There aren't many options in your region.

Wishing you much success!

Bryon Neff, Ph.D., BCBA-D

Associate Professor

Online Behavior Analysis Program Chair &

VCS Coordinator

School of Behavior Analysis

Florida Institute of Technology

[150 W. University Blvd.](#)[Melbourne, FL 32901](#)bneff@fit.edu

From: Leasha Barry <lbarry@uwf.edu>
Date: Thursday, February 2, 2023 at 4:12 PM
To: Bryon Neff <bneff@fit.edu>
Subject: New degree proposal

Caution: This email originated from outside of Florida Tech. Do not act upon, click links, or open attachments unless you recognize the sender and know the content is safe.

Hi Dr. Neff - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!
Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](http://www.uwf.edu)
Pensacola, FL 32514
[Lbarry@uwf.edu](mailto:lbarry@uwf.edu)
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](http://www.uwf.edu)
Pensacola, FL 32514
[Lbarry@uwf.edu](mailto:lbarry@uwf.edu)
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>



Fwd: New degree proposal

1 message

Leasha M. Barry <lbarry@uwf.edu>

Thu, Feb 2, 2023 at 4:51 PM

To: Sarah Kent <skent@uwf.edu>, Angela Bryan <abryan@uwf.edu>

NSU...

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: Emmy Maurilus <em986@nova.edu>
Date: February 2, 2023 at 2:50:38 PM PST
To: Leasha Barry <lbarry@uwf.edu>
Subject: RE: New degree proposal

Hello Dr. Barry,

Thank you for the notification. Wishing you the very best!

Emmy Maurilus Ph.D., BCBA-D

Assistant Chair/Assistant Professor

Abraham S. Fischler College of Education & School of Criminal Justice

3301 College Avenue, Fort Lauderdale, FL 33314

Office (954) 262-6922

em986@nova.edu || [Faculty Page](#) || [Discover FCE&SCJ](#)**NSU**

Florida

Abraham S. Fischler
College of Education and
School of Criminal Justice**NOVA SOUTHEASTERN
UNIVERSITY**

From: Leasha Barry <lbarry@uwf.edu>
Sent: Thursday, February 2, 2023 4:15 PM
To: Emmy Maurilus <em986@nova.edu>
Subject: New degree proposal

NSU Security WARNING: This is an external email. Do not click links or open attachments unless you recognize the sender and know that the content is safe.

Hi Dr. Maurilus - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!

Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
10001 North Davis Highway
Pensacola, FL 32514
Lbarry@uwf.edu
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Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

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Angela Bryan <abryan@uwf.edu>

Fwd: [EXTERNAL] New degree proposal

1 message

Leasha M. Barry <lbarry@uwf.edu>

Fri, Feb 3, 2023 at 3:36 PM

To: Angela Bryan <abryan@uwf.edu>, Sarah Kent <skent@uwf.edu>

UM feedback. :-)

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: "Gutierrez, Jr., Anibal, Ph.D." <a.gutierrez5@miami.edu>**Date:** February 3, 2023 at 1:02:25 PM PST**To:** Leasha Barry <lbarry@uwf.edu>, "Hale, Melissa N., Ph.D." <m.hale@miami.edu>**Subject:** Re: [EXTERNAL] New degree proposal

Hello Dr. Barry,

Thank you for reaching out to us. We think it is great that you are working towards this. We have a small program at UM and would be happy to chat if you ever have any questions about the process.

Good luck

Anibal Gutierrez, Ph.D., BCBA-D
Research Associate Professor, Department of Psychology
Division Director, Center for Autism and Related Disabilities (CARD)

Director, Intensive Behavioral Intervention Services Clinic (IBIS)
University of Miami

Co-Director, University of Miami Behavior Analysis Program

<https://aba.psy.miami.edu>

From: Leasha Barry <lbarry@uwf.edu>**Date:** Thursday, February 2, 2023 at 4:14 PM**To:** Melissa Hale <m.hale@miami.edu>, "Gutierrez, Jr., Anibal, Ph.D." <a.gutierrez5@miami.edu>**Subject:** [EXTERNAL] New degree proposal

CAUTION: This email originated from outside the organization. **DO NOT CLICK ON LINKS or OPEN ATTACHMENTS** unless you know and trust the sender.

writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!

Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

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Angela Bryan <abryan@uwf.edu>

Fwd: New degree articulation

2 messages

Leasha M. Barry <lbarry@uwf.edu>

Thu, Feb 2, 2023 at 11:15 AM

To: Angela Bryan <abryan@uwf.edu>, Sarah Kent <skent@uwf.edu>

FSU reply.

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: Raymond Miltenberger <miltenbe@usf.edu>
Date: February 2, 2023 at 8:54:26 AM PST
To: "Leasha M. Barry" <lbarry@uwf.edu>
Cc: Catia Cividini-Motta <catiac@usf.edu>
Subject: Re: New degree articulation

Hi Leasha,

Thanks for your email. Congratulations on having approval from UWF to pursue a new program. I have also been asked by my university to weigh in on your proposed new program. I have to think about my response, but issues I will likely raise include the following. You will be drawing from the same applicant pool as our program - folks interested in a master's in behavior analysis from an ABAI accredited program. However, your areas of emphasis are novel and do not overlap with our program. You also have a different CIP code, although functionally, that should not make a difference. Further, there seems to be good demand for master's programs in ABA, so it is my hope that another program in the Florida university system does not diminish the quality or quantity of our applicant pool.

Hope this helps. I have copied the associate director of our program, Dr. Catia Cividini-Motta, to see if she has anything to add.

Best

Ray

Raymond G. Miltenberger, PhD, BCBA-D
Director, Applied Behavior Analysis Program
Department of Child and Family Studies
University of South Florida

813 974 5079
miltenbe@usf.edu
www.usf.edu/aba

From: Leasha M. Barry <lbarry@uwf.edu>
Sent: Thursday, February 2, 2023 11:21 AM
To: Raymond Miltenberger <miltenbe@usf.edu>
Subject: New degree articulation

Dear Dr. Miltenberger - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in

healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. We currently offer a MA in Exceptional Student Education which contains a VCS for student's interested in working in applications related to special education. We anticipate that degree defaulting to QABA curriculum requirements only as we approach the 2032 ABAI deadline for accreditation. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!

Sincerely,
Leasha

Leasha M. Barry, PhD, BCBA-D, LBA
[EXTERNAL EMAIL] DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.

Angela Bryan, PhD <abryan@uwf.edu>

Thu, Feb 2, 2023 at 12:29 PM

To: Michelle Williams <mwilliams@uwf.edu>

Cc: Leasha Barry <lbarry@uwf.edu>, Sarah Kent <skent@uwf.edu>, Angela Bryan <abryan@uwf.edu>, Carolyn Beamer <cbeamer@uwf.edu>

Michelle,

Leasha has heard back from USF. The response seems mostly positive. The chair gave Leasha some ideas as points that USF may raise but it sounds as if these are easy to mitigate. I'm going to drop a PDF of this email in the folder, but I wanted you to know about it as you prepare for the CAVP meeting on the 15th. Let me know if you have any questions or concerns.

Angela

[Quoted text hidden]

--

Angela Bryan, Ph.D. *(she/her)*

SACSCOC Liaison, Office of Institutional Effectiveness

Director of Institutional Effectiveness

University of West Florida

850.473.7234 *Office*

850.474.2634 *Fax*

abryan@uwf.edu

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Please note: Due to Florida's broad public records law, most written communication to or from University employees is considered a public record. Therefore, the contents of this email, including personal email addresses, may be subject to disclosure in the event a request is made.

Appendix H
Attestations for Self-Supporting or Market Tuition Rate
Programs



Appendix H – Attestations for Self-Supporting or Market Tuition Rate Programs

Instructions: *Please attest to the items below for the proposed self-supporting or market tuition rate programs.*

Please check one of the options below.

- The proposed program will be similar to or a track under an existing E&G program.
- The proposed program is not intended to be a track under an existing E&G program or similar to an existing E&G program.

For a program that will be a track under an existing E&G program or similar to an existing E&G program, the institution attests to the following:

- The institution will provide students with a side-by-side tuition and fee comparison and publicize this information on the institution's public-facing website and any non-public websites or applications that provide information about the program.
- The institution will provide students with information about financial assistance and obligations for repayment of loans for these programs.
- Admissions, graduation criteria, and academic standards for the proposed self-supporting or market tuition rate program align with the criteria and standards for similar or equivalent existing E&G programs.
- Similar or equivalent existing E&G programs will not be closed as a result of the new program unless prior approval is obtained from the Board of Governors.

For a proposed self-supporting program, the institution attests to the following:

- Tuition and fees charged for the proposed self-supporting program will be sufficient to offset the full instructional cost of serving the student and shall not exceed the existing approved tuition and out-of-state fees for similar-level courses.

For a proposed market tuition rate program, the institution attests to the following:

- Offering the proposed program at a market tuition rate will not increase the state's fiscal liability or obligation.

Appendix I
Faculty CVs

Curriculum Vita

Leasha M. Barry, Ph.D., BCBA-D, LBA

Full Professor & Director, Center for Behavior Analysis

University of West Florida

10001 North Davis Hwy, Pensacola, FL 32514

(850) 377-1577

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EDUCATION

- 2000 University of California at Santa Barbara, Ph.D. in Special Education, Disability, and Risk. Emphases: Family Systems, Autism, Positive Behavioral Support, and Moderate to Severe Disability. Dissertation “The benefits of journal writing: Reducing psychological distress levels of mothers after the NICU.”
- 1998 University of California at Santa Barbara, Master of Arts in Educational Psychology. Thesis “Becoming a Big Brother: A longitudinal case study on increasing appropriate interactions between a child with autism and his infant brother”
- 1996 University of California at Santa Barbara, Bachelor of Arts in Psychology: High Honors and Distinction in Major. Honor Thesis “Schemata as sources of influence: Violence in dating relationships”

CERTIFICATIONS / SPECIALTY TRAINING

- 2016 Licensed Behavior Analyst, License #00-125
- 2013 BCBA-D Recertification (36 CEUs) Certificate #1-00-0311
- 2009 Quality Matters rubric training
- 2009 Board Certified Behavior Analyst - Doctoral (BCBA-D) certification reclassification: Certificate #1-00-0311
- 2003 Project Jericho: Teaching English to Students of Other Languages (TESOL) training 40-hour curriculum

2000 Board Certified Behavior Analyst (BCBA) certification, Certificate #1-00-0311

PROFESSIONAL POSITIONS

2018 – current Director & Full Professor with Tenure
Center for Behavior Analysis
University of West Florida

2010 – 2018 Full Professor with Tenure
Department of Teacher Education and Educational
Leadership
University of West Florida

2008 – 2018 Director
Office of Applied Behavior Analysis
University of West Florida

2005 – 2010 Associate Professor with Tenure
School of Education
University of West Florida

2000 – 2005 Assistant Professor
Division of Teacher Education
University of West Florida

PUBLISHED PEER REVIEWED/REFEREED JOURNAL ARTICLES

Wallace, A. M., Bechtel, D. R., Heatter, S., & Barry, L. M. (2016). A comparison of prompting strategies to teach intraverbals to an adolescent with Downs Syndrome. *Analysis of Verbal Behavior*, 32, 225-232.

Alnemary, F. M., Wallace, M., Symon, J. B. G., & Barry, L. M. (2015). Using international videoconferencing to provide staff training on functional behavioral assessment. *Behavioral Interventions* (30)1, 73-86.

Hudley, C., Moschetti, R., Gonzales, A., Cho, S., Barry, L. M., & Kelly, M. (2009). Perceptions of high school experiences: Comparing first generation students and students from college educated families. *Journal of Advanced Academics*, (20)3, 438-471.

Gaines, T., Barry, L., & Cautelli, J. (2009) Behavioral Coaching for Prevention of Delinquency and Recidivism: Implications for Public Policy. *Journal of Behavior Analysis of Offender and Victim - Treatment and Prevention*, 1(4), 14-27.

Barry, L. M., Hudley, C., Kelly, M., & Cho, S. J. (2009). Differences in self-reported disclosure of college experiences by first-generation college student status. *Adolescence*, 44, 55-68.

Barry, L. M., & Celiberti, D. (2009). Child Choice between Competing Recreational Environments: Support for Multi-Sensory Environments for Children with Disabilities. *South Eastern Teacher Education Journal*, 2(1), 65-76.

Cho, S. J., Hudley, C., Lee, S., Barry, L. M., & Kelly, M. (2008). Roles of gender, race, and SES in the college choice process. *Journal of Diversity in Higher Education*, 1(2), 95-107.

Barry, L. M., & Gaines, T. (2008) Attention Deficit Hyperactivity Disorder: Intervention as crime prevention. *Journal of Behavior Analysis of Offender and Victim - Treatment and Prevention*, 1(2), 154-170.

Gaines, T. & Barry, L. M. (2008) The effect of a self-monitored relaxation breathing exercise on male adolescent aggressive behavior. *Adolescence*, 43, 291-301.

Barry, L. M., Hudley, C., Cho, S. J., & Kelly, M. (2008). College Students' Perceptions of Parental Support: Differences and Similarities by First-generation Status. *South Eastern Teacher Education Journal*, 1(1), 101-108.

Barry, L. M., & Kelly, M. A. (2006). A response to reviewer comments regarding the manuscript, "Rule-governed behavior and ADHD: A theoretical interpretation." *Journal of Early Intensive Behavioral Intervention*, 3(3), 260-263.

Barry, L. M., & Kelly, M. A. (2006). Rule-governed behavior and ADHD: A theoretical interpretation. *Journal of Early Intensive Behavioral Intervention*, 3(3), 239-254.

Barry, L. M., & Haraway, D. L. (2005). Self-management and ADHD: A literature review. *The Behavior Analyst Today*, 6(1), 48-63.

Barry, L. M., & Haraway, D. L. (2005). Behavioral self-control strategies for young children. *Journal of Early Intensive Behavioral Intervention*, 2(2), 79-90.

Barry, L. M., & Burlew, S. (2004). Using social stories to teach choice and play skills to children with autism. *Focus on Autism and other Developmental Disabilities*, 19(1), 45-52.

Barry, L. M., & Moore, W. E. (2004). Students with specific learning disabilities can pass state competency exams: Systematic strategy instruction makes a difference. *Preventing School Failure*, 48(3), 10-15.

Barry, L. M., & Messer, J. (2003). A practical application of self-management for students diagnosed with attention deficit hyperactivity disorder. *Journal of Positive Behavioral Interventions*, 5(4), 238 - 248.

Sanderson, L. D., & Barry, L. M. (2003). Children's experiences of End Stage Renal Failure, coping with its treatment and side-effects, and perceived benefits of STARBRIGHT World technology. *Physical Disabilities: Education and Related Services*, 22(1), 51 - 66.

Barry, L. M., & Singer, G. H. S. (2001). Reducing maternal psychological distress after the NICU through journal writing. *Journal of Early Intervention*, 24(4), 287-297.

Barry, L. M., & Singer, G. H. S. (2001). Becoming of big brother: A longitudinal case study on increasing appropriate interactions between a child with autism and his infant brother. *Journal of Positive Behavior Interventions*, 3(1), 28-38.

Barry, L. M., & Santarelli, G. (2000). Making it work at school and home: A need based collaborative, across settings, behavioral intervention. *The California School Psychologist*, 5, 43-52.

UN-REFEREED PUBLISHED JOURNAL ARTICLES

Barry, L. M. (2017). Social stories for successful engagement. Autism Notebook Magazine, Fall, 2017.

Barry, L. M. (1996). The role of relationship schemata in dating relationships *Discovery: UCSB Journal of Undergraduate Research*, 19, 38-51.

NON-REVIEWED/REFEREED JOURNAL ARTICLES

Erion, L., Satriale, G., Zane, T., Bechtel, D. R., Heater, S., Barry, L. M., & Weiss, M. J. (2016) Generalization of behavioral effects of response interruption and redirection on vocal stereotypy. *Research in Developmental Disabilities*.

WHITE PAPERS

Kramer, J., Cox, J., Kuprevich, C., & Eme, R. (2014) Diagnosis and treatment of persons with Attention Deficit Hyperactivity Disorder within jails and juvenile facilities of the United States criminal justice system: Why it matters. An Attention Deficit Disorder Association, ADHD Correctional Health/Justice Committee in cooperation with the National Commission of Correctional Health Care White Paper. Edited and reviewed by, David Admire, Scott Anders, Leasha Barry, Robin Bellantone, Alan Brown, Bradley Brockmann, Judith Champion, Vinnie Fabber, Trudi Gaines, Frank Potter, and Ari Tuckman

Gaines, T., Barry, L., & Cautelli, J. (2009). A new view: Behavioral Coaching for prevention of delinquency and recidivism. *ADHD & Corrections National Taskforce*.

BOOK AUTHOR

Kelly, A., Barry, L. M., & Beddick, D. B. (2015). A study guide companion for Tales of Inspiration: The Cambridge Center for Behavioral Studies. www.Behavior.org

Barry, L. M., Bennet, B., Christensen, L., Mendoza, A., Ortiz, E., Pagan, M., Robinson, S., & Salmon, O. (2006). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) Professional Education Test 3rd Edition*. Piscataway, NJ: Research and Education Association.

BOOK CHAPTERS

Kelly, M., & Barry, L. M. (2010). "Using Journal Writing to Alleviate Stress Among College Students" In (K. Collins, T. Onwuegbuzie, & Q. Jiao, Eds.) *Toward a Broader Understanding of Stress and Coping: Mixed Methods Approaches*.

Barry, L. M. (2005). Competency 7: Human Development and Learning. In B. Bennett, L. Christensen, A. Mendoza, E. Ortiz, M. Pagan, S. Robinson, & O. Salmon (Eds.), *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) Professional Education Test, 2nd Edition* (pp. 147-182). Piscataway, NJ: Research and Education Association.

Singer, G. H. S., Goldberg, S., Peckham-Hardin, K., Barry, L. M. & Santarelli, G. (2002). Toward a synthesis of family support practices and positive behavioral support. In J. Lucyshyn & G. Dunlap (Eds.), *Families and positive behavior support: Addressing problem behavior in family contexts* (pp. 155-183). Baltimore: Paul Brookes Publishing.

INVITED JOURNAL & BOOK REVEIWER

International Journal of Disability, Development and Education

Journal of Early and Intensive Behavior Intervention

Journal of Intellectual Disability Research

Journal of Autism and Developmental Disabilities

Journal of Positive Behavioral Interventions

Wadsworth Publishing

Prentice Hall Publishing

BOOK EDITOR

Barry, L. M. & Mendoza, A. (2010). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test, 4th Edition*. Piscataway, NJ: Research and Education Association.

Barry, L. M. & Mendoza, A. (2008). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test, 3rd Edition*. Piscataway, NJ: Research and Education Association.

Barry, L. M. & Mendoza, A. (2007). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test, 2nd Edition*. Piscataway, NJ: Research and Education Association.

Barry, L. M. & Mendoza, A. (2006). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test*. Piscataway, NJ: Research and Education Association.

UNPUBLISHED TRAINING MANUALS

Beddick, D. L., & Barry, L. M. (2017). *Instructor manual: Applied Behavior Analysis 2nd edition*.

Beddick, D. L., & Barry, L. M. (2014). *Instructor manual: Applied Behavior Analysis*.

Barry, L. M. (2001). *Applied Behavior Analysis: A training manual*. Board approved curriculum for Board Certified Behavior Analyst training.

ACADEMIC PRESENTATIONS

International Conferences (Peer Refereed/Reviewed):

Barry, L. M. (2018) Invited discussant of summative research on the Picture Exchange Curriculum. Association for Behavior Analysis International. San Diego, CA.

Evenson, J., San Julian, M., & Barry, L.M. (2018). *Increasing Parent Fidelity through BST*. Association for Behavior Analysis Autism conference, Miami, FL.

Kent, S., Helton, M., & Barry, L.M. (2018). *The effects of video modeling on on-task behavior for students with EBD during independent writing*. ABAI, San Diego, CA.

Wang, C., & Barry, L.M. (2018). *Use of the Humanoid Robot to train kids with Autism Spectrum Disorders - A pilot study*. ABAI, San Diego, CA.

Beddick, D.L., & Barry, L.M. (2018). *Report writing as an assessment of law enforcement skills*. ABAI, San Diego, CA.

Nelson, M., Beddick, D.L., & Barry, L.M. (2018). *Improving musical performance with Precision Teaching*. ABAI, San Diego, CA.

Nelson, M., Beddick, D., & Barry, L. (2017) Effectiveness of feedback and progress monitoring on fluency of musical instrumentation skills, *Association for Behavior Analysis International*, Paris, France.

Nelson, M., Ruiz, S., Beddick, D., & Barry, L. (2017) Precision Teaching in music education, *International Precision Teaching Conference*, St. Petersburg, FL.

Zanca, T., Fountain, D. M., Beddick, D. L., & Barry, L. M. (2017). Age appropriate opportunities with peers in high school to reduce the frequency of inappropriate attention seeking behavior. Poster session presented at *Association for Behavior Analysis International Convention on Autism*, San Juan, Puerto Rico.

Nelson, M., Beddick, D.L., & Barry, L.M. (2015). Does contingency management increase or maintain physical activity after continuous feedback plateaus in healthy adults? Poster session presented at the *Association for Behavior Analysis International*, Kyoto, Japan.

Barry, L. M. (2013) Community Building in Special Education through Public/Private Partnerships for the Benefit of People with Autism Spectrum Disorder. *International Conference on Education*. Oahu, HI.

Symon, J., Kidwell, J., Clark, M., & Barry, L. M. (2013) Video gaming Promotes Social Interactions for Students with Autism Spectrum Disorders. *International Conference on Education*. Oahu, HI.

Park, S., Clark, M., Symon, J., & Barry, L. M. (2013) Technology is cool: A peer-mediated interventions to improve communication skills for adolescents with Autism. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2012) Community Building in Special Education through Public/Private Partnerships for the Benefit of People with Autism Spectrum Disorder. *International East West Conference on Education*, Beijing, China.

Alnemary, F., Grossman, J. S. & Barry, L. M. (2012) Providing professional education in special education to remote regions via videoconferencing. *Annual International Conference on Education and e-Learning*, Bali, Indonesia

Barry, L. M. (2011). Self-determination for People Diagnosed with Learning Disabilities. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2010). Offering Children with Severe Developmental Disability Choice of Recreation Environments: Child choice and teacher reactions. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2009). Collateral academic effects of teaching self-determination skills to increase student IEP meeting participation. *International Conference on Education*. Oahu, HI.

Barry, L. M. & Holdsambeck, R. (2009). The puzzle of Autism: Putting the pieces together. *International Conference on Education*. Oahu, HI.

Holdsambeck, R., & Barry, L. M. (2009). Applying Chaos Theory to the puzzle of Autism. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2008). Perceptions of parental support by first generation college students and gender. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2008). Disclosure of potentially stressful events: Disclosure and perceived social support by first-generation status, gender, and ethnicity. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2006). Teaching self-management of behavior to children with ADHD. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2005). Students with specific learning disabilities can pass state competency exams. *International Conference on Education*. Oahu, HI.

Barry, L. M., & Chrisco, C. (2004). Assessing the effects of teaching methods on state competency exam performance in elementary science. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2003). Self-management in the classroom for students with ADHD. *International Conference on Positive Behavioral Interventions*. Orlando, FL.

Barry, L. M., Burlew, S., & Santarelli, G. (2002). Using Social Stories to Teach Children with Autism how to Choose and Activities and Play. *International Conference on Education*. Oahu, HI.

Santarelli, G., & Barry, L. M. (2002). Grandparents Raising Grandchildren with Special Needs: Research, Implications, and Practice. *International Conference on Education*. Oahu, HI.

Santarelli, G., & Barry, L. M. (2002). Bilingual Special Education: Choosing the Appropriate Language of Instruction for Children with Severe Disabilities from Monolingual-Spanish Speaking Families. *International Conference on Education*. Oahu, HI.

Barry, L. M., Messer, J., & Santarelli, G. (2002). Teaching Self-management of Behavior to Children with ADHD. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2001). Promoting Appropriate Sibling Interactions When a New Baby Arrives: Clinical Applications for Children with Autism. Poster presentation at *The International Association for Applied Behavior Analysis*. Venice, Italy.

Barry, L. M. (2001). Using Applied Behavior Analysis in an Intensive Care Nursery. Poster presentation at *The International Association for Applied Behavior Analysis*. Venice, Italy.

Barry, L. M. (2001). Experiences of the NICU. *Pacific Rim Annual Conference on Disability*. Waikiki, HI.

Santarelli, G., & Barry, L. M. (2001). Making it work at home and school: A need based collaborative, across settings, behavioral intervention. *Pacific Rim Annual Conference on Disability*. Waikiki, HI.

National Conferences (Refereed/ Reviewed):

Britt, A. F., Bechtel, D. R., & Barry, L. M. (2017) The effects of antecedent exercise in a content area classroom to increase learning readiness and decrease disruptive behavior in three middle school students with ASD. *Association for Professional Behavior Analysts*, New Orleans, LA.

Lemons, S.D., San Julian, M.A., Barry, L.M. (2016). The effects of music exposure on percent correct during discrete trial training with a child with Autism Spectrum Disorder. Poster session presented at *Association of Behavior Analysis International*, New Orleans, LA.

Yeazle, S.M., Bechtel, D.R, Heatter, S.M. & Barry, L.M. (2016). Effects of Self-Check vs. Daily Progress Report Card in an Irish Primary School. Poster presentation at *Association of Professional Behavior Analysts*, Washington, DC.

Avila, M.H., Bechtel, D.R, Heatter, S.M. & Barry, L.M. (2016). Effects of a visual schedule manipulation on the behavior of a boy with Autism Spectrum Disorder. Poster session presented at *Association of Professional Behavior Analysts*, Washington, DC.

Gregory, J.C., Bechtel, D.R, & Barry, L.M. (2016). A Comparison of No-No Prompting and Errorless Learning on Incorrect Responding of Previously Taught Skills with Children Diagnosed with Autism. Poster session presented at *Association for Behavior Analysis International*, Chicago, IL

Becker, K. Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). Prerequisites to video modeling in adults with intellectual disability. Poster session presented at *Association for Behavior Analysis International*, San Antonio TX.

Wallace, A., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). A comparison of prompting tactics to teach intraverbals to an adolescent with Down Syndrome. Poster session presented at *Association for Behavior Analysis International*, San Antonio, TX.

Kyriacou, C., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). Effects of different high-probability request sequences in increasing compliance. Poster session presented at *Association for Behavior Analysis International*, San Antonio, TX.

Berman, S.R., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). The effects of one-to-one staff proximity on the inappropriate and attending behavior of a student with autism spectrum disorder. Poster session presented at *Association of Professional Behavior Analysts*, Seattle, WA.

Schad, J.A., Bechtel, D.R., Heatter, S., Barry, L.M., & MacDuff, G.S. (2015). Evaluating the effectiveness of a tactical and textual cueing device as a self-monitoring strategy for increasing the frequency of reinforcement delivered by a classroom teacher in

an inclusion classroom. Poster session presented at *Association of Professional Behavior Analysts*, Seattle, WA.

Lehman, M.T., Dotson, W., Beddick, D.L., & Barry, L. M. (2015). 40 years of ABA preparing competent practitioners: Advancing the academic experience. Panel Discussion presented at the *Association for Behavior Analysis International*, Chicago, IL.

Parnow, K., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). Effects of video modeling on a visual communication system (VCS) to teach manding acquisition for a young child with ASD. Poster session presented at *Association of Behavior Analysis International*, Las Vegas, NV.

Erion, L., Bechtel, R., Heatter, S., & Barry (2014). Generalization of behavioral effect of response interruption and redirection on vocal stereotypy. *Association for Behavior Analysis International*, Chicago, IL.

Everhart, A., Bechtel, R., Heater, S., Barry, L. (2014). Comparing In-vivo versus video instruction to teach adaptive skills to a child with Autism Spectrum Disorder. *Association for Behavior Analysis International*, Chicago, IL.

Miles, M., Bechtel, R., Heater, S., Barry, L., (2014). Comparing PECS and speech generating devices on mand acquisition for children with Autism. *Applied Behavior Analysis International*, Chicago, IL.

Ostermeyer, K., Scarpa, A., Penden, D., Barry, L., Seymour, B, McIntosh, R. (2014) Effectiveness and generalization of an intensive PRT professional training program. *Applied Behavior Analysis International*, Chicago, IL.

Simard, S., Robb, W., Beddick, D., Barry, L., (2014) Effects of controlled access to stereotypic behavior and differential reinforcement of other behavior (DRO) during demand conditions. *Applied Behavior Analysis International*, Chicago, IL.

Whalen, C., Herron, B., Seymour, B., & Barry, L. (2014). Peer-facilitated social skill training for young adults with Autism Spectrum Disorders in a college setting. *Applied Behavior Analysis International*, Chicago, IL.

Barry, L., & Gaines, T. (2014). Behavioral coaching for ADHD as delinquency prevention. *Applied Behavior Analysis International*, Chicago, IL.

Seymour, B. & Barry, L. M. (2013). Pivotal Response Training Generalization from SARRC. *Association for Behavior Analysis International*, Minneapolis, MI.

Truett, J., Beddick, D.L., Endlich, B., & Barry, L.M. (2012). Cultivating Distance Training to Overcome Runner's Plateau in Training Using Publicly Posted Training Goals. Poster session presented at the *Association for Behavior Analysis International*, Seattle, WA.

Gaines, T., & Barry, L. (2012) A New View: Behavioral Coaching for Prevention of Delinquency and Recidivism; Implications for Public Policy. *ADHD Coaches Organization*, Atlanta, GA.

Pardue, S., Beddick, D.L., & Barry, L.M. (2011). Ordering Fast Food Using Computer Based Video Instruction and an iPod. Poster session presented at the *Association for Behavior Analysis International*, Denver, CO.

Fritzing, C. & Barry, L. M. (2011). Reducing severe self-injury and increasing functional communication for adults diagnosed with multiple disabilities. *Association for Behavior Analysis*, Denver, CO.

Beddick, D. & Barry, L. M. (2011). Increasing social skills for adolescents with Autism Spectrum Disorder. *Association for Behavior Analysis*, Denver, CO.

Kramer, J. Cautelli, J., & Barry, L. (2010) Evidence-Based Diagnosis and Treatment for ADHD. *National Conference on Correctional Health Care*, Las Vegas, NV.

Gaines, T., Barry, L. M., Cautilli, J. D., Summers, D. J. (2010) Prison Reform and Re-entry: The need for Behavior Analysts. *Association for Applied Behavior Analysis*. San Antonio, TX.

Gorum, M., Barry, L. M., Balawejder, T. (2010) Behavior Analysis and other evidence-based treatments in the criminal justice and prison reform movement. *Association for Applied Behavior Analysis*. San Antonio, TX.

Gaines, T., Barry, L. M., Dziewolska, H. & Cautilli, J. D., (2010) Behavioral Coaching for Offenders with ADHD. *Association for Applied Behavior Analysis*. San Antonio, TX.

Gaines, T., Barry, L. M., Dziewolska, H. & Cautilli, J. D., (2010) Behavior Analysis in the juvenile justice system: Past efforts, status of those efforts, and future directions. *Association for Applied Behavior Analysis*. San Antonio, TX.

Barry, L. M., & Gaines, T., (2009) Treating Adolescent ADHD using Behavioral Coaching in Prison, Residential, and Correctional Programs. *National Conference on Correctional Health Care*. Orlando, FL

Barry, L. M., Byram, S., Lundy, J., Brumfield, L., Beddick, D., & Celiberti, D. (2009). Creating a Summer Educational Experience for Children with Autism: An overview and evaluation of “Kids for Camp”. *Association for Applied Behavior Analysis*. Phoenix, AZ

Barry, L. M., Keremes, D., Mueller, K., Beddick, D., & Celiberti, D. (2009). Evaluating a Summer Educational Experience for Children with Autism. *Association for Applied Behavior Analysis*. Phoenix, AZ

Doyle, K., Barry, L. M., Studer, Q., & Madden, P. (2008). Making Pensacola a Center of Excellence for Autism. *Autism Society National Convention*, Orlando, FL.

Barry, L. M. (2008). Disclosure, narrative, and stress & coping in college students. Paper presented as part of a panel presentation: Hudley, C., Barry, L. M., & Cho, S. The Transition to College: A Major Developmental Task of Adolescence. *American Education Research Association*, New York, NY.

Barry, L. M., & Gaines, T. (2008) Attention Deficit Hyperactivity Disorder: Intervention as crime prevention. *Association for Applied Behavior Analysis*. Chicago, IL.

Barry, L. M. (2007). Perceptions of parental support by first generation college students and gender. *Conference on Emerging Adulthood*. Tucson, AZ.

Barry, L. M. (2007). Disclosure of potentially stressful events: Disclosure and perceived social support by first-generation status, gender, and ethnicity. *Conference on Emerging Adulthood*. Tucson, AZ.

Gains, T., & Barry, L. M. (2004). The effect of a relaxation breathing exercise on male adolescent aggressive behavior. *Association for Applied Behavior Analysis*. Boston, MD.

Barry, L. M. (2003). Extremely Low Birth weight Infant Responses to Positioning During Care Giving and Painful Procedures. *Association for Applied Behavior Analysis*. San Francisco, CA.

Barry, L. M. (2003). Self-management with children diagnosed with ADHD. *Association for Applied Behavior Analysis*. San Francisco, CA.

Barry, L. M. (2000). The effects of journal writing on stress levels of parents after the NICU. *The Association for persons with Severe Disabilities*. Miami, FL.

Barry, L. M. (2000). Promoting positive parental adaptation to a child's disability. *The Association for persons with Severe Disabilities*. Miami, FL.

Barry, L. M. (1999). Longitudinal pro-social skills training for a brother with autism and his infant sibling. *Association for Applied Behavioral Analysis*. Chicago, IL.

Barry, L. M. (1999). Becoming of big brother: Teaching pro-social sibling behavior to a child with autism. *The Division for Early Childhood*. Washington D.C.

Barry, L. M. (1999). The benefits of journal writing: Reducing maternal psychological distress after the NICU. *The Division for Early Childhood*. Washington D.C.

Singer, G., Barry, L. M., & Peckham-Harden, K. (1999). Brothers and Sisters of Children with Disabilities: Interventions and Understandings. *The Division for Early Childhood*. Washington D.C. Panel presentation.

Barry, L. M. (1999). Pro-social Sibling Interaction and Autism: A Case Study on Promoting Positive Sibling Interaction. *Council for Children with Behavioral Disorders*. Irving, TX.

Barry, L. M. (1998). Becoming a Big Brother: A Longitudinal Study Using Skills Training and Self-management to Teach Pro-social Sibling Behaviors. *The Association for persons with Severe Disabilities*. Seattle, WA.

Regional Conferences/Professional Meetings:

Hooks, A., Beddick, D.L., & Barry, L.M. (2015). Component analysis of DRA plus stimulus control procedure to reduce PICA behavior in preschool and clinical setting. Poster session presented at the *California Association of Behavior Analysis*, San Diego, CA.

Barry, L., & Keremes, D. (2010) *The application of Behavioral Psychology to children with Autism*. Guest Lecture for the *School of Applied and Behavioral Psychology at UWF*. Invited Presentation

Gaines, T., & Barry, L. M. (2009). Understanding ADHD within the juvenile justice system. *UWF Applied Psychology Conference*.

Barry, L. M. (2008) UWF's contributions to making Pensacola a Center of Excellence. *Disability Awareness Day UWF*, Pensacola, FL. Invited Presentation

Barry, L. M. (2008) Autism Society of the Panhandle: Kids for Camp summary data, evaluation, and growth from 2007 to 2008. Invited Presentation.

Barry, L. M. (2008) UWF's contributions to making Pensacola a Center of Excellence. *Liberty Sertoma club*, Pensacola, FL. Invited Presentation

Barry, L. M. (2008) National Board Certification: Changing the culture of Pensacola for children with Autism. *Colloquium on Disability*. Invited Presentation.

Barry, L. M. (2008) Autism Society of the Panhandle: BCBA certification, training, and research based practices. What parents should look for when interviewing a potential therapist to work with their child diagnosed with Autism. Invited Presentation.

Barry, L. M. (2007) Autism Society of the Panhandle: Assessing summer camp: Using quantitative data collection and research design to assess effects of an intensive behavioral based summer camp for children with Autism. Invited Presentation.

Barry, L. M. (2006) Autism Society of the Panhandle: Using social stories to teach children with Autism social and play skills in home, school, and community settings: A portable approach to facilitate learning in the natural environment. Invited Presentation.

Barry, L. M. (2004). Autism Society of the Panhandle: Family and Sibling issues related to Autism. Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Observation forms: How to use them. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Data collection. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Operational definitions and measures. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Outcome based program evaluation. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Program evaluation in the intensive care nursery. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2001). The Benefits of Journal Writing: Reducing maternal psychological distress after the NICU. *Psychology Colloquium*, UWF, Pensacola, FL. Invited presentation.

Barry, L. M. (2001). Applied Behavior Analysis. *Mental Health Counselor's Association*, Pensacola, FL. Invited presentation.

Barry, L. M. (2000). Positive Behavioral Supports for Children with Autism. *Parent to Parent*, Pensacola, FL. Invited presentation.

Barry, L. M. & Santarelli, G. (2000). Positive Behavioral Support/Home School Collaboration: A case study. *California Association of School Psychologists*, Monterey, CA. Peer reviewed.

Barry, L. M. (1999). Teaching Pro-Social Sibling Behavior to a Child with Autism. *California Chapter: The Association for Persons with Severe Disabilities*. La Jolla, CA. Peer reviewed.

Caselink Team (1999). CASELINK: Using Problem Based Learning to frame and design development of eight interactive multimedia modules on the Internet to augment new and existing introductory courses in special education. *University of California, Santa Barbara, Instructional Media Day version 9*.

Singer, G., & Barry, L. M. (1998). Brothers and Sisters of Children with Disabilities: Interventions and Understandings. *California Council for Exceptional Children*, Long Beach, CA Peer reviewed.

Barry, L. M. (1998). Maternal Views of the Neonatal Intensive Care Unit Experience. *California Council for Exceptional Children*, Long Beach, CA. Peer reviewed.

Barry, L. M. (1996). Relationship Schemata as Sources of Influence. *University of California, Santa Barbara Research Colloquium*, Invited presentation.

AWARDS

Top 15 Applied Behavior Analysis Online Programs
Applied Behavior Analysis Program Guide (UWF #8)

2018

National Crystal Marketing Award (Awarded to the team for ABA Marketing Materials,
Design lead by Jenny Hinely)
Association for Continuing Higher Education (ACHE)
2017

Top 35 Education Programs for Applied Behavior Analysis
Action Behavior Centers, LLC 2017

Top 10 Applied Behavior Analysis Online Programs
Applied Behavior Analysis Program Guide 2017

National Crystal Marketing Award (Awarded to the team for ABA Marketing Materials,
Design lead by Kelly Blackwell)
Association for Continuing Higher Education (ACHE)
2013

Honored for significant contribution to the field,
Cambridge Center for Behavioral Studies 2012

Voted by membership to be a Trustee
Cambridge Center for Behavioral Studies 2010

Autism Professional of the Year
Autism Pensacola 2009

Nominated for the Faculty Distinguished Scholarly and Creative Activities Award
University of West Florida 2008

One of four faculty selected to represent UWF in the Creating Great Futures
Campaign
University of West Florida 2008

Recognized as a distinguished faculty member by the UWF Board of Trustees
University of West Florida 2008

TEACHING

Graduate Advising/Mentoring:

Chair: Dissertation Committee for Dayna Beddick, Doctoral Student
2016-2018

Advisor for all students M.A. in ESE ABA Specialization
2012-2017

- Over 300 students/year.

Member: Dissertation Committee for Betsy Botts, Doctoral Student
2004–2007

Member: Dissertation Committee for Mary Cook, Doctoral Student
2002-2007

Member: Dissertation Committee for Trudi Gaines, Doctoral Student
2002-2007

Member: Dissertation Committee for Betty Sawyer, Doctoral Student
2002-2007

Member: Dissertation Committee for Anita Solarski, Doctoral Student
2002-2007

Chair: Dissertation Committee for Judy Beach, Doctoral Student
2001-2004

Advisor for Division of Teacher Education M.Ed. and M.A. level thesis projects.
This duty entails being the sole advisor for individual masters level projects/theses
for the majority of students enrolled in master level degree plans in the Division of
Teacher Education at UWF. This equates to advising approximately 50-70
individual research projects/theses annually.
2000-2012

Program Development & BACB verification:

Created and maintain a graduate level Specialization Applied Behavior Analysis with
international recognition for meeting the curriculum and supervision requirements for the
Behavior Analyst Certification Board:

- Board Certified Behavior Analyst certification 5th Edition 2017
 - 7 Course sequence
- Board Certified Associate Behavior Analyst certification 5th Edition 2017
 - 5 Course sequence
- Board Certified Behavior Analyst certification 4th Edition 2010
 - 6 Course sequence
- Board Certified Associate Behavior Analyst certification 4th Edition 2010
 - 4 Course sequence
- Intensive Practicum option 2006

- 2 Course sequence
- Board Certified Behavior Analyst certification 3rd Edition 2004
 - 5 Course sequence
- Board Certified Associate Behavior Analyst certification 3rd Edition 2004
 - 3 Course sequence

Course Development & Online Delivery Course Development & Teaching:

Research Practicum:

EDE 6482 Research Practicum Elementary Education
 EDM 6912 Research Practicum Middle School
 EEX 6945 Research Practicum Exceptional Child
 ELD 6942 Research Practicum Specific Learning Disabilities
 EMR 6942 Research Practicum Mental Retardation
 ESE 6421 Research Practicum Secondary
 EED 6942 Research Practicum Emotional Disorders
 EEC 6990 Research Practicum Early Childhood

Action Research:

ESE 6426 Action Research Secondary
 EDE 6911 Action Research Elementary Education
 EDM 6911 Action Research Middle School
 EEX 6340 Action Research Special Education

EDG 5021 Investigative Strategies
 EDF 6225 Foundations in Applied Behavior Analysis in Education
 EDF 6226 Behavioral Assessment, Intervention, and Outcomes in Education
 EDF 6223 Positive Behavioral Change and System Support in Education
 EDF 7994 Measurement and Single Case Design
 EDF 7995 Advanced Single Case Design in Applied Settings
 EDF 7990 Supervised Experience in Single Case Design
 EDF 6222 Concepts in Applied Behavior Analysis
 EDF 6227 Experimental Analysis of Behavior
 EDF 6557 Ethics in Applied Behavior Analysis
 EDF 6991 Supervision and Fluency Management

UNIVERSITY SERVICE

Developed a strategic partnership with UWF Student Disability Resource
 2016-2018

Center to provide

- training across campus/prepare staff to support students with Autism
- individualized behavior support plans

- student internship opportunities to provide peer support
- 40-hour RBT curriculum, hands-on student training, national RBT examinations for peer supports.

Search Committee Member, Dean of College of Education and Professional Studies
2014

Solicited \$202,258.77 to the UWF Foundation, Applied Behavior Analysis Account
2011-2017

Elected member: International Affairs Committee
2010-2013

Authored the UWF response to the Governor's Task Force on Autism
2009

Steering Committee member for the Council of Graduate Schools
Program Affiliate
2009

Granted permission to pursue Office of Applied Behavior Analysis by
Dr. Cavanaugh (UWF president) as Director. 2008

Formalized the UWF Consortium for Applied Behavior Analysis with
Sacred Heart Health Systems and Autism Pensacola 2008

Initiated the application documents for a University of West Florida
Applied Behavior Analysis Foundation at the request of the Office of
Sponsored Research 2008

Authored a community response for Dr. Cavanaugh (UWF president)
in regard to UWF's involvement and community contributions in the area
of Autism
2008

Appointed member: University Rewards and Recognition Committee
2006-2007

Appointed member: University search committee for Dean of College
of Professional Studies
2004-2005

Elected ex-officio member: Faculty Senate (as College of Professional

Studies Council Chair)
2004-2005

Elected ex-officio member: Dean's Extended Council
(as College of Professional Studies Council Chair)
2004-2005

Appointed member: Convocation Follow-up Task Force 2003

Appointed chair: Workgroup #3 "Dissertation Committee"
For the faculty convocation EdD program 2003

Appointed member: University Property Survey Board
2002-2003

COLLEGE SERVICE

EdD Program review meeting for TEEL
2017

EdD Monthly Dissertation Chair meetings
2015-2018

Quality Matters Rubric Evaluation Participant
2010

Elected Chair: College Personnel Committee 2010

Elected member: College Personnel Committee
2009-2012

NCATE Standard 5 College wide presentation for Unit Faculty
2008

Solely authored NCATE Standard 5 response for COPS
2008

Developed an organizational model for all Standard 5 Faculty evidence 2008

Appointed Chair: NCATE Standard 5
2008-2010

Statewide Course Numbering System Committee Member Exceptional Child
2007-2010

Appointed member: College Personnel Committee
2007-2008

Elected member: Professional Education Council
2005-2007

Elected chair: College of Professional Studies Council
2004-2005

Appointed member: Graduate research core workgroup
2004

Elected member: College of Professional Studies Council
2003-2005

Appointed member: EdD Program Committee
2002-2004

Appointed member: Tenure & Promotion sub-committee
2002-2004

Appointed member: Research and Foundations search committee
Fort Walton Beach Campus.
2002-2003

Appointed member: College committee for Department of Education
approval of teacher education. Writing team #1. Wrote Standard 3.4
including all revisions.
2002

Elected member: Program review sub-committee
2001-2003

Appointed member: College of Professional Studies: Tenure and
promotion policy and procedure review sub-committee
2001

DEPARTMENT/DIVISION SERVICE

Revised the MA ESE masters degree to increase competitive enrollment
2016-2017

- Course CCRs: Course replacements
- Program CCR
- Curriculum Map

Graduate Program Committee for TEEL
2016-2018

Mid-Point review committee for tenure track junior faculty
2016-2017

Revised the MA ESE masters degree to increase competitive enrollment

- Program CCR: Specialization in Applied Behavior Analysis 2014-2015
- Curriculum Map
- Course CCR

Revised the MA ESE masters degree to increase competitive enrollment
2012-2013

- Course CCR

Participated in Quality Matters course review presentation and reviewed 8
department courses.

2009

Authored a proposal sent to the DOE to offer the Autism Endorsement 12.0 credit
hour coursework at UWF

2008-2009

Chair: Graduate Program Special Education Curriculum Mapping
2007-2010

Chair: Graduate Program Applied Behavior Analysis Curriculum
Mapping
2007-2010

Chair: Research and Foundations Committee
2007-2008

UWF representative for the Exceptional Student Education Advisory
Council
2005-2008

Participated in development of courses and programs with the

department of Research and Foundations
2003-2004

Wrote the Department of Education Elementary Education
Folio for undergraduate programs in Teacher Education
2002-2003

Wrote the Department of Education Elementary Education
Folio for graduate programs in Teacher Education
2002-2003

DOE accreditation & re-certification Teams for Teacher Education
2002-2003

Assigned Faculty Mentor for Dr. Dana Haraway
2001-2006

Special, Primary, and Vocational Education search committee member
2001-2002

PROFESSIONAL & COMMUNITY SERVICE

Community & Professional Service Projects:

Developed strategic partnership with the Cambridge Center for Behavior
2013-2018

Studies

- Elected as a Trustee by membership
- Developed legal agreement to collaborate to provide excellent CEU experiences in an online on demand video format (2013)
- As of November 2017, published 99 unique CEU's on demand
- As of November 2017, brought in over \$60,000.00 in revenue.

Member of the ADHD & Corrections National Workgroup, a sub-committee
2008-2014

of ADDA – 6 year term.

- White paper published in 2014

Developed, implemented, and analyzed a data collection system to assess Kids for
Camp effectiveness on student outcomes as well as teacher competencies
2008-2009

Developed strategic partnership with Sacred Heart Health Systems and Autism
2007-2018

Pensacola to create the Autism Center at Sacred Heart

- Authored the proposal for the community partnership between UWF, Sacred Heart Health Systems, and Autism Society of the Panhandle to develop the Autism Center at Sacred Heart.

Collaborated with Jim Hartnett and Paul Bohac at Blackwater Development
2003

Center to create a behavioral training program for staff working with youth offenders.

Supervisor for behavior analysis hours needed for
2000-2018

National certification: Associate Board Certified Behavior Analyst
and Board Certified Behavior Analyst

Hosted Community Outreach Events:

Hosted the Cambridge Center for Behavioral Studies Conference on Autism (2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010)

Hosted the Cambridge Center for Behavioral Studies Annual Trustee meeting (2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010)

Hosted Dr. Caffrey, at UWF, Autism Pensacola sponsored event 2014

Hosted a 6-day full time Autism training at UWF for the Autism Society “Kids for Camp” Camp at the UWF campus
2008

Hosted the Autism Support Center for an annual conference at UWF
2001

“Providing school supports for students with Asperger’s Syndrome”

Community Committee Work:

Board of Directors elected member, Autism Pensacola, 3-year term
2014-2020

Board of Directors elected member, Emerald Coast Autism Society, 2-year term
2008-2010

Board of Directors elected member, Children's Home Society, 2-year term
2008-2010

Board of Directors founding member, Gulf Coast Citizens Diplomacy Council,
2008-2011
3-year term

Advisory Board invited member, Sacred Heart Health System Center of Excellence
for Autism advisory board
2008-2018

Search Committee member, Sacred Heart Health System, for the Director
of Training position. 2008

Steering Committee member, Sacred Heart Health System, Center of
Excellence for Autism development 2008 -
2010

Member, National Child Traumatic Stress Network Learning Collaborative
2008

Advocacy Committee appointed member, Children's Home Society
2008

Board of Directors member, Art in Bloom 2008

Board of Directors elected member, Children's Home Society, 2-year term
2006-2010

Advisory Board member, Kids for Camp summer camp for children with Autism
2005-2018

Behavior Analysis Resource Committee member
2004-2006

Local Review Committee member
2000-2006

Family Safety Review Committee member
2000-2006

Regional Policy Council
2000-2001

PROFESSIONAL ASSOCIATION MEMBERSHIP

Association for Positive Behavior Support inaugural member
-Standards committee volunteer

The Association for Applied Behavioral Analysis International Organization
-California Association for Behavior Analysis
-Florida Association for Behavior Analysis
-Florida Panhandle Chapter

PROFESSIONAL DEVELOPMENT

Precision Teaching Learning Center (2017) 40 hour intensive training in precision teaching, Tampa, FL

Cambridge Center for Behavioral Studies Autism (2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009) 7 CEU course offering annually, Buellton, CA

Association for Applied Behavior Analysis International (2017, 2016, 2015, 2013, 2012, 2011) 45 CEU course offerings annually.

Morningside Academy (2017) 80 hour intensive training in precision teaching, Seattle, WA.

CCBS annual Trustees Meeting (2017, 2016, 2015, 2014, 2013, 2012) 2 CEU course offerings.

Hawaii Association for Behavior Analysis, (2017, 2016) 7 CEU course offerings, Honolulu, HI.

PACRIM International Conference on Disability (2017) 5 CEU course offerings, Honolulu, HI.

Autism Law Summit, (2017, 2016) 5 CEU course offerings.

Cambridge Center for Behavioral Studies Ethics (2016, 2015, 2014) 7 CEU course offerings, Endicott, MA.

California Association for Behavior Analysis (2015, 2012, 2007, 2006, 2004, 2003) 15 CEU course offerings.

Appendix J
Sample Job Postings for
Behavior Analysts



Board Certified Behavior Analyst (BCBA)

ABA Autism Therapy of Florida

Fort Lauderdale, FL



Quick Apply

Job Details

Full-time

\$ \$80,000 - \$110,000 a year

14 days ago

Benefits

- Profit sharing
- Health insurance
- Dental insurance
- 401(k)
- Tuition reimbursement
- Paid time off
- Cell phone reimbursement
- Vision insurance
- 401(k) matching
- Referral program
- Paid sick time

Qualifications

- Applied behavior analysis
- Working with people with autism
- Diagnostic evaluation
- 3 years
- Analysis skills
- Driver's License
- BCBA
- Data collection
- Medical terminology
- Documentation review
- Communication skills

Full Job Description

Are you tired of changing companies, always looking for the one that will treat you with respect, hear what you have to say, not over-work and under pay you? Would you like to share in the PROFITS of the company, and not just receive a paycheck? We firmly believe that the success of all ABA companies, comes from the dedication and hard work of ALL employees but the employees rarely get to share in that success. We here at ABA Autism

Therapy are not like the other companies! We believe our success is your success, which is why we offer employees profit-sharing (PSP). We take care of our employees because you are not just a number, you become part of our family! If this sounds like the type of company you want to be a part of, and can adhere to our 7 core values of truth, integrity, compassion, respect, responsibility, fairness & community, then we want to hear from you. If you are ready to join an elite group of dedicated, passionate, Rockstar's in the field of ABA, then don't wait, apply today!

Responsibilities:

- Conduct diagnostic evaluations and assessments for individuals with autism spectrum disorder (ASD)
- Develop and implement individualized treatment plans based on applied behavior analysis (ABA) principles
- Provide behavior intervention services to clients, including direct one-on-one therapy sessions
- Collect and analyze data to monitor progress and make necessary adjustments to treatment plans
- Collaborate with a multidisciplinary team to ensure coordinated care for client.- Collaborate with colleagues, parents, caregivers and schools to share information to help the child succeed in their treatment plan.
- Maintain accurate and up-to-date medical documentation and records
- Provide training and support to caregivers and other professionals working with individuals with ASD

Requirements:

- Board Certification as a Behavior Analyst (BCBA)(minimum 3 years)
- Experience working with individuals with autism spectrum disorder (ASD)
- Strong knowledge of applied behavior analysis (ABA) principles and techniques
- Proficiency in data collection and analysis
- Familiarity with medical terminology and documentation practices
- Excellent communication skills, both written and verbal
- Ability to work effectively as part of a team
- Experience conducting diagnostic evaluations is preferred

Note: This job description is intended to provide a general overview of the position. It is not an exhaustive list of responsibilities, qualifications, or requirements. The employer reserves the right to modify the duties or requirements of the position as needed.

Job Type: Full-time

Pay: \$80,000.00 - \$110,000.00 per year

Benefits:

- 401(k) matching
- Cell phone reimbursement
- Dental insurance
- Health insurance
- Paid sick time
- Paid time off
- Referral program
- Tuition reimbursement
- Vision insurance

Compensation package:

- Bonus opportunities
- Yearly bonus

Medical specialties:

- Pediatrics

Patient demographics:

- Children

Schedule:

- 8 hour shift
- Monday to Friday

Travel requirement:

- Travel

License/Certification:

- BCBA (Required)
- Driver's License (Required)

Work Location: Hybrid remote in Fort Lauderdale, FL 33304



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Board Certified Behavior Analyst (BCBA)

Summit Health Services Inc. - 5.0 ★

Pensacola, FL



Quick Apply

Job Details

Part-time | Full-time

\$ \$65,000 - \$135,000 a year

5 days ago

Benefits

Health insurance

Dental insurance

Flextime

Vision insurance

Flexible schedule

Qualifications

Working with people with autism

BCBA

1 year

Full Job Description

BCBA Pensacola, FL

A company that values client care and provider career satisfaction. We were founded by a BCBA who is a mother with a daughter with autism. Her experience both as a parent and practitioner in ABA created Summit Health Services to make us an industry leader:

- Absolutely no private equity from outside investors: 100% owned and operated by the founder with zero plans to take outside investment
- Low caseloads to ensure high quality of care over quantity
- Work-life balance priorities
- Company with strong ethics and values
- High retention of staff and clients

- Salary \$60,000-\$135,000 DOE
- Health, dental, vision insurance

Looking for BCBA's that are:

- Experienced (1 year minimum)
- Able to work autonomously
- Looking for a career that provides growth opportunities
- Collaborating members of the team
- Clear on the SHS mission and supports excellent client care

"Summit Health Services understand the balance between personal life and work. The owner and my director are huge advocates for self-care and it's hard to find a company that has the same values as I do." -Actual SHS Employee

Job Types: Full-time, Part-time

Pay: \$65,000.00 - \$135,000.00 per year

Benefits:

- Flexible schedule

Schedule:

- Monday to Friday

License/Certification:

- BCBA (Required)

Work Location: In person




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Board Certified Behavior Analyst (BCBA)

ABA Centers of Florida - 4.7 ★

Tampa, FL



Quick Apply

Job Details

Full-time

\$ \$85,000 - \$100,000 a year

Benefits

- Mileage reimbursement
- Health savings account
- Disability insurance
- Health insurance
- Dental insurance
- 401(k)
- Flexible spending account
- Tuition reimbursement
- Paid time off
- 401(k) 6% Match
- Vision insurance
- 401(k) matching
- Life insurance

Qualifications

- Applied behavior analysis
- Master's degree
- BCBA
- Applied Behavior Analysis

Full Job Description

**Board Certified Behavior Analyst (BCBA) – ABA Centers of Florida
Tampa, FL**

About ABA Centers of Florida

The premier autism therapy provider in the Sunshine State, ABA Centers of Florida delivers Applied Behavior Analysis therapy in a variety of locations and environments. Whether it's at one of our state-of-the-art clinics (outfitted with more ways to have fun than any playground) or in our clients' homes, our certified professionals are focused on the future for families. We also offer autism evaluation and diagnosis services. We serve clients from Central Florida through South Florida, and we're adding new areas soon. ABA Centers of Florida is determined to change how ABA therapy is delivered.

What Makes Us Different?

- Continuous, on-demand clinical support and growth opportunities through our internal education program, the ABA Academy of Excellence
- Small caseloads with top clinicians supervising all clinical staff
- Decisions about clients are made by clinicians without interference
- Proprietary data collection system developed for BCBA's by BCBA's
- Tuition reimbursement
- Industry-leading benefits, including a 401(k) with up to 6% employer match
- Research initiatives, such as our funding of an autism laboratory at Temple University

What You'll Do

- Design, implement, and monitor skill-acquisition and behavior-reduction programs
- Research literature related to specific learners' programs
- Oversee the implementation of behavior-analytic programs by RBTs and caregivers
- Conduct assessments related to the need for behavioral intervention (e.g., preference assessment, functional assessment, staff performance assessment, etc.)
- Be willing and able to supervise others seeking BCBA certification weekly
- Analyze and summarize results of assessments and graphs results as needed
- Write 6-month progress reports to secure insurance funding
- Provide staff and caregiver training
- Facilitate team meetings for a learner every other week
- Create goals for skill generalization
- Assist with an assigned learner's behavior deceleration plan as needed
- Create or update the data collection system
- Be available to answer questions from technicians working on learners' cases
- Answer emails and phone calls from caregivers
- Follow up with the caregivers to ensure the generalization of learner objectives
- Adjust and update learners' program sheets as skills meet the criteria
- Complete and submit documentation in a timely matter to our billing agency
- Oversee the restricted hours of 1-2 apprentices

Education/Experience and Other Requirements

- Master's degree in Applied Behavior Analysis
- Board Certified Behavior Analyst
- 2 years of experience in the ABA field (preferred)
- Must maintain clean background/drug screenings and driving record

Benefits

- 15 days of PTO (increases with tenure by company policy)
- Medical, dental, vision, long-term disability, and life insurance
- Flexible Spending Account (FSA) and Health Savings Account (HSA) options
- 401(k) program with generous employer match up to 6%
- Reduced caseloads
- Career development opportunities
- Tuition reimbursement
- Mileage reimbursement

ABA Centers of Florida Culture

ABA Centers of Florida is a progressive company that cares about supporting its team members. We pay careful attention to the caseloads of our therapists and the working environments of all our team members. Clinical and business teams work together, but they don't interfere with each other's decisions. Our Chief Clinical Officer guides all our efforts, and our clinical teams are given the resources, support, and training they need to deliver unparalleled service to our clients and their families.

Recruiter ID: #LI-TF1




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United States 

Appendix K
Burning Glass Report
Employment Projections for
Board Certified Behavior Analysts (BCBAs)



US Employment Demand for Behavior Analysts:

2010–2021



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This document should be referenced as follows:
Behavior Analyst Certification Board. (2022). *US employment demand for behavior analysts: 2010–2021*.
Littleton, CO: Author.

Summary

[Burning Glass Technologies](#)[®] is a software company that collects and analyzes labor market data in the United States. These data are aggregated in the [Labor Insight](#)[™] database, which includes online job postings collected from over 50,000 sources. This database allows advanced searches of over 70 data fields that are extracted from each posting, including job title, occupation, employer, industry, required skills, credentials, and salary. Duplicate job postings are excluded from Labor Insight search results.

The Labor Insight database was used to assess the national employment demand for behavior analysts from the past 12 years (2010–2021) and the demand by state from the past 12 months.

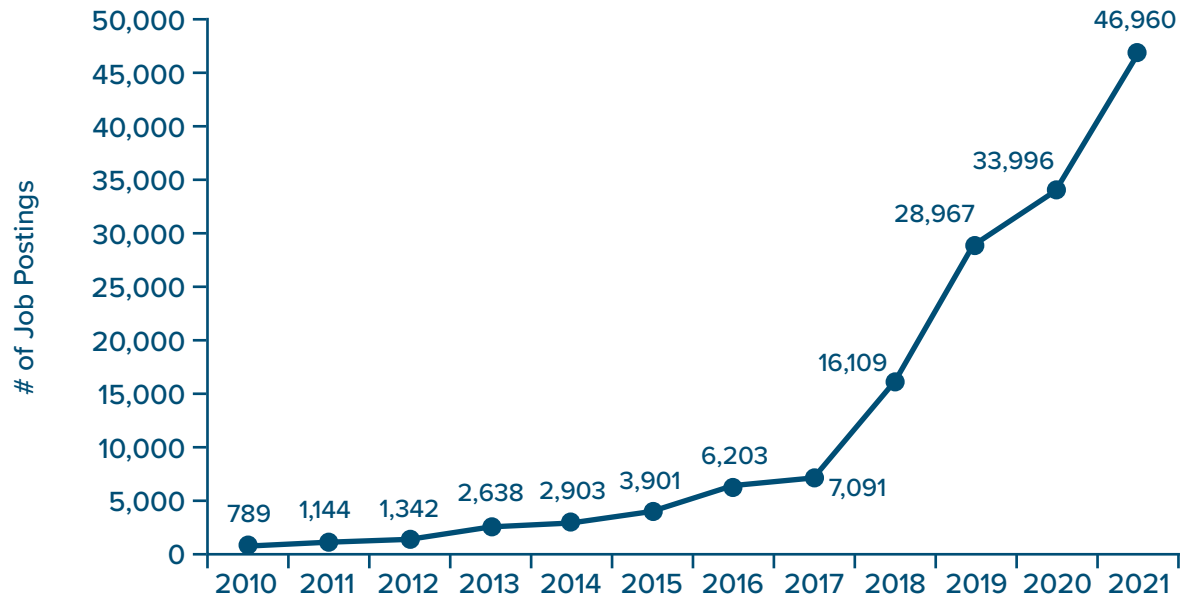
Key Findings

- **Demand for behavior analysts is increasing:** Over the past 12 years, demand for behavior analysts holding BCBA or BCBA-D certification has increased by 5,852%. Annual nationwide demand for individuals holding BCBA/BCBA-D certification has increased each year since 2010, with a 38% increase from 2020 to 2021. Demand was highest in 5 states in 2021 (ordered from most to least): California, Massachusetts, Texas, Florida, and Illinois. These 5 states account for 48% of the recent demand for behavior analysts, with California alone accounting for 24% of the 2021 demand.
- **Demand for assistant behavior analysts is increasing:** Over the past 12 years, demand for assistant behavior analysts holding BCaBA certification has increased by 64,382%. Annual nationwide demand for individuals holding BCaBA certification has increased each year since 2010, with a 7% increase from 2020 to 2021. Demand was highest in 5 states in 2021 (ordered from most to least): California, Pennsylvania, Florida, Virginia, and Texas. These 5 states account for 60% of the recent demand for assistant behavior analysts, with California alone accounting for 32% of the 2021 demand.

Annual Demand for BCBA Certification

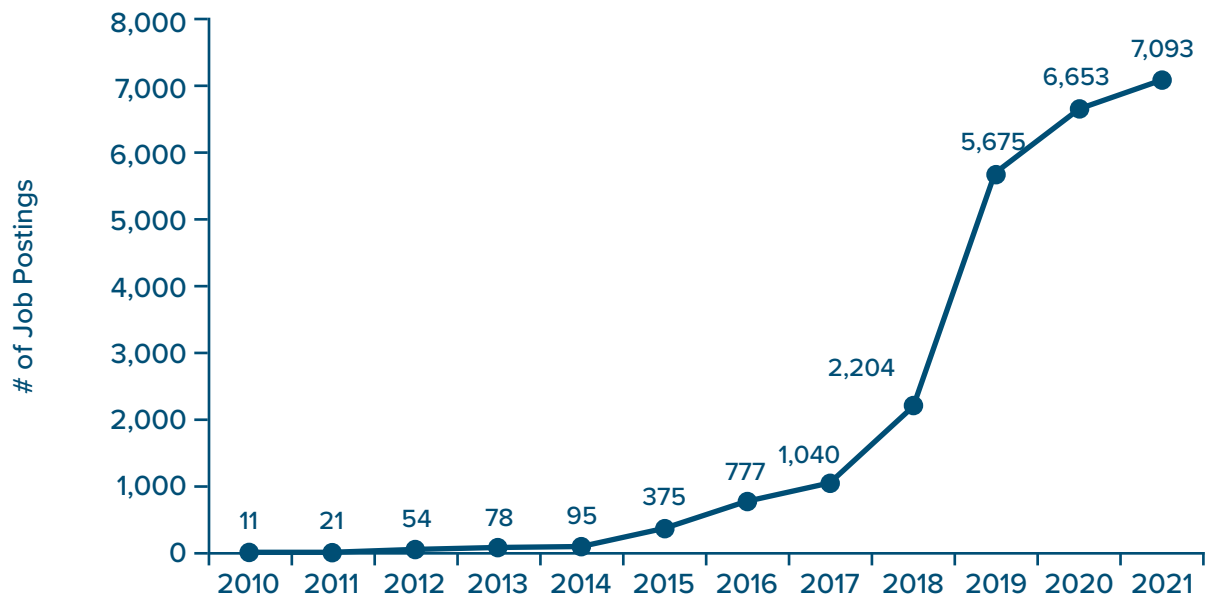
The following graph depicts the annual number of job postings nationwide over the past 12 years (2010–2021) that either required or preferred BCBA/BCBA-D certification.

Note: There are currently 33 states that license behavior analysts and 1,092 job postings in 2021 that either required or preferred a license to practice behavior analysis.



Annual Demand for BCaBA Certification

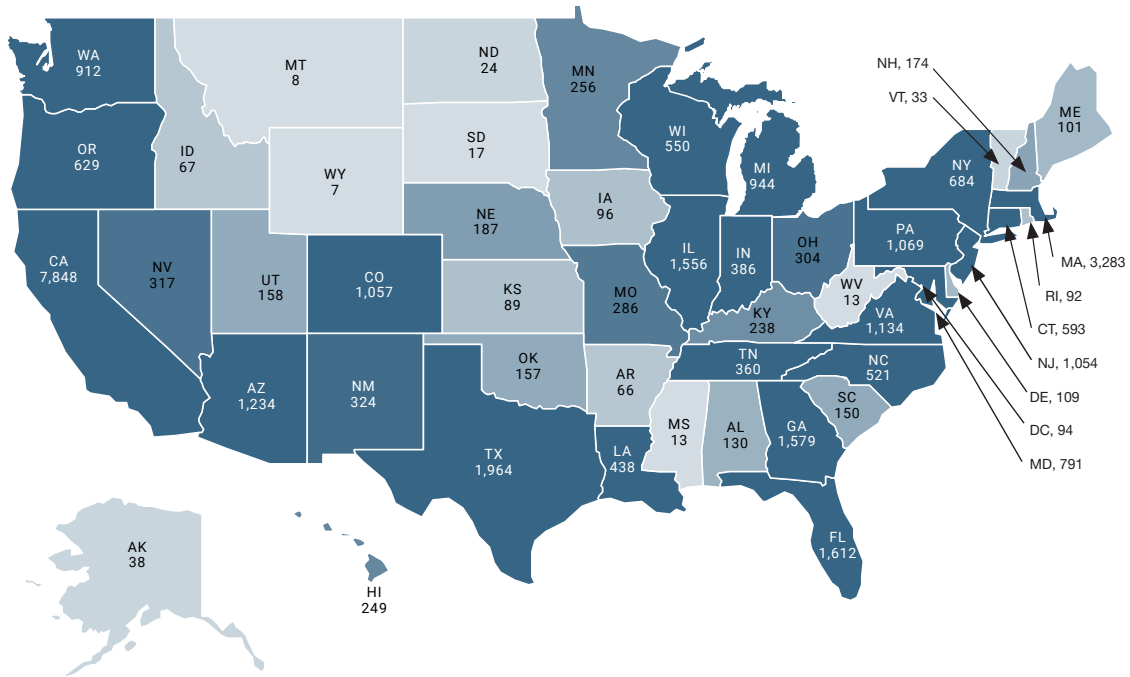
The following graph depicts the annual number of job postings over the past 12 years (2010–2021) that either required or preferred BCaBA certification.



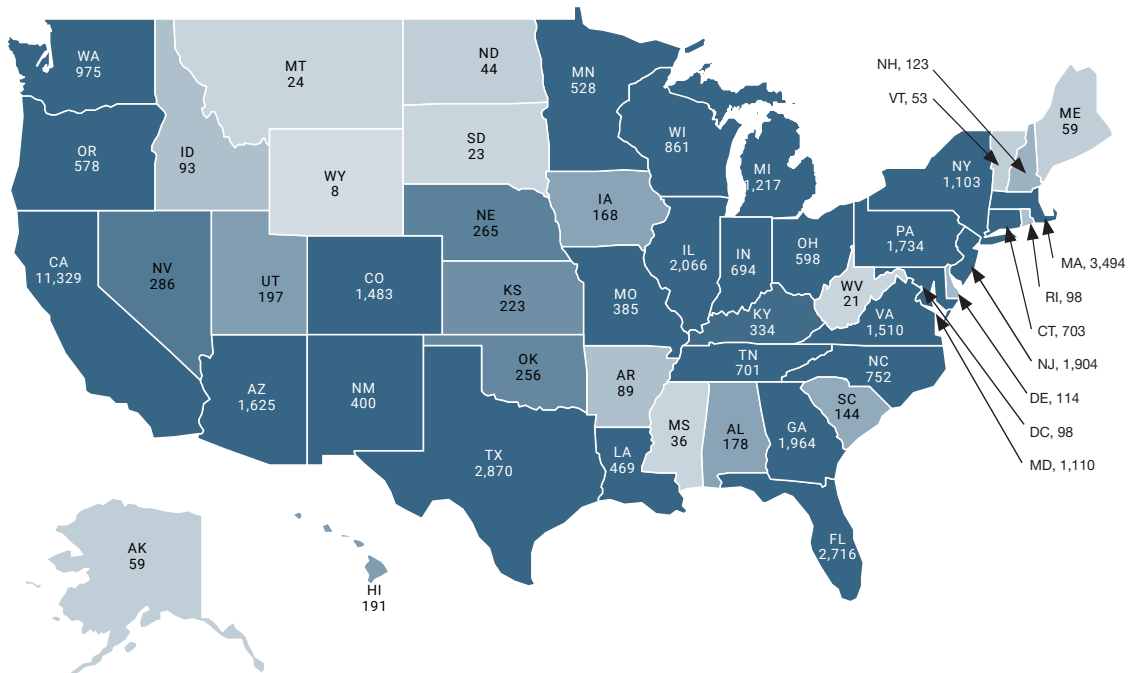
Demand for BCBA/BCBA-D Certification by State

The following heat maps depict the number of job postings per state in 2020 and 2021. The 2020 figure is included to provide a visual demonstration of the increase in demand. The 2021 data include job postings that either required or preferred BCBA/BCBA-D certification. Data from the top 30 states and their respective changes from 2020 to 2021 are depicted in the table that follows.

2020



2021

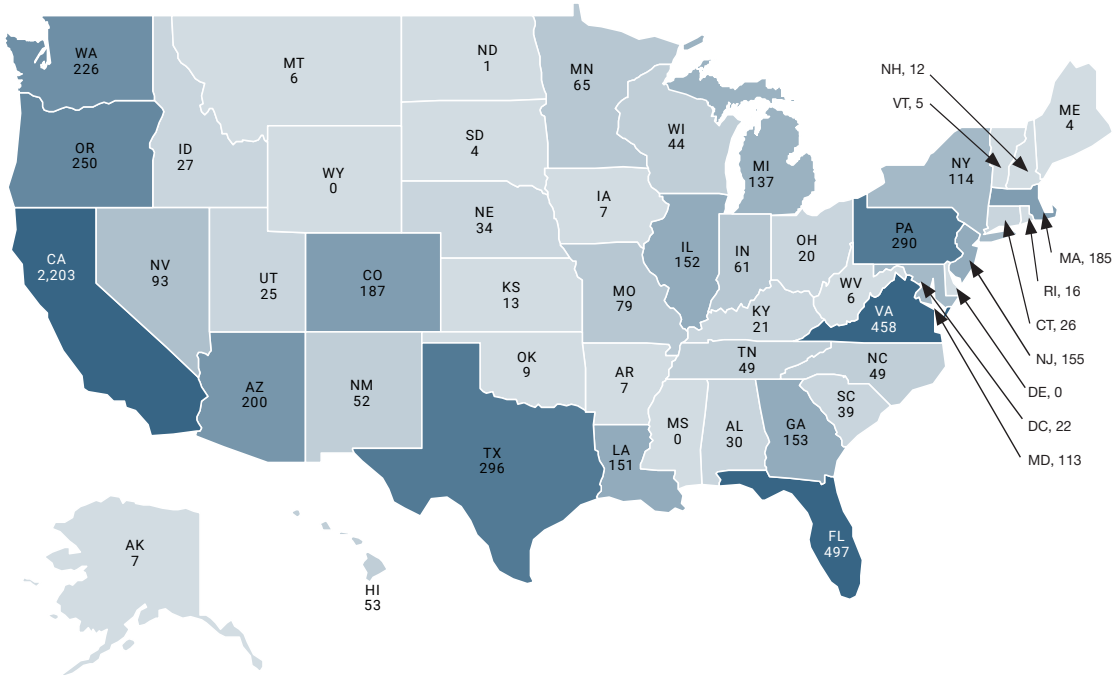


State	2020 Postings	2021 Postings	% Increase from 2020
California	7,848	11,329	44%
Massachusetts	3,283	3,494	6%
Texas	1,964	2,870	46%
Florida	1,612	2,716	68%
Illinois	1,556	2,066	26%
Georgia	1,579	1,964	21%
New Jersey	1,054	1,904	81%
Pennsylvania	1,069	1,734	62%
Arizona	1,234	1,625	32%
Virginia	1,134	1,510	33%
Colorado	1,057	1,483	40%
Michigan	944	1,217	29%
Maryland	791	1,110	40%
New York	684	1,103	61%
Washington	912	975	7%
Wisconsin	550	861	57%
North Carolina	521	752	44%
Connecticut	593	703	19%
Tennessee	360	701	95%
Indiana	386	694	80%
Ohio	304	598	97%
Oregon	629	578	-8%
Minnesota	256	528	106%
Louisiana	438	469	7%
New Mexico	324	400	23%
Missouri	286	385	35%
Kentucky	238	334	40%
Nevada	317	286	-10%
Nebraska	187	265	42%
Oklahoma	157	256	63%

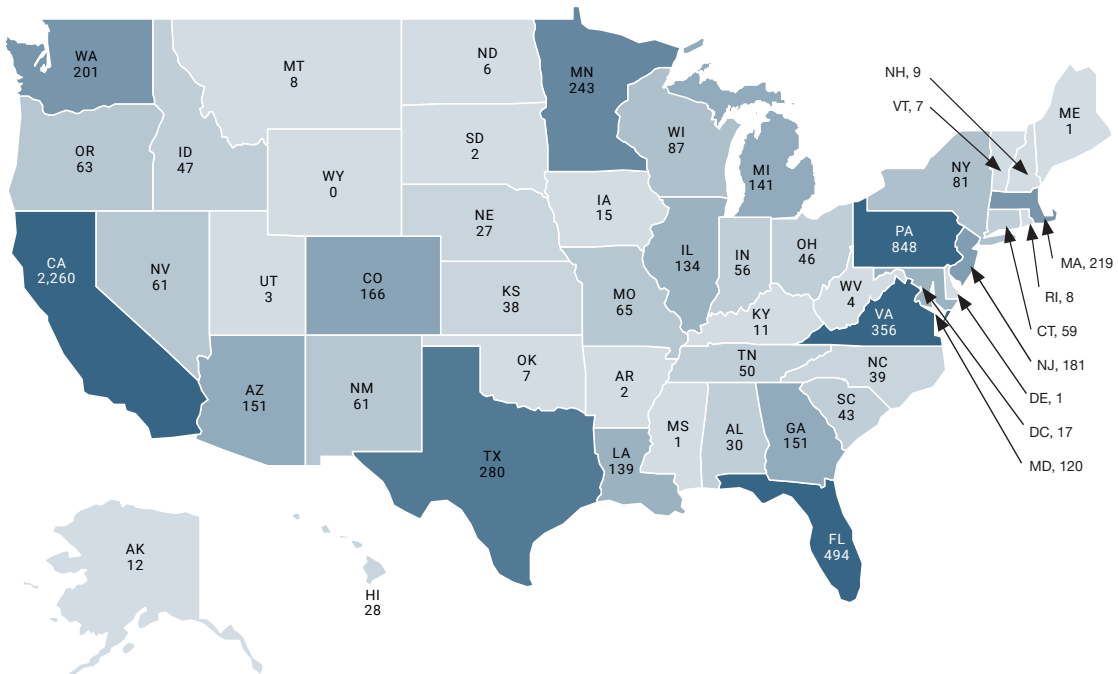
Demand for BCaBA Certification by State

The following heat maps depict the number of job postings per state in 2020 and 2021. The 2020 figure is included to provide a visual demonstration of the increase in demand. The 2021 data include job postings that either required or preferred BCaBA certification. Data from the top 30 states and their respective changes from 2020 to 2021 are depicted in the table that follows.

2020



2021



State	2020 Postings	2021 Postings	% Increase from 2020
California	2,203	2,260	3%
Pennsylvania	290	848	192%
Florida	497	494	-1%
Virginia	458	356	-22%
Texas	296	280	-5%
Minnesota	65	243	274%
Massachusetts	185	219	18%
Washington	226	201	-11%
New Jersey	155	181	17%
Colorado	187	166	-11%
Arizona	200	151	-25%
Georgia	153	151	-1%
Michigan	137	141	3%
Louisiana	151	139	-8%
Illinois	152	134	-12%
Maryland	113	120	6%
Wisconsin	44	87	98%
New York	114	81	-29%
Missouri	79	65	-18%
Oregon	250	63	-75%
Nevada	93	61	-34%
New Mexico	52	61	17%
Connecticut	26	59	127%
Indiana	61	56	-8%
Tennessee	49	50	2%
Idaho	27	47	74%
Ohio	20	46	130%
Alabama	30	43	43%
South Carolina	39	43	10%
North Carolina	49	39	-20%

Appendix L
Curriculum Map for the
MS in Behavior Analysis

Program SLOs	Core Courses 3 SH each							Course Cluster: Applied Experience and Thesis (9 SH)			Course Cluster: Applied Behavior Analysis in Organizational Settings (9 SH)				Optional for QABA
	EAB 5700 Foundations and Principles of ABA	EAB X701 Behavior Assessment	EAB X655 Behavior Intervention	EAB X797 Measurement and Single Case Design	EAB X780 Ethical Considerations in Applied Behavior Analysis	EAB X118 Concepts of Applied Behavior Analysis	EAB X708 Experimental Analysis of Behavior	EAB X719 Advanced Single Case Design (Contains Thesis development/p replanning)	EAB X940 Applied Experience I (Pre Req EAB X719 as planning course)	EAB X941 Applied Experience II (includes capstone Thesis)	EAB X770 Supervision & Fluency	EAB XXX Behavior Systems Analysis	EAB X740 Behavior Analysis in Performance	EABX742 Applied Beh Analysis in Org. Settings	HSA X158 Clinical and Legal Considerations in Autism Treatment
Content Implement meaningful practice, based on systematic assessment and continuous evaluation, to provide the maximum benefit for all.	Introduced	Reinforced	Reinforced	Mastered			Reinforced		Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	
Critical Thinking Systematically evaluate data to make decisions in practice.	Introduced	Reinforced		Mastered			Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	
Communication Use effective written and oral communication skills to actively participate as a member of a	Introduced	Reinforced	Reinforced			Reinforced	Reinforced	Reinforced	Mastered	Mastered	Reinforced	Reinforced	Reinforced	Reinforced	
Integrity / Values Develop & demonstrate the ability to ethically apply behavior analysis principles to improve outcomes for individuals, including the use of evidence-based practices, continuous monitoring of intervention effectiveness, and adaptation of strategies based on data-driven decisions.		Introduced		Reinforced	Mastered		Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	
Department Name	Health Sciences in collaboration with Center for Beh Analysis														
Department URL	uwf.edu/sba														

Appendix M
5-Year Assessment Plan for the
MS in Behavior Analysis

	Program Name: Behavior Analysis, MS			CIP Code: 30.1701	Department: Health Sciences & Administration	
		Year 1	Year 2	Year 3	Year 4	Year 5
Domain	Program-Level Student Learning Outcome (From ALC or ALP)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Content	Implement meaningful practice, based on systematic assessment and continuous evaluation, to provide the maximum benefit for all.	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X770: Curriculum Design Final Project & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X770: Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.
Communication	Use effective written and oral communication skills to actively participate as a member of a professional community.	Data Collection. EAB X118: Concepts in Applied Behavior Analysis: Synthesization via Discussion Posts based on Rubric	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X118: Concepts in Applied Behavior Analysis: Synthesization via Discussion Posts based on Rubric	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X118: Concepts in Applied Behavior Analysis: Synthesization via Discussion Posts based on Rubric
Critical Thinking	Systematically evaluate data to make decisions in practice	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X701: Assessment, Interventions, and Outcomes: Discussion Post Assignments & Responses to Peers & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X701: Assessment, Interventions, and Outcomes: Discussion Post Assignments & Responses to Peers & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.
Integrity / Values	Develop & demonstrate the ability to ethically apply behavior analysis principles to improve outcomes for individuals, including the use of evidence-based practices, continuous monitoring of intervention effectiveness, and adaptation of strategies based on data-driven decisions.	Data Collection. EAB X780: Ethics in Applied Behavior Analysis, Assessment: Declaration of Professional Services Assignment & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X780: Ethics in Applied Behavior Analysis, Assessment: Declaration of Professional Services Assignment & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X780: Ethics in Applied Behavior Analysis, Assessment: Declaration of Professional Services Assignment & Rubric. Gather impact or monitor performance data

Appendix N

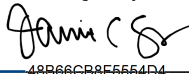
Signature Page

EEO Officer and Dean of University Libraries

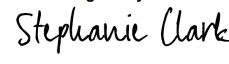
Appendix N: Additional Required Signatures

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

<p>DocuSigned by:  <small>48B66CB8F5664D4...</small></p>	<p>04/10/2024</p>
<p>Signature of Equal Opportunity Officer</p>	<p>Date of Signature</p>

I confirm that I have reviewed and approved Non-Faculty Resources Section IX.A. and IX.B. of this proposal.

<p>DocuSigned by:  <small>3B7136823B344AA...</small></p>	<p>04/11/2024</p>
<p>Signature of Library Dean/Director</p>	<p>Date of Signature</p>

**Board of Trustees
Academic Affairs Committee
May 16, 2024**

Approve Request to Reduce Program Hours

Recommended Action:

Approve the Request to Reduce Program Hours for the following programs:

- Bachelor of Music Education to 126 hours
- Bachelor of Science in Nursing to 120 hours
- Bachelor of Science in Clinical Laboratory Sciences to 122 hours

Background Information:

The Bachelor of Music Education (CIP 13.1202), the Bachelor of Science in Nursing (CIP 51.3801) and the Bachelor of Science in Clinical Laboratory Sciences (CIP 51.1005) were previously approved by the State University System Board of Governors to exceed the 120-semester credit hour requirement in accordance with BOG Regulation 8.014.

The respective academic departments reviewed the curriculum of these degree programs and have made the decision to bring the hours in line with other degree program offerings across the State University System and across the country. The revised programs of study reflect the coursework necessary to provide a quality education to students and continue to ensure student achievement and success beyond graduation. These program changes were reviewed and approved by faculty and the leadership of the departments, colleges, and the University. All programs plan to implement revised programs of study reflecting the requested hours effective fall 2024.

Degree Program	CIP Code	Department/College	Approved Hours	Requested Hours
Bachelor of Music Education	13.1202	Dr. Grier Williams School of Music/ College of Arts, Social Sciences & Humanities	134	126
Bachelor of Science in Nursing	51.3801	School of Nursing/ Usha Kundu, MD College of Health	124	120
Bachelor of Science in Clinical Laboratory Sciences	51.1005	Medical Laboratory Sciences/ Usha Kundu, MD College of Health	128	122

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

Implementation Plan:

- The UWF Board of Trustees Academic Affairs Committee considers the Request to Reduce Program Hours for the Bachelor of Music Education (CIP 13.1202), the Bachelor of Science in Nursing (CIP 51.3801) and the Bachelor of Science in Clinical Laboratory Sciences (CIP 51.1005) on May 16, 2024.
- The UWF Board of Trustees considers the Bachelor of Music Education (CIP 13.1202), the Bachelor of Science in Nursing (CIP 51.3801) and the Bachelor of Science in Clinical Laboratory Sciences (CIP 51.1005) on June 20, 2024.
- UWF will notify the State University System Board of Governors of the UWF Board of Trustees approval of the reduction in hours in the Bachelor of Music Education (CIP 13.1202), the Bachelor of Science in Nursing (CIP 51.3801) and the Bachelor of Science in Clinical Laboratory Sciences (CIP 51.1005) per BOG Regulation 8.014 (3).

Fiscal Implications:

None.

Relevant Authority:

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

Supporting Documents:

1. Bachelor of Music Education – 126 Hour Program of Study
2. Bachelor of Science in Nursing – 120 Hour Program of Study
3. Bachelor of Science in Clinical Laboratory Sciences – 122 Hour Program of Study

Prepared by:

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

Presenter:

Dallas Snider, Vice Provost, Division of Academic Affairs

Bachelor of Music Education				
Program of Study Music Education				
<u>Reduction of hours from 134 to 126</u>				
Semester 1 Fall				Credits
ENC 1101	English Comp 1			3
GEN ED	Math			3
MUT 1111	Fresh Theory I			3
MUT 1271L	Fresh Theory I LAB			1
MVX 1XXX	Fresh Applied Music			2
MUN xxxx	Music Ensemble			1
MUE 2040	Intro to Music Teaching			2
Total Credits				15
Semester 2 Spring				Credits
ENC 1102	English Comp II			3
GEN ED	Math			3
MUH 2513	World Music			2
MUT 1112	Fresh Theory II			3
MUT 1272L	Fresh Theory II			1
MVX 131X	Fresh Applied Music			2
MUN xxxx	Music Ensemble			1
Total Credits				15
Semester 3 Summer				Credits
MUL 2010	Music Appreciation			3
AMH 2020	Or POS 2041			3
Total Credits				6
Semester 3 Fall				Credits
Gen Ed	Elective			3
GEN Ed	Social Science			3
MUT 2116	Soph Theory I			3
MUT 2276L	Soph Theory I LAB			1
MUN XXXX	Music Ensemble			1
MUVX 232X	Sophomore Applied Music			2
MUS 2360	Music Tech			2
Total Credits				15
Semester 4 Spring				Credits
Gen Ed	Nat. Scienc			3
MUT 2117	Soph Theory II			3

Program of studies BOT meeting May 16

MUT 2277	Soph Theory II Lab				1
MVX 2XXX	Soph Applied Music				2
MUH 3211	History of West. Music 1				3
MUT 3401	or 3611 or MUT 4311				2
Total Credits					14
Semester 6 Summer					Credits
Gen Ed	Humanities				3
Gen Ed	Nat Science				3
Total Credits					6
Semester 5 Fall					Credits
MUE 4465	Brass Instrument				2
MUG 3104	MUG Conducting 1				2
MVX 3XXX	Junior Applied Music				2
MUL 3551	or MUL 3643 or MUL 3503				2
MUE xxxx	Specialization choice				2
MUE 4343	String Methods				2
MUE 4411	Special Methods/ Choral Techniques				3
Total Credits					15
Semester 6 Spring					Credits
MUG 3108	Conducting 2				2
MVX 3xxx	Junior Applied Music				2
MUE 4493	Special Methods/Instrumental				3
MUE 3311	Methods for Elementary				2
MVV 4640	Vocal Pedagogy				2
MUE XXXX	Specialization choice				2
Total Credits					13
Semester 6 Summer					Credits
EDG 3323	Methods of Teaching K-12				3
TSL 4080	ESOL Principles and Practices				3
Total Credits					6
Semester 7 Fall					Credits
MUE 3413	Chamber Music Coaching				1
MVX 4971	Senior Recital/applied				1
MVX 4xxx	Senior applied				2
MUL 3xxx	Music Literature				2
Gen Ed	Elective				3
MUH 3212	History of West. Music II				3

Total Credits					12
Semester 8 Spring					Credits
MUE 4940	Music Student Teaching				9
Total Credits					9
Degree Total Credits					126

Bachelor of Science in Nursing				
Program of Study BSN in Nursing				
<u>Reduction of hours from 124 to 120</u>				
Semester 1 Fall				Credits
ENC 1101	English Comp 1			3
MAC 1105	College Algebra			3
BSC 1085/L	Anatomy and Physiology I/Lab			4
AMH 2020	Or POS 2041			3
PSY 2012	General Psychology			3
Total Credits				16
Semester 2 Spring				Credits
ENC 1102	English Comp II			3
STA 2023	Elements of Statistics			3
HUN 2201	Fundamentals of Human Nutrition			3
BSC 1086/L	Anatomy and Physiology II/Lab			4
DEP 2004	Hum. Growth & Dev.			3
Total Credits				16
Semester 3 Fall				Credits
MCB 1000/L	Fundamentals of Microbiology Lab			4
HSC 3535	Medical Terminology			3
Gen Ed	Humanities			3
Lower elective				3
Total Credits				13
Semester 4 Spring				Credits
Humitites/Multicutlural				3
Lower elective				3
HSC 3555	Pathophysiology			3
CHM, BSC, BCH, PHY				3
lower elective				3
Total Credits				15
Semester 5 Fall				Credits
NUR 3026	Patient Centered Care 1			3
NUR 3026L	Patient Centered Care 1 Lab			3

Program of studies BOT meeting May 16

NUR 3095	Intro to Pharmacological Nursing				3
NUR 3138	Health Assessment and Promotion in Nursing Practice				3
NUR 3125	Pathophysiology for Nurses				3
Total Credits					15
Semester 6 Spring					Credits
NUR 3215	Patient Centered Care II				3
NUR 3215L	Patient Centered Care II/Lab				3
NUR 3505	Mental Health Nursing Care				3
NUR 3505L	Mental Health Nursing Care Lab				2
NUR 3871	Health Care Informatics				2
NUR 3805	Professional Nursing Practice				2
Total Credits					15
Semester 7 Fall					Credits
NUR 4216	Patient Centered Care III				4
NUR 4216L	Patient Centered Care III Lab				3
NUR 4445	Patient Centered Care of Fam				3
NUR 4445L	Patient Centered Care of Fam/Lab				2
NUR 4169	Integration of Evidence				2
Total Credits					14
Semester 8 Spring					Credits
NUR 4257	Patient Care IV				4
NUR 4257L	Patient Care IV/Lab				4
NUR 4615	Patient Centered Pop Health				3
NUR 4636L	Patient Centered Pop Health Lab				2
NUR 4827	Systems Based Leadership in Nursing				3
Total Credits					16
Degree Total Credits					120

Bachelor of Science in Nursing				
Program of Study RN to BSN in Nursing				
<u>Reduction of hours from 124 to 120</u>				
Semester 1 Fall				Credits
ENC 1101	English Comp 1			3
MAC 1105	College Algebra			3
BSC 1085/L	Anatomy and Physiology I/Lab			4
AMH 2020	Or POS 2041			3
PSY 2012	General Psychology			3
Total Credits				16
Semester 2 Spring				Credits
ENC 1102	English Comp II			3
STA 2023	Elements of Statistics			3
HUN 2201	Fundamentals of Human Nutrition			3
BSC 1086/L	Anatomy and Physiology II/Lab			4
DEP 2004	Hum. Growth & Dev.			3
Total Credits				16
Semester 3 Fall				Credits
MCB 1000/L	Fundamentals of Microbiology Lab			4
Civic Literacy				3
Gen Ed	Humanities			3
Lower Elective				4
Total Credits				14
Semester 4 Spring				Credits
Humitites				3
Lower Elective				4
Multicultural				3
CHM, BSC, BCH, PHY				3
Total Credits				13
Semester 5 Fall				Credits
NUR 3067	Health Assessment and Promotion			3
NUR 3081	Professional Nursing Practice			2
NSP 3845	Academic Writing 1			1
NUR 3145	Pharmacology			3
NUR 4286	Care of the Older Adult			3

Elective					3
Total Credits					15
Semester 6 Spring					Credits
NSP 4846	Academic Writing II				1
Elective					3
NUR 4636	Population-based Public Health Nursing				3
NUR 4828	Systems-Based Nursing Leadership				3
NUR 4895	Health Education in the Community				3
NUR 4165	Essentials of Evidence-Based				3
Total Credits					16
Semester 7 Fall					Credits
NUR 4125	Pathophysiology				3
NUR 4826	Law & Ethics in Nursing				3
Elective	3000/4000				3
Elective	3000/4000				3
Elective					3
Total Credits					15
Semester 8 Spring					Credits
Elective	3000/4000				3
Elective	3000/4000				3
Elective	3000/4000				3
Elective	3000/4000				3
Elective					3
Total Credits					15
Degree Total Credits					120

Bachelor of Science in Clinical Lab Sciences				
Program of Study Clinical Lab Sciences				
<u>Reduction of hours from 128 to 122</u>				
51.1005				
Semester 1 Fall				Credits
ENC 1101	English Comp 1			3
MAC 1105	College Algebra			3
Gen Ed	Humanities			3
BSC 2010/L	Biology 1/Lab			4
Total Credits				13
Semester 2 Spring				Credits
ENC 1102	English Comp II			3
STA 2023	Elements of Statistics			3
CHM 2045/L	General Chemistry LAB			4
BSC 1085/L	Anatomy and Physiology I/Lab			4
Total Credits				14
Semester 3 Summer				Credits
MLS 3194	Clinical Genetics			3
BSC 1086/L	Anatomy and Physiology II/Lab			4
CHM 2046/L	General Chemistry II			4
AMH 2020	Or POS 2041			3
Total Credits				14
Semester 3 Fall				Credits
HSC 3555	Pathophysiology			3
MLS 3032C	Applications in Clinical and Biotech Lab			3
BCH 3033	Biochemistry I			3
MCB 3020/L	Microbiology			4
Total Credits				13
Semester 4 Spring				Credits
Gen Ed	Elective			3
MLS 4305/L	Hematology I/Labs			4
CHM 2210/L	Organic Chemistry			4
MLS 4505/L	Clinical Immunology/Lab			4
Total Credits				15
Semester 5 Fall				Credits
MLS 4460/L	Diagnostic Microbiology 1/Lab			4

Program of studies BOT meeting May 16

MLS 4334/L	Hemostasis and Thrombosis/Lab				2
MLS 4220/L	Urinalysis/Body Fluids I/Labs				2
MLS 4625/L	Clinical Chemistry 1/Lab				3
MLS 4462/L	Medical Microbiology / Lab				4
Total Credits					15
Semester 6 Spring					Credits
MLS 4191/L	Molecular Diagnostics/Lab				4
MLS 4630/L	Clinical Chemistry II/Lab				3
MLS 4550/L	Immunohematology/Lab				4
GEN Ed	Social Sciences				3
Total Credits					14
Semester 7 Fall					Credits
MLS 4821/L	Diagnostic Microbiology II				4
MLS 4822/L	Hematology II				4
MLS 4820/L	Clinical Chemistry III/Lab				4
Total Credits					12
Semester 8 Spring					Credits
MLS 4705	Special Topics				1
GEN ED	Humanities				3
MLS 4823/L	Immunohematology II				4
MLS 4824/L	Special Clinical Methods				2
MLS 4825/L	Urinalysis/Body Fluids II				2
Total Credits					12
Degree Total Credits					122

**Board of Trustees
Academic Affairs Committee
May 16, 2024**

Review and Approval of General Education Course Offerings

Recommended Action:

Approve the list of general education course offerings effective fall 2025.

Background Information:

BOG Regulation 8.005 General Education Course Options was revised effective January 24, 2024, and created a new annual review of general education course offerings for each state university system institution.

UWF personnel and leadership have reviewed each course and made all appropriate updates to include course descriptions and student learning outcomes as provided by the Office of K-20 Articulation in the Florida Department of Education. As part of this review, UWF has updated the Statewide Course Numbering System, SCNS, as needed.

UWF requests approval of a list of 92 current courses to be offered across the five disciplinary subject areas of communications, mathematics, humanities, natural science, and social sciences. Each of these courses has gone through appropriate faculty governance and administrative oversight and meet general education course requirements in accordance with sections 1007.24, 1007.25, and 1007.55, the Florida Statutes.

Implementation Plan:

1. The UWF BOT Academic Affairs Committee approves the list of general education course offerings effective fall 2025 on May 16, 2024.
2. The UWF BOT approves the list of general education course offerings effective fall 2025 on June 20, 2024.
3. UWF will submit the list of general education course offerings and signed certification form to the Office of K-20 Articulation of the Florida Department of Education upon approval of the BOT and prior to the deadline of September 1, 2024.
4. Upon approval by the Articulation Coordinating Committee (ACC), will submit UWF's completed list of general education courses to the Board of Governors no later than December 1, 2024.
5. The Board of Governors will consider UWF's completed list of general education courses for approval and implementation effective fall 2025.
6. UWF will implement the BOG approved list of general education course offerings in fall 2025.

Fiscal Implications:

No Fiscal Implications

Relevant Authority:

BOG Regulation 8.005 General Education Course Options
Sections 1007.24, 1007.25, and 1007.55, the Florida Statutes.

Supporting Documents:

1. General Education Course Offerings List for UWF effective fall 2025.
2. Certification Form.
3. PowerPoint presentation of General Education Course Offerings for UWF.

Prepared by:

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Presenter:

Dallas Snider, Vice Provost, Division of Academic Affairs

Institution	Prefix	Level	Course Number	Lab	Course Title	Date of Last Update	Credit	General Ed Core	General Ed Requirements	Course Review Status	General Education Updates	Additional Updates	Total # Institutions Offering Course
UNIVERSITY OF WEST FLORIDA	LIT	1	110		GREAT BOOKS I	03/20/1991	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	GLY	2	010		PHYSICAL GEOLOGY	08/21/2023	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	13
UNIVERSITY OF WEST FLORIDA	INR	2	002		INTERNATIONAL POLITICS	08/30/1997	3.0		Social Sciences	Reviewed: No Updates	No General Education Update	Not Applicable	20
UNIVERSITY OF WEST FLORIDA	ZOO	1	010	L	GENERAL ZOOLOGY/LABORATORY	08/01/1993	0.0		Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	MAC	2	312		ANALYTIC GEOMETRY AND CALCULUS II	08/21/2023	4.0		Math	Reviewed: No Updates	No General Education Update	Not Applicable	35
UNIVERSITY OF WEST FLORIDA	CPO	2	002		COMPARATIVE POLITICS	08/30/1997	3.0		Social Sciences	Reviewed: No Updates	No General Education Update	Not Applicable	7
UNIVERSITY OF WEST FLORIDA	STA	2	023		ELEMENTS OF STATISTICS	08/21/2023	3	Math	Math	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	39
UNIVERSITY OF WEST FLORIDA	SPC	2	016		BASIC COMMUNICATION SKILLS	08/02/2007	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	GEO	1	200		PHYSICAL GEOGRAPHY	07/29/1994	4.0		Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	ZOO	1	010		GENERAL ZOOLOGY	08/01/1993	4.0		Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	MAC	1	105		COLLEGE ALGEBRA	05/17/2021	3	Math	Math	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	38
UNIVERSITY OF WEST FLORIDA	PSY	2	012		GENERAL PSYCHOLOGY	08/01/2015	3	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	39
UNIVERSITY OF WEST FLORIDA	SYG	2	000		INTRODUCTION TO SOCIOLOGY	08/01/2015	3		Social Sciences	Reviewed: Updated	General Education (Institution)	Course Description	38
UNIVERSITY OF WEST FLORIDA	MGF	1	106		MATHEMATICS FOR LIBERAL ARTS I	08/21/2023	3	Math	Math	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	PHY	2	049		CALCULUS-BASED PHYSICS II	08/24/2020	3.0		Natural Science	Reviewed: No Updates	No General Education Update	Not Applicable	16
UNIVERSITY OF WEST FLORIDA	MAC	2	311		ANALYTIC GEOMETRY AND CALCULUS 1	05/17/2021	4	Math	Math	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	39
UNIVERSITY OF WEST FLORIDA	BOT	2	010		GENERAL BOTANY	08/21/2023	3		Natural Science	Reviewed: No Updates	No General Education Update	Not Applicable	12
UNIVERSITY OF WEST FLORIDA	ANT	2	511		BIOLOGICAL ANTHROPOLOGY	04/28/2022	3.0		Natural Science	Reviewed: No Updates	No General Education Update	Not Applicable	12
UNIVERSITY OF WEST FLORIDA	PHY	2	054		ALGEBRA-BASED PHYSICS II	08/24/2020	3.0		Natural Science	Reviewed: No Updates			15
UNIVERSITY OF WEST FLORIDA	PHI	2	100		INTRODUCTION TO LOGIC	12/10/1991	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	PHY	2	048		CALCULUS-BASED PHYSICS I	08/24/2020	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	25
UNIVERSITY OF WEST FLORIDA	MAC	2	233		CALCULUS WITH BUSINESS APPLICATIONS	05/17/2021	3.0		Math	Reviewed: No Updates			36
UNIVERSITY OF WEST FLORIDA	PHY	2	053		ALGEBRA-BASED PHYSICS I	08/24/2020	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	33
UNIVERSITY OF WEST FLORIDA	MAC	1	114		TRIGONOMETRY	04/27/2022	3		Math	Reviewed: No Updates			33
UNIVERSITY OF WEST FLORIDA	PLA	2	013		SURVEY OF AMERICAN LAW	01/10/2022	3.0		Social Sciences	Reviewed: No Updates			1
UNIVERSITY OF WEST FLORIDA	PHI	2	603		ETHICS IN CONTEMPORARY SOCIETY	11/22/1995	3.0		Humanities	Reviewed: No Updates			2
UNIVERSITY OF WEST FLORIDA	SYG	2	010		CURRENT SOCIAL PROBLEMS	01/01/2005	3.0		Social Sciences	Reviewed: No Updates			22
UNIVERSITY OF WEST FLORIDA	POS	2	041		AMERICAN POLITICS	01/10/2022	3	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	40
UNIVERSITY OF WEST FLORIDA	AML	2	010		AMERICAN LITERATURE I	01/10/2022	3.0		Humanities	Reviewed: No Updates			23
UNIVERSITY OF WEST FLORIDA	BSC	1	086		ANATOMY & PHYSIOLOGY II	04/28/2022	3.0		Natural Science	Reviewed: No Updates			18
UNIVERSITY OF WEST FLORIDA	CHM	2	045		GENERAL CHEMISTRY I	08/21/2023	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	33
UNIVERSITY OF WEST FLORIDA	ECO	2	013		PRINCIPLES OF ECONOMICS MACRO	08/01/2015	3	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	39
UNIVERSITY OF WEST FLORIDA	MAC	1	140		PRECALCULUS ALGEBRA	08/21/2023	3.0		Math	Reviewed: No Updates			33
UNIVERSITY OF WEST FLORIDA	LIT	2	040		INTRODUCTION TO DRAMA	08/01/2011	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	CHM	1	020		CONCEPTS IN CHEMISTRY	08/22/2022	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	29
UNIVERSITY OF WEST FLORIDA	GEO	1	200	L	PHYSICAL GEOGRAPHY LABORATORY	08/01/1986	0.0		Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	MUH	2	110		MUSIC IN WESTERN CIVILIZATION	08/01/1983	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	LIT	2	381		WOMEN WRITING/WOMEN'S RIGHTS	08/01/2001	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	AMH	2	020		UNITED STATES SINCE 1877	01/10/2022	3	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	39
UNIVERSITY OF WEST FLORIDA	BSC	2	311		INTRODUCTION TO OCEANOGRAPHY AND MARINE BIO	08/21/2023	3.0		Natural Science	Reviewed: No Updates			5
UNIVERSITY OF WEST FLORIDA	BSC	1	010		GENERAL BIOLOGY FOR NON-MAJORS	08/01/2004	3.0	Natural Science	Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	LIT	2	930		ISSUES IN LITERATURE	08/01/2002	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	ARH	1	050		INTRODUCTION TO ART HISTORY	08/01/1997	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	BSC	1	085		ANATOMY AND PHYSIOLOGY I	08/21/2023	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	26
UNIVERSITY OF WEST FLORIDA	ENC	1	102		ENGLISH COMPOSITION II	08/22/2016	3.0		Communications	Reviewed: No Updates			37
UNIVERSITY OF WEST FLORIDA	ENC	1	101		ENGLISH COMPOSITION I	08/22/2016	3	Communications	Communications	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	40
UNIVERSITY OF WEST FLORIDA	ENG	2	101		INTRODUCTION TO LITERATURE AND FILM	05/01/2000	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	GEA	2	000		NATIONS AND REGIONS OF THE WORLD	08/21/2023	3.0		Social Sciences	Reviewed: No Updates			18
UNIVERSITY OF WEST FLORIDA	ARH	2	051		WESTERN SURVEY II: RENAISSANCE TO CONTEMPOR	08/28/2017	3.0		Humanities	Reviewed: No Updates			32
UNIVERSITY OF WEST FLORIDA	EUH	1	930		SPECIAL TOPICS IN WESTERN CIVILIZATION	08/01/2001	3.0		Social Sciences	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	MAC	1	105	L	COLLEGE ALGEBRA LABORATORY	08/01/2002	1.0		Math	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	DEP	2	004		HUMAN DEVELOPMENT ACROSS THE LIFESPAN	08/01/1997	3.0		Social Sciences	Reviewed: Updated	General Education (Institution)	Course Description	19
UNIVERSITY OF WEST FLORIDA	AML	2	020		AMERICAN LITERATURE II	08/28/2017	3.0		Humanities	Reviewed: No Updates			23
UNIVERSITY OF WEST FLORIDA	ENL	2	020		HISTORY OF ENGLISH LITERATURE II	08/28/2017	3.0		Humanities	Reviewed: No Updates			1
UNIVERSITY OF WEST FLORIDA	AMH	2	010		UNITED STATES TO 1877	01/01/1993	3.0	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	35
UNIVERSITY OF WEST FLORIDA	BSC	1	010	L	GENERAL BIOLOGY/LABORATORY	08/01/1996	1.0	Natural Science	Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	LIT	2	030		INTRODUCTION TO POETRY	08/24/2018	3.0		Humanities	Reviewed: No Updates			9
UNIVERSITY OF WEST FLORIDA	CCJ	2	002		SURVEY OF CRIME AND JUSTICE	08/21/2023	3.0		Social Sciences	Reviewed: No Updates			3
UNIVERSITY OF WEST FLORIDA	CHM	1	032		FUNDAMENTALS OF GENERAL CHEMISTRY	08/01/1999	3.0		Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	ART	2	003	C	VISUAL ARTS EXPERIENCE	01/01/1990	3.0		Humanities	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	PHY	1	020		CONCEPTUAL PHYSICS	08/23/2021	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	25
UNIVERSITY OF WEST FLORIDA	AST	3	033		MODERN ASTRONOMY	08/01/1981	3.0		Natural Science	Reviewed: Removed from General Education		Other Changes	
UNIVERSITY OF WEST FLORIDA	PHI	2	010		INTRODUCTION TO PHILOSOPHY	08/01/2015	3	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	38
UNIVERSITY OF WEST FLORIDA	CHM	2	046		GENERAL CHEMISTRY II	08/21/2023	3.0		Natural Science	Reviewed: No Updates			26
UNIVERSITY OF WEST FLORIDA	EUH	1	001		WESTERN PERSPECTIVES II	08/01/2000	3.0		Social Sciences	Reviewed: No Updates			25
UNIVERSITY OF WEST FLORIDA	ANT	2	000		INTRODUCTION TO ANTHROPOLOGY	08/01/2015	3	Social Sciences	Social Sciences	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	31
UNIVERSITY OF WEST FLORIDA	MUH	2	930		THE MUSIC EXPERIENCE: SPECIAL TOPICS	08/22/2022	3.0		Humanities	Reviewed: No Updates			1
UNIVERSITY OF WEST FLORIDA	THE	2	000		THEATRE APPRECIATION	08/28/2017	3	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Institution)	Course Description	36

UNIVERSITY OF WEST FLORIDA	GEO	2	330		ENVIRONMENTAL SCIENCE	08/01/1995	3.0		Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 4/7/2015	
UNIVERSITY OF WEST FLORIDA	CHM	1	020	L	CONCEPTS IN CHEMISTRY LABORATORY	08/01/1999	1.0	Natural Science	Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/24/2020	
UNIVERSITY OF WEST FLORIDA	MMC	2	000		PRINCIPLES OF MASS COMMUNICATION	08/01/2001	3.0		Social Sciences	Reviewed: No Updates			3		
UNIVERSITY OF WEST FLORIDA	ANT	2	100		INTRODUCTION TO ARCHAEOLOGY	01/01/2003	3.0		Social Sciences	Reviewed: No Updates			11		
UNIVERSITY OF WEST FLORIDA	GEB	1	011		INTRODUCTION TO BUSINESS	08/21/2023	3.0		Social Sciences	Reviewed: No Updates			2		
UNIVERSITY OF WEST FLORIDA	LIT	2	931		ENCOUNTERING LITERATURE	08/01/2002	2.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/10/2012	
UNIVERSITY OF WEST FLORIDA	EUH	1	000		WESTERN PERSPECTIVES I	08/26/2019	3.0		Social Sciences	Reviewed: No Updates			27		
UNIVERSITY OF WEST FLORIDA	REL	2	000		INTRODUCTION TO RELIGION	05/01/1988	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/1/2013	
UNIVERSITY OF WEST FLORIDA	LIT	1	120		GREAT BOOKS II	08/01/1988	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/1/2007	
UNIVERSITY OF WEST FLORIDA	LIT	2	010		INTRODUCTION TO PROSE FICTION	11/08/1990	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/1/2008	
UNIVERSITY OF WEST FLORIDA	CHM	1	032	L	FUNDAMENTALS OF GENERAL CHEMISTRY LAB	08/01/1999	1.0		Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/23/2021	
UNIVERSITY OF WEST FLORIDA	PHY	1	020	L	INTRODUCTION TO CONCEPTS OF PHYSICS LAB	08/01/2001	1.0	Natural Science	Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 7/10/2018	
UNIVERSITY OF WEST FLORIDA	BOT	1	801		INTRODUCTION TO PLANT SCIENCE	08/01/1996	3.0		Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/26/2013	
UNIVERSITY OF WEST FLORIDA	ENL	2	010		HISTORY OF ENGLISH LITERATURE I	08/28/2018	3.0		Humanities	Reviewed: No Updates			4		
UNIVERSITY OF WEST FLORIDA	MUL	2	110		MUSIC IN WESTERN CIVILIZATION	08/01/2003	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 4/1/2015	
UNIVERSITY OF WEST FLORIDA	MCB	1	000		FUNDAMENTALS OF MICROBIOLOGY	04/28/2022	3.0		Natural Science	Reviewed: No Updates			5		
UNIVERSITY OF WEST FLORIDA	THE	2	300		SURVEY OF DRAMATIC LITERATURE	08/01/2003	3.0		Humanities	Reviewed: No Updates			8		
UNIVERSITY OF WEST FLORIDA	ARH	2	050		WESTERN SURVEY I: PREHISTORY TO THE MEDIEVAL	08/28/2017	3.0		Humanities	Reviewed: No Updates			32		
UNIVERSITY OF WEST FLORIDA	ARH	1	010		INTRODUCTION TO ART HISTORY	08/01/1997	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 4/3/2015	
UNIVERSITY OF WEST FLORIDA	BSC	1	010		GENERAL BIOLOGY/LABORATORY FOR NON-MAJORS	08/01/2004	1.0	Natural Science	Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/1/2004	
UNIVERSITY OF WEST FLORIDA	BSC	1	005		GENERAL BIOLOGY FOR NON-MAJORS	04/27/2022	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		35	
UNIVERSITY OF WEST FLORIDA	ANT	2	400		CURRENT CULTURAL ISSUES	08/01/2002	3		Social Sciences	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	BSC	1	050		FUNDAMENTALS OF ECOLOGY	08/21/2023	3.0		Natural Science	Reviewed: No Updates			13		
UNIVERSITY OF WEST FLORIDA	LIT	2	100		INTRODUCTION TO LITERATURE	08/01/2006	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 08/01/2006	
UNIVERSITY OF WEST FLORIDA	LIT	2	110		WESTERN LITERATURE I	08/01/2006	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 08/01/2006	
UNIVERSITY OF WEST FLORIDA	LIT	2	120		WESTERN LITERATURE II	08/01/2006	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 08/01/2006	
UNIVERSITY OF WEST FLORIDA	CRW	2	001		INTRODUCTION TO CREATIVE WRITING	08/01/2006	3.0		Humanities	Reviewed: No Updates			5		
UNIVERSITY OF WEST FLORIDA	MGF	1	107		MATHEMATICS FOR LIBERAL ARTS II	08/21/2023	3	Math	Math	Reviewed: Removed from General Education		Other Changes		To be discontinued effective fall 2024.	
UNIVERSITY OF WEST FLORIDA	ART	2	821		THE SELF, CREATIVITY, YOUR CAREER AND VISUAL CU	4/16/2024	3		Humanities	Reviewed: Removed from General Education		Other Changes	1	To be discontinued effective spring 2025.	
UNIVERSITY OF WEST FLORIDA	PHZ	1	450		EXOTIC PHYSICS	08/01/2007	3		Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 08/01/2007	
UNIVERSITY OF WEST FLORIDA	SOW	2	192		UNDERSTANDING RELATIONSHIPS IN THE 21ST CENTU	08/01/2007	3.0		Social Sciences	Reviewed: Updated	No General Education Update	Other Changes	1	Updated course description and SLOs	
UNIVERSITY OF WEST FLORIDA	AML	2	072		SEX, MONEY AND POWER IN AMERICAN LITERATURE	08/01/2015	3		Humanities	Reviewed: Removed from General Education	General Education (Institution)	Other Changes		Discontinued in SCNS. Purged eff. 05/19/2019.	
UNIVERSITY OF WEST FLORIDA	ART	1	015	C	EXPLORING ARTISTIC VISION	08/01/2008	3		Humanities	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	SPC	2	608		BASIC COMMUNICATION SKILLS	08/02/2009	3.0		Humanities	Reviewed: No Updates			24		
UNIVERSITY OF WEST FLORIDA	LIT	1	122		GREAT BOOKS I	08/01/2010	3.0		Humanities	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 08/01/2010	
UNIVERSITY OF WEST FLORIDA	FIN	2	104		PERSONAL FINANCIAL PLANNING	08/21/2023	3.0		Social Sciences	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	REL	1	300		INTRODUCTION TO WORLD RELIGIONS	08/01/2013	3.0		Humanities	Reviewed: Updated	No General Education Update	Other Changes	29	Updated SLOs/Gordon Rule status for fall 2025.	
UNIVERSITY OF WEST FLORIDA	PHI	2	103		CRITICAL THINKING	03/15/2013	3.0		Humanities	Reviewed: No Updates			5		
UNIVERSITY OF WEST FLORIDA	IDH	1	041		HONORS CORE 2	03/14/2013	3.0		Social Sciences	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	IDH	1	040		HONORS CORE 1	01/10/2022	3.0		Humanities	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	BSC	2	010		BIOLOGY I	08/24/2020	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		29	
UNIVERSITY OF WEST FLORIDA	BSC	2	011		BIOLOGY II	08/24/2020	3.0		Natural Science	Reviewed: No Updates			23		
UNIVERSITY OF WEST FLORIDA	ESC	2	000		INTRODUCTION TO EARTH SCIENCE	08/21/2023	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		27	
UNIVERSITY OF WEST FLORIDA	PHY	2	001		UNIVERSITY PHYSICS I - STUDIO	08/05/2014	5		Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 4/5/2015	
UNIVERSITY OF WEST FLORIDA	CIS	2	530		INTRODUCTION TO CYBERSECURITY	04/28/2022	3.0		Natural Science	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	EVR	2	001		INTRODUCTION TO ENVIRONMENTAL SCIENCE	04/28/2022	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		28	
UNIVERSITY OF WEST FLORIDA	LIT	2	000		INTRODUCTION TO LITERATURE	08/28/2016	3	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		34	
UNIVERSITY OF WEST FLORIDA	NUR	3	065	C	PATIENT CENTERED CARE II	04/08/2015	3.0		Social Sciences	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 4/22/2016	
UNIVERSITY OF WEST FLORIDA	AST	1	002	L	DESCRIPTIVE ASTRONOMY LABORATORY	04/10/2015	1	Natural Science	Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 04/10/2015	
UNIVERSITY OF WEST FLORIDA	AST	1	002		DESCRIPTIVE ASTRONOMY	08/23/2021	3	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		37	
UNIVERSITY OF WEST FLORIDA	PHY	2	048	C	CALCULUS-BASED PHYSICS I STUDIO	08/23/2021	5	Natural Science	Natural Science	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		25	
UNIVERSITY OF WEST FLORIDA	ARH	1	000		ART APPRECIATION	08/28/2017	3	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		38	
UNIVERSITY OF WEST FLORIDA	MUL	2	010		MUSIC APPRECIATION	08/01/2015	3	Humanities	Humanities	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		37	
UNIVERSITY OF WEST FLORIDA	PHY	2	049	C	UNIVERSITY PHYSICS II WITH LAB	04/20/2015	6.0		Natural Science	Reviewed: Removed from General Education		Other Changes		Discontinued in SCNS 8/24/2020	
UNIVERSITY OF WEST FLORIDA	PHC	2	082		INFORMATICS AND YOUR HEALTH	08/22/2016	3		Natural Science	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	MAC	1	147		PRECALCULUS WITH TRIGONOMETRY	05/17/2021	4		Math	Reviewed: No Updates			30		
UNIVERSITY OF WEST FLORIDA	SPM	2	010		SPORT IN GLOBAL SOCIETY	01/10/2022	3		Social Sciences	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	MAC	1	105	C	COLLEGE ALGEBRA WITH LAB	04/27/2022	4	Math	Math	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		38	
UNIVERSITY OF WEST FLORIDA	COM	2	023		DEATH AND COMMUNICATION	01/06/2020	3		Social Sciences	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	HIS	2	050		EXPLORE! HISTORY	05/16/2022	3		Social Sciences	Reviewed: Updated	General Education (Institution)	Course Description		2	Also updated title/SLOs/topics.
UNIVERSITY OF WEST FLORIDA	CGS	2	020		INTRODUCTION TO MACHINE LEARNING	04/28/2022	3		Natural Science	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	AST	2	037		LIFE IN THE UNIVERSE	08/23/2021	3		Natural Science	Reviewed: No Updates			2		
UNIVERSITY OF WEST FLORIDA	STA	2	360		INTRODUCTION TO DATA SCIENCE	08/22/2022	3		Math	Reviewed: No Updates			1		
UNIVERSITY OF WEST FLORIDA	ECO	3	303		HISTORY OF ECONOMIC THOUGHT	08/22/2022	3		Social Sciences	Reviewed: Removed from General Education		Not Applicable		1	Removed from General Education effective 5/15/2023
UNIVERSITY OF WEST FLORIDA	MGF	1	130		MATHEMATICAL THINKING	01/08/2024	3	Math	Math	Reviewed: Updated	Both General Education (Core/Institution)	Course Description		5	
UNIVERSITY OF WEST FLORIDA	MGF	1	130		MATHEMATICS IN CONTEXT	01/08/2024	3		Math	Reviewed: Updated		Other Changes			Removed duplicate listing from SCNS.
UNIVERSITY OF WEST FLORIDA	MGF	1	130		MATHEMATICS IN CONTEXT	01/08/2024	3		Math	Reviewed: Updated		Other Changes			Removed duplicate listing from SCNS.
UNIVERSITY OF WEST FLORIDA	MGF	1	131		MATHEMATICS IN CONTEXT	10/30/2023	3		Math	Reviewed: Updated	General Education (Institution)	Course Description		3	
UNIVERSITY OF WEST FLORIDA	IDH	1	043		HONORS CORE: NATURAL SCIENCES	01/08/2024	3		Natural Science	Reviewed: Updated	General Education (Institution)	Other Changes		1	New course to be added spring 2024.
UNIVERSITY OF WEST FLORIDA	HSC	2	100		PERSONAL & FAMILY HEALTH	08/18/2025	3		Social Sciences	Reviewed: Updated	General Education (Institution)	Other Changes		4	New course to be added fall 2025.

Certification Form

Academic Year 2025-26 General Education Courses

Please email signed form to Articulation@fldoe.org no later than September 1, 2024.

Dear Commissioner Diaz,

I certify that my institution has reviewed our general education course options for compliance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

- Reviewed Excel spreadsheet provided by the Office of K-20 Articulation.
- Submitted new courses or changes to the Statewide Course Numbering System (SCNS).

FCS/SUS President Signature

Board of Trustee Chair Signature

University of West Florida
Institution

Date

Date

June 20, 2024
Date of Board Approval



UNIVERSITY *of*
WEST FLORIDA

**Annual Review of General Education
Course Offerings**

BOG Regulation 8.005 General Education Course Options

“Each State University System institution’s board of trustees and president must annually review and approve, at a public meeting, the courses offered by the institution that meet general education course requirements in accordance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes.”

Current General Education Course Offerings By Disciplinary Category

Discipline	Course Number	Course Title
Communication	ENC 1101	English Composition I
Communication	ENC 1102	English Composition II
Humanities	ARH 1000	Art Appreciation
Humanities	LIT 2000	Introduction To Literature
Humanities	MUL 2010	Music Appreciation
Humanities	PHI 2010	Introduction To Philosophy
Humanities	THE 2000	Theatre Appreciation

Course Number	Course Title
AML 2010	American Literature I
AML 2020	American Literature II
ARH 2050	Western Survey I: Prehistory To The Medieval Period
ARH 2051	Western Survey II: Renaissance To Contemporary
ART 1015C	Exploring Artistic Vision
CRW 2001	Introduction To Creative Writing
ENL 2010	History Of English Literature I
ENL 2020	History Of English Literature II
IDH 1040	Honors Core 1
LIT 2030	Introduction To Poetry
MUH 2930	The Music Experience: Special Topics
PHI 2103	Critical Thinking
PHI 2603	Ethics In Contemporary Society
REL 1300	Introduction To World Religions
SPC 2608	Basic Communication Skills
THE 2300	Survey Of Dramatic Literature

Gen Ed Core	Course Number	Course Title
Yes	MAC 1105	College Algebra
Yes	MAC 1105C	College Algebra With Lab
Yes	MAC 2311	Analytic Geometry And Calculus 1
Yes	MGF 1130	Mathematical Thinking
Yes	STA 2023	Elements Of Statistics
	MAC 1114	Trigonometry
	MAC 1140	Precalculus Algebra
	MAC 1147	Precalculus With Trigonometry
	MAC 2233	Calculus With Business Applications
	MAC 2312	Analytic Geometry And Calculus II
	MGF 1131	Mathematics In Context
	STA 2360	Introduction To Data Science

Course Number	Course Title
AST 1002	Descriptive Astronomy
BSC 1005	General Biology For Non-Majors
BSC 1085	Anatomy And Physiology I
BSC 2010	Biology I
CHM 1020	Concepts In Chemistry
CHM 2045	General Chemistry I
ESC 2000	Introduction To Earth Science
EVR 2001	Introduction To Environmental Science
GLY 2010	Physical Geology
PHY 1020	Conceptual Physics
PHY 2048	Calculus-Based Physics I
PHY 2048C	Calculus-Based Physics I Studio
PHY 2053	Algebra-Based Physics I

Course Number	Course Title
ANT 2511	Biological Anthropology
AST 2037	Life In The Universe
BOT 2010	General Botany
BSC 1050	Fundamentals Of Ecology
BSC 1086	Anatomy & Physiology II
BSC 2011	Biology II
BSC 2311	Introduction To Oceanography And Marine Biology
CGS 2020	Introduction To Machine Learning
CHM 2046	General Chemistry II
CIS 2530	Introduction To Cybersecurity
MCB 1000	Fundamentals Of Microbiology
PHC 2082	Informatics And Your Health
PHY 2049	Calculus-Based Physics II
PHY 2054	Algebra-Based Physics II

Course Number	Course Title
AMH 2010	United States To 1877
AMH 2020	United States Since 1877
ANT 2000	Introduction To Anthropology
ECO 2013	Principles Of Economics Macro
POS 2041	American Politics
PSY 2012	General Psychology

Course Number	Course Title
ANT 2100	Introduction To Archaeology
ANT 2400	Current Cultural Issues
CCJ 2002	Survey Of Crime And Justice
COM 2023	Death And Communication
CPO 2002	Comparative Politics
DEP 2004	Human Development Across The Lifespan
EUH 1000	Western Perspectives I
EUH 1001	Western Perspectives II
FIN 2104	Personal Financial Planning
GEA 2000	Nations And Regions Of The World
GEB 1011	Introduction To Business
HIS 2050	Explore! History
IDH 1041	Honors Core 2
INR 2002	International Politics
MMC 2000	Principles Of Mass Communication
PLA 2013	Survey Of American Law
SOW 2192	Understanding Relationships In The 21st Century
SPM 2010	Sport In Global Society
SYG 2000	Introduction To Sociology
SYG 2010	Current Social Problems

New Gen Ed Course Offerings

Number	Course Title	Category
IDH 1043	Honors Core: Natural Sciences	Natural Science
HSC 2100	Personal & Family Health	Social Sciences

Discontinued General Education Courses

Humanities Removed from Gen Ed

Course Number	Course Title
AML 2072	Sex, Money And Power In American Literature
ARH 1010	Introduction To Art History
ARH 1050	Introduction To Art History
ART 2003C	Visual Arts Experience
ART 2821	The Self, Creativity, Your Career And Visual Culture
ENG 2101	Introduction To Literature And Film
LIT 1110	Great Books I
LIT 1120	Great Books II
LIT 1122	Great Books I
LIT 2010	Introduction To Prose Fiction
LIT 2040	Introduction To Drama

Course Number	Course Title
LIT 2100	Introduction To Literature
LIT 2110	Western Literature I
LIT 2120	Western Literature II
LIT 2381	Women Writing/Women's Rights
LIT 2930	Issues In Literature
LIT 2931	Encountering Literature
MUH 2110	Music In Western Civilization
MUL 2110	Music In Western Civilization
PHI 2100	Introduction To Logic
REL 2000	Introduction To Religion
SPC 2016	Basic Communication Skills

Mathematics and Social Sciences Removed from Gen Ed

Discipline	Course Number	Course Title
Mathematics	MGF 1106	Mathematics For Liberal Arts I
Mathematics	MGF 1107	Mathematics For Liberal Arts II
Mathematics	MAC 1105	College Algebra Laboratory
Social Sciences	ECO 3303	History Of Economic Thought
Social Sciences	EUH 1930	Special Topics In Western Civilization
Social Sciences	NUR 3065C	Patient Centered Care II

Natural Sciences Removed

Course Number	Course Title
BSC 1010	General Biology For Non-Majors
BSC 1010L	General Biology/Laboratory
CHM 1020L	Concepts In Chemistry Laboratory
PHY 1020L	Introduction To Concepts Of Physics Lab
AST 1002L	Descriptive Astronomy Laboratory
BSC 1010	General Biology/Laboratory For Non-Majors
AST 3033	Modern Astronomy
BOT 1801	Introduction To Plant Science
CHM 1032	Fundamentals Of General Chemistry
CHM 1032L	Fundamentals Of General Chemistry Lab
GEO 1200	Physical Geography
GEO 1200L	Physical Geography Laboratory
GEO 2330	Environmental Science
PHY 2001	University Physics I - Studio
PHY 2049C	University Physics II With Lab
PHZ 1450	Exotic Physics
ZOO 1010	General Zoology
ZOO 1010L	General Zoology/Laboratory

Questions?

**Board of Trustees
Academic Affairs Committee
May 16, 2024**

Revisions to UWF/REG 3.033 Transfer of Credit

Recommended Action:

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

Background Information:

As a result of recent changes to BOG Regulation 6.013, Military Veterans and Active Duty, updates to UWF/REG 3.033 are proposed as follows:

Accommodates language changes regarding college credit for military training, courses, and occupations and adds references to new or expanded equivalency lists that incorporate military combat medics.

The timeline for these revisions has been and will be:

- April 26, 2024 – President Saunders approved drafted changes.
- April 29, 2024 – Posted for public comment.
- May 13, 2024 – Public comment period concluded.
- May 16, 2024 – UWF BOT Academic Affairs Committee considers conditional approval.
- May 29, 2024 – Posting period concludes.
- June 20, 2024 – UWF BOT considers for approval

Implementation Plan:

University regulations which govern admissions are select regulations and cannot go into effect until they are approved by the Board of Governors. The amendments to this regulation will go into effect upon approval of the BOG.

Fiscal Implications:

None.

Relevant Authority:

Board of Governors Regulations 6.001, 6.003, 6.004, 6.006, 6.013, 8.007
Sections 1004.096 and 1007.24, Florida Statutes

Supporting Documents:

1. Revisions to UWF/REG 3.033 Transfer of Credit

Prepared by:

Ethan Henley, Director of Undergraduate Admissions, x2063, ehenley@uwf.edu

Presenter:

Ethan Henley, Director of Undergraduate Admissions, Enrollment Affairs – Academic Affairs



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

I. Undergraduate Transfer Credit

A. General

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

UWF-approved accrediting agencies are:

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

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

B. Application of Credits from Other Institutions

1. Florida Public Post-Secondary Institutions

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

2. All Other Post-Secondary Institutions

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

C. Associate in Arts (AA) Degrees

1. Florida Public Post-secondary Institutions.

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

2. All Other Post-Secondary Institutions.

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

D. Military ~~Experience~~Training, Courses, and Occupations

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

E. Law Enforcement Experience

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

II. Graduate Transfer Credit

A. General

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

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

B. Masters and Specialist Degree Programs

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

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

student if the department validates that the student has current knowledge related to the course subject matter.

C. Education Doctorate (Ed.D.) Program

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

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

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

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

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

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

Effective Date: [date]

Authority: ~~Section §§ 1004.096 and~~ 1007.24, Florida Statutes
BOG Regulations 6.001, 6.003, 6.004, 6.006, 6.013, and ~~8.0178.007~~

History: Adopted July 30, 2013; revised June 2021 and March 2024.

Last review: [date]

**Board of Trustees
Academic Affairs Committee
May 16, 2024**

2023-2024 Post-Tenure Review

Recommended Action:

Information Item

Background Information:

The purpose of the Post-Tenure Review is to ensure high standards of quality and productivity among the tenured faculty in the State University System. All tenured faculty at the University of West Florida (UWF) are required to undergo a periodic post-tenure review. Post-tenure review is intended to recognize and honor exceptional achievement, affirm continued academic professional development, enable a faculty member who has fallen below performance norms to pursue a performance improvement plan and return to expected levels of productivity, and identify faculty members whose pattern of performance is unacceptable and inconsistent with professional standards.

Per regulation, the Provost shall report to the President and Board of Trustees the outcomes of the post-tenure review process for the previous fiscal year. In academic year 2023-2024, 41 tenured faculty completed a post-tenure review. The following performance ratings were assigned at the conclusion of the review process.

- 71% of faculty (29) received a performance rating of Exceeds Expectations
- 22% of faculty (9) received a performance rating of Meets Expectations
- 5% of faculty (2) received a performance rating of Does Not Meet Expectations
- 2% of faculty (1) received a performance rating of Unsatisfactory

Implementation Plan:

None

Fiscal Implications:

None

Relevant Authority:

BOG Regulation 10.003 Post-Tenure Faculty Review; UWF/REG-2.001 Post-Tenure Review; and UWF-UFF Collective Bargaining Agreement (11.3.c)

Supporting Documents:

1. BOG Regulation 10.003 Post-Tenure Faculty Review
2. UWF/REG-2.001 Post-Tenure Review

Prepared by:

Jaromy Kuhl, Provost, Division of Academic Affairs, 850.474.2035, jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Provost

10.003 Post-Tenure Faculty Review.

(1) Each board of trustees shall adopt policies requiring each tenured state university faculty member to undergo a comprehensive post-tenure review to accomplish the following.

- (a) Ensure high standards of quality and productivity among the tenured faculty in the State University System.
- (b) Determine whether a faculty member is meeting the responsibilities and expectations associated with assigned duties in research, teaching, and service, including compliance with state laws, Board of Governors' regulations, and university regulations and policies.
- (c) Recognize and honor exceptional achievement and provide an incentive for retention as appropriate.
- (d) Refocus academic and professional efforts and take appropriate employment action when appropriate.

(2) Timing and Eligibility

(a) Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.

1. In the first year following the effective date of this regulation, 20% of tenured faculty will be evaluated, in addition to faculty in the fifth year under (2)(a).

2. In each of the second, third, fourth, and fifth years following the effective date of this regulation, 20% of tenured faculty who have not received a comprehensive review will be evaluated in addition to faculty who are in the fifth year under (2)(a).

3. Beginning with the sixth year following the effective date of this regulation, the process outlined in (2)(a) shall be followed.

(b) Tenured faculty in administrative roles, such as department chairs or directors, shall be evaluated annually by the appropriate college dean based on criteria established by the university. Such evaluations shall include a review of performance based on all assigned duties and responsibilities and professional conduct. Such evaluations shall also include the following, if applicable: performance of academic responsibilities to the university and its students; non-compliance with state law, Board of Governors' regulations, and university regulations and policies; and substantiated student complaints.

(c) Policies and regulations adopted by the boards of trustees may include exceptions to the timing of the comprehensive post-tenure review for extenuating, unforeseen circumstances. Exceptions granted to tenured faculty members shall be disclosed in the chief academic officer's report to the university's president and board of trustees on the outcomes of the comprehensive post-tenure review outlined in Section (6) below.

(3) Review Requirements

- (a) The comprehensive post-tenure review shall include consideration of the following.
 - 1. The level of accomplishment and productivity relative to the faculty member's assigned duties in research, teaching, and service, including extension, clinical, and administrative assignments. The university shall specify the guiding documents. Such documents shall include quantifiable university, college, and department criteria for tenure, promotion, and merit as appropriate.
 - 2. The faculty member's history of professional conduct and performance of academic responsibilities to the university and its students.
 - 3. The faculty member's non-compliance with state law, Board of Governors' regulations, and university regulations and policies.
 - 4. Unapproved absences from teaching assigned courses.
 - 5. Substantiated student complaints.
 - 6. Other relevant measures of faculty conduct as appropriate.
- (b) The review shall not consider or otherwise discriminate based on the faculty members' political or ideological viewpoints.

(4) Process Requirements

- (a) The faculty member shall complete a university-designated dossier highlighting accomplishments and demonstrating performance relative to assigned duties and submit the dossier to the appropriate department chair.
- (b) The faculty member's department chair shall review the completed dossier, the faculty member's personnel file, and other records related to professional conduct, academic responsibilities, and performance.
- (c) The faculty member's department chair shall add to the dossier the following.
 - 1. Additional records related to professional conduct, academic responsibilities, and performance concerns.
 - 2. A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.
- (d) The faculty member's department chair shall forward the dossier, including all records and the chair's letter, to the appropriate college dean for review.
- (e) The dean of the college shall review all materials provided by the faculty member's department chair.
- (f) The dean of the college shall add to the dossier a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean's recommended performance rating using the following scale.

1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
 2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
 3. Does not meet expectations: performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
 4. Unsatisfactory: failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.
- (g) The dean of the college shall forward the dossier to the chief academic officer for review.
- (h) The chief academic officer shall review the dossier provided by the dean of the college.
- (i) With guidance and oversight from the university president, the chief academic officer will rate the faculty member's professional conduct, academic responsibilities, and performance during the review period. The chief academic officer may accept, reject, or modify the dean's recommended rating. The chief academic officer may request assistance from a university advisory committee in formulating an assessment. Each faculty member reviewed will receive one of the following performance ratings, as defined in (4)(f) above.
1. Exceeds expectations
 2. Meets expectations
 3. Does not meet expectations
 4. Unsatisfactory
- (j) The chief academic officer shall notify the faculty member, the faculty member's department chair, and the appropriate college dean of the outcome.

(5) Outcomes

- (a) University regulations and policies regarding outcomes of the comprehensive post-tenure review process shall include recognition and compensation considerations and consequences for underperformance.
- (b) For each faculty member who receives a final performance rating of "exceeds expectations" or "meets expectations," the appropriate college dean, in consultation with the faculty member's department chair, shall recommend to the chief academic officer appropriate recognition and/or compensation in accordance with the faculty member's performance and university regulations and policies. The chief academic officer shall make the final determination regarding recognition and/or compensation.
- (c) For each faculty member who receives a final performance rating of "does not meet expectations," the appropriate college dean, in consultation with

the faculty member's department chair, shall propose a performance improvement plan to the chief academic officer.

1. The plan must include a deadline for the faculty member to achieve the requirements of the performance improvement plan. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan.
 2. The chief academic officer shall make final decisions regarding the requirements of each performance improvement plan.
 3. Each faculty member who fails to meet the requirements of a performance improvement plan by the established deadline shall receive a notice of termination from the chief academic officer.
- (d) Each faculty member who receives a final performance rating of "unsatisfactory" shall receive a notice of termination from the chief academic officer.
- (e) Final decisions regarding post-tenure review may be appealed under university regulations or collective bargaining agreements, as applicable to the employee, consistent with the following:
1. Notwithstanding section 447.401, Florida Statutes, or any other law related to faculty grievance procedures, personnel actions, or decisions regarding faculty, including in the areas of evaluations, promotions, tenure, discipline, or termination, may not be appealed beyond the level of a university president or designee. Such actions or decisions must have as their terminal step a final agency disposition, which must be issued in writing to the faculty member and are not subject to arbitration. The filing of a grievance does not toll the action or decision of the university, including the termination of pay and benefits of a suspended or terminated faculty member.

(6) Monitoring and Reporting

- (a) The chief academic officer shall report annually to the university president and board of trustees on the outcomes of the comprehensive post-tenure review process consistent with section 1012.91, Florida Statutes.
1. Beginning January 1, 2024, and continuing every three years thereafter, each university must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the university's board of trustees by July 1. The audit shall be performed by the university's chief audit executive or by an independent, third-party auditor ("auditor"), as determined by the chair of the university's board of trustees. The auditor must provide the university board of trustees with a report that includes the following.
 - a. The number of tenured faculty in each of the four performance rating categories as defined in (4)(f).
 - b. The university's response in cases of each category.
 - c. Findings of non-compliance with applicable state laws, Board of Governors' regulations, and university regulations and

policies.

2. Each university board of trustees shall consider the audit report at the next regularly scheduled board of trustees meeting after the report's publication date.

- a. The chief academic officer or the auditor must present the audit report to the board of trustees. The board of trustees shall not adopt the report as a consent agenda item.
- b. If the audit report shows that a university is in compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, a copy of the adopted audit report shall be provided to the Board of Governors consistent with Regulation 1.001(6)(g).
- c. If the auditor finds that a university is out of compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, the auditor must present the report to the Board of Governors at its next regularly scheduled meeting.

(7) Following the effective date of this regulation and subsequent amendments, universities shall not enter into any collective bargaining agreement that conflicts with this regulation.

(8) Nothing in this regulation is intended to prevent a state university from instituting additional evaluation processes, criteria, or standards so long as they meet or exceed the requirements outlined in section 1001.706(6)(b), Florida Statutes, and this regulation.

Authority: Section 7(d), Art. IX, Fla. Const., Sections 1001.706(6)(b), 1001.741(2), Florida Statutes; New 03-29-23; Amended 11-09-23.



Number: UWF/REG-2.001
Title: Post-Tenure Review
Responsible
Department: Office of the Provost

I. General Statement

The purpose of the Post-Tenure Review is to ensure high standards of quality and productivity among the tenured faculty in the State University System. All tenured faculty at the University of West Florida (the “University”) are required to undergo a periodic post-tenure review. Post-tenure review is intended to recognize and honor exceptional achievement, affirm continued academic professional development, enable a faculty member who has fallen below performance norms to pursue a performance improvement plan and return to expected levels of productivity, and identify faculty members whose pattern of performance is unacceptable and inconsistent with professional standards.

II. Timing and Eligibility

- A. Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.
- B. Tenured faculty in administrative roles (chairs, directors, or higher) shall be reviewed annually by their direct supervisor, the dean or the Provost as applicable. Upon returning to a 1.0 FTE faculty role, these faculty shall undergo post-tenure review by the fifth year following a return to a full-time faculty appointment.
- C. Exceptions to the timing of a faculty member’s post-tenure review may be made for extenuating, unforeseen circumstances. Exceptions granted to tenured faculty members shall be disclosed in the Provost’s report to the President and the Board of Trustees required by Section VI.

III. Review Requirements

Tenured faculty are expected to meet expectations associated with assigned duties in research, teaching, and service. Positive sustained contributions are expected in all assigned work areas.

Percent effort in areas of assignment may vary as a career evolves. A decrease in effort and thus expectation in one category should be balanced with a concomitant increase in another category. Except in the case of significant other responsibilities, tenured faculty should retain a minimum of 10% (unless otherwise approved by the Provost) research, scholarship, or creative work.

- A. The comprehensive post-tenure review shall include consideration of the following:
1. The level of accomplishment and productivity relative to the faculty member's assigned duties in research, teaching, service, and other assignments including extension, clinical, and administrative assignments;
 2. The faculty member's history of professional conduct and performance of academic responsibilities to the University and its students;
 3. Any substantiated disciplinary actions in the personnel file including but not limited to the faculty member's non-compliance with state law, BOG regulations, and University regulations and policies; Unapproved absences from teaching assigned courses; Substantiated student complaints; and Other relevant measures of faculty conduct as appropriate.
- B. Criteria for rating faculty performance in work assigned shall be clarified by each college and department in terms tailored to the college and department disciplines through departmental bylaws and consistent with University standards. The criteria for rating faculty performance shall be initiated by unit faculty with final approval of the Provost.

Rating categories for Post-Tenure Review shall include the following University-level guidance:

1. Exceeds expectations – a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
2. Meets expectations – expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
3. Does not meet expectations – performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
4. Unsatisfactory – failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable University regulations and policies.

IV. Process Requirements

- A. The faculty member shall complete a dossier demonstrating performance relative to assigned duties over the previous five years, along with highlighting relevant accomplishments, and submit the dossier to the appropriate department chair (or individual responsible for conducting the annual evaluation, such as program director, or designated supervisor; hereafter referred to as “chair”).
- B. The faculty member’s chair shall review (1) the faculty member’s university-designated dossier of expectations and accomplishments, (2) the last five years of work assignments and annual performance reviews by the chair, and (3) the faculty member’s disciplinary record in their personnel file covering the past five years.
- C. The faculty member’s chair shall provide a written assessment certifying the level of achievement and including, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review. The chair is not responsible for assigning a performance rating.
- D. The faculty member’s chair shall forward the dossier, work assignments and annual evaluations, and the chair’s letter to the dean of the college for review.
- E. The dean of the college shall review all materials provided by the faculty member’s department chair.
- F. The dean of the college shall add to the materials a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean’s recommended performance rating using the criteria established by unit faculty and approved by the department head, dean, and Provost and the rating scale described above in section III.B.1.
- G. The dean of the college shall forward the packet and recommendation to the Provost for review.
- H. The Provost shall review the packet and the recommendation provided by the dean of the college. The Provost may consult with an advisory committee.
- I. With guidance and oversight from the University President, the Provost will rate the faculty member’s professional conduct, academic responsibilities, and performance during the review period. The Provost may accept, reject, or modify the dean’s recommended rating. Each faculty member reviewed will receive one of the performance ratings established in section III. B. 1. above.
- J. The Provost shall notify the faculty member, the faculty member’s chair, and the appropriate college dean of the outcome.

V. Outcomes

- A. For each faculty member who receives a final performance rating of “exceeds expectations” or “meets expectations,” the appropriate college dean, in consultation with the faculty member’s chair, shall recommend to the Provost appropriate recognition and/or compensation in accordance with the faculty member’s performance and University regulations and policies. The Provost shall make the final determination regarding recognition and/or compensation.

- B. For each faculty member who receives a final performance rating of “does not meet expectations,” the dean, in consultation with the faculty member and the faculty member’s chair, shall propose a performance improvement plan to the Provost.
 - 1. The plan must include a deadline for the faculty member to achieve the requirements of the performance improvement plan. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan. The Provost shall make final decisions regarding the requirements of each performance improvement plan.

 - 2. Faculty receiving a "does not meet expectations" rating on a Post-Tenure Review will enter into a performance improvement plan. The performance improvement plan will be developed by the chair in concert with the dean. 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. The performance improvement plan shall provide specific performance targets and a time period for achieving the targets not to extend more than 12 months past the date the faculty member receives the improvement plan. 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 their position.

 - 3. Each faculty member who fails to meet the requirements of a performance improvement plan receives a final performance rating of “unsatisfactory” and shall receive a notice of termination from the Provost, pursuant to applicable University processes.

- C. Final decisions regarding post-tenure review may be appealed under this regulation or the applicable collective bargaining agreement. Pursuant to Section 1001.741, Fla. Stat., the decision may not be appealed beyond the President or designee and is not subject to arbitration.

VI. Monitoring and Reporting

A. Annual Report

The Provost shall report annually to the President and Board of Trustees (“BOT”) the outcomes of the post-tenure review process for the prior fiscal year.

B. Audit

1. Beginning January 1, 2024, and continuing every three years thereafter, the Chief Audit Executive or designee must audit the post-tenure review process for the prior fiscal year. A final report of the audit must be presented to the BOT by the Provost or the Chief Audit Executive by July 1.
2. The audit report must include:
 - a. The number of tenured faculty in each of the four performance rating categories;
 - b. The University’s response in cases of each category; and
 - c. Any findings of non-compliance with applicable state laws, BOG regulations, and University regulations and policies.
3. The BOT shall review the audit report at its next regularly scheduled meeting of the full board after the report is finalized by the Chief Audit Executive. The BOT shall consider the report and adopt it on its action item agenda.
 - a. If the University is in compliance, then a copy of the adopted audit report shall be provided to the BOG.
 - b. If the University is not in compliance, then the Chief Audit Executive must present the report to the BOG at its next regularly scheduled meeting.

Effective Date: December 14, 2023

Authority: BOG Regulation 10.003, Post-Tenure Faculty Review

History: Adopted September 14, 2023; revised December 14, 2023

Last review: September 2023

Board of Trustees
Academic Affairs Committee
May 16, 2024

Review of New Academic Degree Program Proposal List

Recommended Action:

Information Item

Background Information:

In March 2024, the Board of Governors amended regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings to include a change in reporting requirements for new degree programs. The amended regulation requires UWF to provide the BOG office with a list of new academic degree program proposals that will be brought before the UWF Board of Trustees for consideration for the upcoming academic year.

Implementation Plan:

- The UWF Board of Trustees Academic Affairs Committee reviews the new academic degree program proposal list for AY 2024-25 on May 16, 2024.
- The UWF Board of Trustees reviews the new academic degree program proposal list for AY 2024-25 on June 20, 2024.
- UWF will submit the new academic degree program proposal list for AY 2024-25 to the State University System of Florida Board of Governors Office in June 2024.

Fiscal Implications:

None

Relevant Authority:

BOG Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings

Supporting Documents:

New Academic Degree Program Proposal List for AY 2024-25

Prepared by:

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

Presenter:

Dallas Snider, Vice Provost, Division of Academic Affairs



Background:

At the March 2024 meeting, the Board of Governors amended 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings, changing reporting requirements for new degree programs. The amended regulation requires universities to provide the Board office with a list of the new academic degree programs that will be considered by the university boards of trustees for the upcoming academic year. The university’s board of trustees must review this list before submission. Please note this can be an information item and does not require a vote. The Board office will share the combined list for the System with CAVP and CAVP ACG to discuss program duplication and System coordination.

Instructions:

Please use the table below to report the new academic degree program proposals the university plans to submit to the Board office in the 2024-2025 Academic Year. Your institution’s board of trustees must have reviewed this list prior to submission to the Board office. Please submit the completed table via the Information Request System by **June 30, 2024**.

Anticipated New Academic Programs for the 2024-25 Academic Year

CIP Code	Name	Level	Other SUS Institutions that Offer the Program	Projected Student Enrollment for Year 1
14.0801	Civil Engineering	Baccalaureate	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	30

DocuSigned by:
Dallas H. Snider

 Signature of Provost/ Vice President for Academic Affairs

04/12/2024

 Date

May 16, 2024
 Date submitted to the University Board of Trustees